



**AGRICULTURAL COMMUNICATIONS  
ENTRY LEVEL AGRICULTURAL  
COMMUNICATIONS SPECIALIST  
SKILLS STANDARDS  
OD46904**

## ***Competency-Based Education: OKLAHOMA'S RECIPE FOR SUCCESS***

### ***BY THE INDUSTRY FOR THE INDUSTRY***

Oklahoma's *CareerTech* system of competency-based education uses industry professionals and certification standards to identify the knowledge and abilities needed to master an occupation. This industry input provides the foundation for development of instructional materials that help prepare the comprehensively trained, highly skilled employees demanded by our workplace partners.

### ***TOOLS FOR SUCCESS***

*CareerTech* relies on three basic instructional components to deliver competency-based instruction: skills standards, curriculum materials, and competency assessments.

**Skills standards** provide the foundation for competency-based instruction in Oklahoma's *CareerTech* system. The skills standards outline the knowledge, skills, and abilities needed to perform related jobs within an industry. Skills standards are aligned with national skills standards; therefore, a student trained to the skills standards possesses technical skills that make him/her employable in both state and national job markets.

**Curriculum materials** contain information and activities that teach students the knowledge and skills outlined in the skills standards. In addition to complementing classroom instruction, curriculum resources provide supplemental activities to enhance learning and provide hands-on training experiences.

**Competency Assessments** test the student over material outlined in the skills standards and taught using the curriculum materials. When used with classroom performance evaluations, written competency assessments provide a means of measuring occupational readiness.

Although each of these components satisfy a unique purpose in competency-based education, they work together to reinforce the skills and abilities students need to gain employment and succeed on the job.

### ***MEASURING SUCCESS***

Written competency assessments are used to evaluate student performance. Results reports communicate competency assessment scores to students and provide a breakdown of assessment results by duty area. The results breakdown shows how well the student has mastered skills needed to perform major job functions and identifies areas of job responsibility that may require additional instruction and/or training.

Group analysis of student results also provides feedback to instructors seeking to improve the effectiveness of career and technology training. Performance patterns in individual duties indicate opportunities to evaluate training methods and customize instruction.

### ***TRUE TO OUR PURPOSE***

"Helping Oklahomans succeed in the workplace" defines the mission of Oklahoma *CareerTech* and its competency-based system of instruction. Skills standards, curriculum, and assessments that identify and reinforce industry expectations provide accountability for programs and assure *CareerTech*'s continued role in preparing skilled workers for a global job market

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**AGRICULTURAL COMMUNICATIONS  
ENTRY LEVEL AGRICULTURAL COMMUNICATIONS SPECIALIST  
SKILLS STANDARDS  
Frequency and Criticality Ratings**

Duty A: Demonstrate Professional Human Relations and Work Skills

Duty B: Apply Communication Strategies Necessary and Appropriate for Effective Customer and Business Relations

Duty C: Demonstrate Knowledge of Leadership

Duty D: Demonstrate Knowledge of the Media as it Relates to Agriculture

Duty E: Demonstrate Knowledge of Problem Solving Techniques and/or Critical Thinking Skills

Duty F: Demonstrate Understanding of Basic Journalism

Duty G: Demonstrate Knowledge of Professional Selling Skills/Need Satisfaction Selling

Duty H: Demonstrate Knowledge of Advertising Applications

Duty I: Demonstrate Understanding of PC Multimedia Software

**Frequency:** represents how often the task is performed on the job. Frequency rating scales vary for different occupations. The rating scale used in this publication is presented below:

- 1 = less than once a week
- 2 = at least once a week
- 3 = once or more a day

**Criticality:** denotes the level of consequence associated with performing a task incorrectly. The rating scale used in this publication is presented below:

- 1 = slight
- 2 = moderate
- 3 = extreme

**DUTY A: Demonstrate Professional Human Relations and Work Skills**

CODE	TASK	F/C
A.01	Project appropriate business image <ul style="list-style-type: none"> <li>• Business dress</li> <li>• Posture</li> <li>• Personal habits</li> <li>• Gestures</li> <li>• Hygiene</li> <li>• Etiquette</li> <li>• Grammar and speech</li> <li>• Dress appropriate for the situation</li> <li>• Blend into the local culture</li> </ul>	3/3
A.02	Formulate short and long term goals and objectives <ul style="list-style-type: none"> <li>• Projection</li> <li>• Distinguish between objectives and goals</li> </ul>	2/3

	<ul style="list-style-type: none"> <li>• Budgets, resources</li> <li>• Strategic planning</li> <li>• Ongoing, continually revise</li> <li>• Individual basis through corporate level</li> <li>• Long range</li> </ul>	
A.03	<p>Practice time management and follow work schedule</p> <ul style="list-style-type: none"> <li>• Establish/evaluate work priorities</li> <li>• Daily</li> <li>• Weekly</li> <li>• Project/time management</li> <li>• Organize personal workloads</li> <li>• Assist in other duties within the business as needed</li> <li>• Develop and practice good work habits</li> <li>• Evaluation and assessment</li> <li>• Accountability</li> </ul>	3/3
A.04	<p>Demonstrate professional interpersonal skills</p> <ul style="list-style-type: none"> <li>• Communication with co-workers</li> <li>• Communication with supervisors</li> <li>• Communication with end users</li> <li>• Handle end user inquiries</li> <li>• Handle difficult end users</li> <li>• Interpret business policies to end users/clients</li> <li>• Handle end users'/clients' complaints</li> <li>• Promote business goodwill</li> <li>• Give reasons for the view that the end user is the most important component of any business</li> <li>• Handling conflict</li> <li>• Respect individual diversity</li> <li>• Respond to praise or criticism</li> <li>• Provide constructive criticism or praise</li> <li>• Channel and control emotional reactions</li> <li>• Resolve conflicts</li> <li>• Display a positive attitude</li> <li>• Establish and maintain positive working relationships</li> <li>• Desirable personal qualities</li> <li>• Show empathy toward others</li> <li>• Tact and diplomacy</li> <li>• Gather facts for total picture</li> <li>• Group building/teams</li> <li>• Developing job satisfaction</li> <li>• Deal with difficult people</li> <li>• Describe working environments and related technologies</li> <li>• Identify and explain 'good conduct" business procedures</li> </ul>	3/3

	<ul style="list-style-type: none"> <li>• Define management's role in customer relations, communications, and staff development</li> <li>• Explain the critical aspects of business image</li> <li>• Demonstrate ability to handle indifference</li> <li>• Demonstrate ability to handle objections</li> <li>• Demonstrate knowledge of the importance of good listening skills</li> </ul>	
A.05	<p>Demonstrate business work ethics</p> <ul style="list-style-type: none"> <li>• Integrity</li> <li>• Confidentiality</li> <li>• Honesty</li> <li>• Punctuality</li> <li>• Security</li> <li>• Initiative</li> <li>• Loyalty</li> <li>• Interest and enthusiasm</li> <li>• Trustworthiness</li> <li>• Self control</li> <li>• Abuse of company assets</li> <li>• Personal work on company time</li> <li>• Describe company structures and employees' role within that structure</li> <li>• Identify the rules and regulations of the company as they relate to the employee</li> <li>• Sick leave abuse/attendance</li> <li>• Dependability and reliability</li> <li>• Meet organizationally defined expectations</li> <li>• Operate within scope of authority adhering to company rules, regulations, and policies, as established including interpretation of employer/employee handbook and procedures</li> <li>• Distinguish aggression vs. assertiveness appropriate to the situation</li> <li>• Take responsibility</li> <li>• Consequences</li> <li>• Harassment</li> <li>• Workers' compensation</li> </ul>	3/3
A.06	<p>Practice stress management skills</p> <ul style="list-style-type: none"> <li>• Identify factors that cause stress</li> <li>• In-house and outside resources</li> <li>• Basic ways to reduce stress</li> <li>• Mental and physical</li> <li>• Develop attitudes which encourage a positive reaction to change</li> <li>• Maintain a positive attitude</li> <li>• Flexibility</li> <li>• Set priorities</li> <li>• Practice wellness, relaxation</li> </ul>	3/3
A.07	Practice awareness and skills to be an effective team member	2/2

	<ul style="list-style-type: none"> <li>• Team building concepts</li> <li>• Self-analysis</li> <li>• Quality improvement teams</li> <li>• Coordination with other stake holders</li> <li>• Personality traits</li> <li>• Working across industry lines</li> <li>• Team makeup and structure</li> <li>• Analyze strengths and non-strengths of team</li> <li>• Establishing consensus</li> </ul>	
A.08	Deal with confidential information <ul style="list-style-type: none"> <li>• Tactful responses</li> <li>• Role of mediator</li> <li>• Gather information</li> <li>• Standard responses</li> <li>• React calmly</li> <li>• Guard privileged communication</li> <li>• Disclosure statements</li> </ul>	1/2
A.09	Address the ethical uses regarding ownership of information <ul style="list-style-type: none"> <li>• Confidential messages</li> <li>• Security features</li> <li>• Copyright laws</li> <li>• Slander, libel</li> <li>• Plagiarism</li> <li>• Hazardous materials</li> </ul>	2/2

**DUTY B: Apply Communication Strategies Necessary and Appropriate for Effective Customer and Business Relations**

CODE	TASK	F/C
B.01	Understand communication theory <ul style="list-style-type: none"> <li>• Sender</li> <li>• Receiver</li> <li>• Common field of experience</li> <li>• Lost message</li> <li>• Communication research</li> <li>• Combination of male and female voice to increase retention</li> <li>• Describe the difference between effective and ineffective communication</li> <li>• Accents/dialects</li> <li>• Stereotyping</li> <li>• Diversity</li> <li>• Social style</li> <li>• Describe and demonstrate communication styles and techniques in a variety of situations</li> <li>• Understand your audience</li> </ul>	3/3
B.02	Demonstrate positive verbal and nonverbal communications <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking/oral</li> </ul>	3/3

	<ul style="list-style-type: none"> <li>• Diction</li> <li>• Body language</li> <li>• Presentation skills</li> </ul>	
B.03	<p>Apply positive verbal and non-verbal business communication skills</p> <ul style="list-style-type: none"> <li>• Follow and give instructions</li> <li>• Written</li> <li>• Email</li> <li>• Fax</li> <li>• Vendors</li> <li>• Customers</li> <li>• Visually and orally communicate</li> <li>• Sales techniques/persuasiveness</li> <li>• Organize presentations</li> <li>• Integrate graphics/presentation software</li> <li>• Describe the difference between effective and ineffective communication</li> <li>• Demonstrate proper telephone techniques</li> <li>• Projecting positive telephone image</li> <li>• Screening calls</li> <li>• Placing calls</li> <li>• Voice mail</li> <li>• Video teleconferencing</li> <li>• Transferring calls</li> <li>• Terminating calls</li> <li>• Gather information before calling</li> </ul>	3/3
B.04	Demonstrate methods for handling competition	2/2
B.05	Manage customer complaints	2/2
B.06	Establish and maintain familiarity with services available for purchase by the customer	2/2
B.07	<p>Provide service to customers</p> <ul style="list-style-type: none"> <li>• Listen to customers</li> <li>• Keeping customers</li> <li>• Service level agreements</li> <li>• Negotiate contracts</li> </ul>	3/3
B.08	Demonstrate knowledge of Maslow's Hierarchy of Needs	2/2

**DUTY C: Demonstrate Knowledge of Leadership**

CODE	TASK	F/C
C.01	<p>Identify leader characteristics</p> <ul style="list-style-type: none"> <li>• Intelligence</li> <li>• Judgment</li> <li>• Objectivity</li> <li>• Initiative</li> <li>• Dependability</li> <li>• Cooperation</li> <li>• Honesty</li> <li>• Courage</li> <li>• Confidence</li> <li>• Stability</li> <li>• Understanding</li> <li>• Subject knowledge</li> </ul>	3/3

	<ul style="list-style-type: none"> <li>• Competency</li> <li>• Credible</li> <li>• Empathy</li> <li>• Continuing education</li> <li>• Stay current</li> <li>• Be an information consumer</li> </ul>	
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**DUTY D: Demonstrate Knowledge of the Media as it Relates to Agriculture**

<b>CODE</b>	<b>TASK</b>	<b>F/C</b>
D.01	Perform editing for all media	3/3
D.02	Demonstrate ability to perform journalistic writing <ul style="list-style-type: none"> <li>• Press release</li> <li>• News story</li> <li>• Feature story</li> <li>• Line items</li> <li>• Write concisely</li> </ul>	3/3
D.03	Demonstrate knowledge of broadcasting	2/2
D.04	Demonstrate knowledge of effective public relations <ul style="list-style-type: none"> <li>• Magazines</li> <li>• Newspapers</li> <li>• Weekly publications</li> <li>• Newsletters</li> <li>• Internet</li> </ul>	3/3
D.05	Demonstrate knowledge of photography <ul style="list-style-type: none"> <li>• Magazines</li> <li>• Newspapers</li> <li>• Weekly publications</li> <li>• Newsletters</li> <li>• Internet</li> <li>• Photo versus digital based</li> <li>• Photo editing</li> <li>• What makes a good picture</li> <li>• Rule of thirds</li> <li>• Qualify, focus, cropping</li> <li>• Photo Shop and Quark</li> </ul>	2/2
D.06	Demonstrate knowledge of photo captioning <ul style="list-style-type: none"> <li>• Magazines</li> <li>• Newspapers</li> <li>• Weekly publications</li> <li>• Newsletters</li> <li>• Internet</li> </ul>	2/2
D.07	Demonstrate knowledge of page layout <ul style="list-style-type: none"> <li>• Attractive</li> <li>• Basic</li> <li>• Work with artist</li> <li>• Fits with the media working with</li> <li>• Graphics</li> </ul>	1/2
D.08	Demonstrate knowledge of basic radio skills <ul style="list-style-type: none"> <li>• Audio production</li> <li>• Music considerations</li> <li>• How to use a microphone and recorder</li> </ul>	3/3

	<ul style="list-style-type: none"> <li>• Situational</li> <li>• Natural sound</li> <li>• Creativity</li> <li>• Using sound</li> <li>• Editing interview for error</li> <li>• Writing for the ear</li> <li>• Delivery for the ear</li> <li>• AP style</li> </ul>	
D.09	<p>Demonstrate knowledge of basic TV skills</p> <ul style="list-style-type: none"> <li>• Overview of TV</li> <li>• Video formats</li> <li>• High definition TV</li> <li>• PAL</li> <li>• NTSC</li> <li>• RGB</li> <li>• How to use a microphone and video recorder</li> <li>• How to plan/conduct an interview</li> <li>• Writing for the eye and ear</li> <li>• Creativity</li> <li>• On-camera delivery</li> <li>• Videography</li> <li>• AP style</li> </ul>	3/3

**DUTY E: Demonstrate Knowledge of Problem Solving Techniques and/or Critical Thinking Skills**

CODE	TASK	F/C
E.01	<p>Apply problem solving techniques and/or critical thinking skills</p> <ul style="list-style-type: none"> <li>• Steps of problem solving</li> <li>• Employ appropriate skills for gathering and retaining information</li> <li>• Interpret written, graphic, and oral instructions</li> <li>• Demonstrate good judgment</li> <li>• Creativity</li> <li>• Be an information consumer</li> <li>• Be a frequent regular consumer of news products</li> <li>• Know what you are looking for and how to go after it</li> <li>• Scientific random sampling replication</li> <li>• What constitutes research</li> <li>• Be skeptical of sample sizes</li> </ul>	3/3

**DUTY F: Demonstrate Understanding of Basic Journalism**

CODE	TASK	F/C
F.01	<p>Demonstrate understanding of what is news</p> <ul style="list-style-type: none"> <li>• Who, what, when, where, how</li> </ul>	3/3
F.02	Demonstrate understanding of the social role of journalism	1/1
F.03	Demonstrate knowledge of journalism in our society	1/1
F.04	Distinguish between objectivity versus opinion	3/3
F.05	<p>Demonstrate knowledge of the structure of a news story</p> <ul style="list-style-type: none"> <li>• Feature story</li> <li>• Inverted pyramid</li> </ul>	3/3

	<ul style="list-style-type: none"> <li>• If in doubt, leave it out</li> <li>• AP style</li> </ul>	
F.06	Demonstrate knowledge of how to write headlines and captions	3/3
F.07	Demonstrate knowledge of copy/editing skills <ul style="list-style-type: none"> <li>• Grammar</li> <li>• Judgment</li> <li>• Computer</li> <li>• Editing for content and context</li> <li>• Certain audiences</li> </ul>	3/3

**DUTY G: Demonstrate Knowledge of Professional Selling Skills/Need Satisfaction Selling**

CODE	TASK	F/C
G.01	Demonstrate knowledge of probing skills <ul style="list-style-type: none"> <li>• Open               <ul style="list-style-type: none"> <li>• Gain information</li> <li>• Clarification</li> <li>• Determine attitude</li> <li>• Uncover needs</li> </ul> </li> <li>• Closed               <ul style="list-style-type: none"> <li>• Gain commitment</li> <li>• Uncover need</li> <li>• Convert opportunity</li> <li>• Get specific information</li> <li>• Uncover dissatisfaction</li> <li>• Conform an attitude</li> <li>• To clarify</li> <li>• Supporting skills and proof statements</li> </ul> </li> </ul>	3/2
G.02	Demonstrate knowledge of general customer buying tendencies and demographics <ul style="list-style-type: none"> <li>• Primary and selective buying motives</li> <li>• Emotional buying motives</li> <li>• Rational buying motives</li> <li>• Product and patronage buying motives</li> </ul>	3/2
G.03	Demonstrate knowledge of the importance of good listening skills	3/2

**DUTY H: Demonstrate Knowledge of Advertising Applications**

CODE	TASK	F/C
H.01	Know your client <ul style="list-style-type: none"> <li>• Research product</li> <li>• See in action</li> <li>• Interview users about strengths</li> </ul>	3/3
H.02	Demonstrate knowledge of what media to use <ul style="list-style-type: none"> <li>• News release</li> <li>• Picture</li> <li>• Audio/video</li> <li>• Field day</li> <li>• Personnel interview</li> <li>• Product samples</li> </ul>	3/3

**DUTY I: Demonstrate Understanding of PC Multimedia Software**

<b>CODE</b>	<b>TASK</b>	<b>F/C</b>
I.01	Demonstrate knowledge of graphics software <ul style="list-style-type: none"><li>• Drawing programs</li><li>• Vector objects</li><li>• Lines and curves</li><li>• Fills, blends, and gradients</li><li>• Front/back layering</li><li>• Text manipulating</li><li>• Painting programs</li><li>• Bit mapped images</li><li>• Paint effects</li><li>• Paintbrush type, shape, and ink</li><li>• Area textures and patterns</li><li>• Selective image manipulation</li><li>• Photo-image processing</li><li>• Converting file formats</li><li>• CMYK color separations</li></ul>	3/3
I.02	Demonstrate knowledge of sound software <ul style="list-style-type: none"><li>• CD-audio players</li><li>• Sound recorders</li><li>• Sound editors</li><li>• Features of digital editing</li><li>• Mixers</li><li>• MIDI sequencer</li><li>• Voice recognition</li><li>• Text-to-speech programs</li></ul>	3/3
I.03	Demonstrate knowledge of video software <ul style="list-style-type: none"><li>• Video for windows</li><li>• Quick time for windows</li><li>• Video editing programs</li><li>• Time-code and EDL's</li><li>• Creating transitions and special effects</li><li>• Frame rendering control</li><li>• Video capture programs</li><li>• Compression/decompression</li><li>• Software</li><li>• Non-linear hard disk editing</li><li>• Programs</li></ul>	3/3
I.04	Demonstrate knowledge of presentation software <ul style="list-style-type: none"><li>• Slide show presentations</li><li>• Optical background templates</li><li>• Timelines for media control</li><li>• Text transition effects</li><li>• Adding graphics and animation</li><li>• Embedding sound and video clips</li><li>• Interactive buttons and objects</li><li>• Slide sorter</li><li>• Run-time programs on-screen</li><li>• Shows</li><li>• Output to paper, film, and video</li></ul>	3/3
I.05	Demonstrate knowledge of legal issues <ul style="list-style-type: none"><li>• Copyright issues</li><li>• Use</li></ul>	2/3

	<ul style="list-style-type: none"><li>• Protection</li></ul>	
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