



# Agri-food SMEs International Sales

## Curriculum Summary



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## What will you find in this document?

The present e-book includes a new university learning curriculum, centred on international sales management in the EU agri-food sector.

This curriculum aims to provide young students of economic extraction with an integrated set of high skills of economic and business, commercial skills, leadership and communicational and relational competencies to support agri-food SMEs to enter, remain and develop in international business circuits.

Active cooperation with key stakeholders has taken place to ensure that the European guidelines and quality labels are effective and sustainable in the marketplace. In this document, you will find a summary of SMaRT course on international sales management in the agri-food sector.

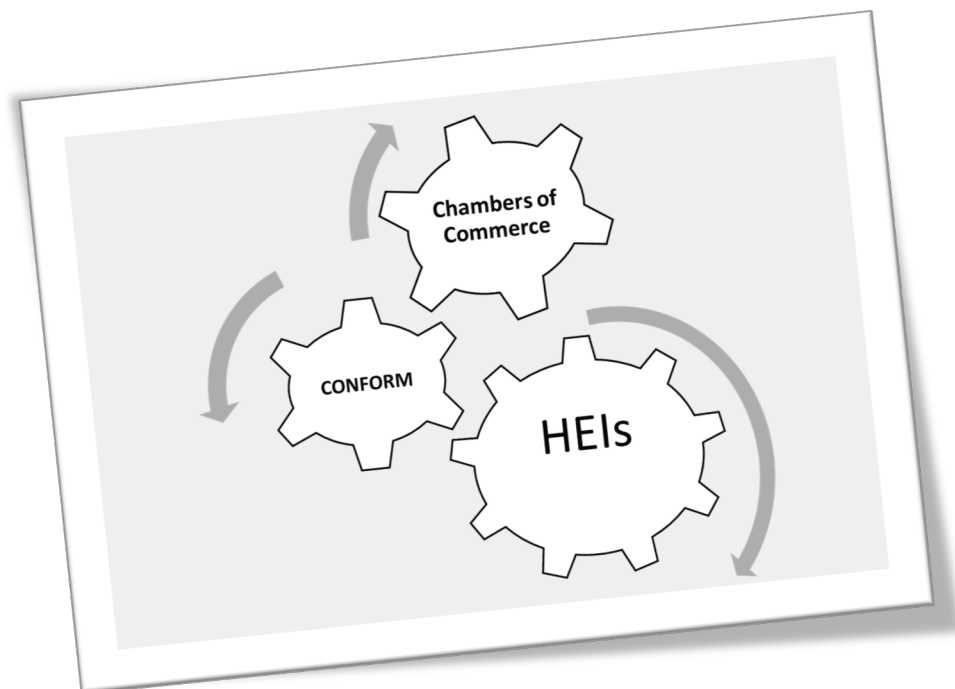
SMaRT curriculum approach undermines the ability of the EU to maintain its global market share and enhance efficiencies of the internal market through better positioning of its products. There is the need to establish innovative curricula to educate professional intermediaries to position on both the supply (i.e. producers/sellers) and the demand side (i.e. international buyers) EU high quality agriproducts.

Thus, the “SMaRT-Sales Management and Relationships for Trade” project partnership has developed, validated and promoted a 20 ECTS credit course based on a balanced mix of classroom, e-game-based learning and work-based learning methodologies.

Specific skill requirements of agri-food SMEs are very diverse. Their needs are incorporated into the curriculum thanks to:

- ✓ Universitat Rovira i Virgili –URV, Tarragona, Spain
- ✓ Università Politecnica delle Marche UNIVPM, Italy
- ✓ Poznań University of Economics and Business - PUEB, Poland
- ✓ Univerza na Primorskem Università del Litorale, Slovenia
- ✓ Wielkopolska Chamber of Commerce and Industry, Poland
- ✓ Cámara de Comercio Italiana – Barcelona, Spain
- ✓ Chamber of Commerce and Industry of Slovenia Institute for Business Education, Slovenia
- ✓ CONFORM - Consulenza Formazione e Management S.C.A.R.L, Italy

*Figure 1. SMaRT strategic partnership. Knowledge sharing for quality results*



# SMaRT Curriculum

## Learning methodological approach

This new curriculum, centred on international sales management in the agri-food sector, needs a new methodological paradigm to allow the development of target skills. Thus, the learning process is based on innovative, blended, interactive, game-based, flexible methods and forms that are adaptable to individuals' needs.

Digital integration in learning help students access to a plurality of Open Educational Resources (OER), in the form of interactive video pills, which will be freely accessed online for at least two years after the project end. It also allows a vast audience of students to acquire and maintain technical, managerial, commercial, relational, and functional skills to develop the process to increase sales volumes of agri-food SMEs, through effective management of commercial processes.

The development of game-based learning forms will lead SMaRT to the creation of the PlaS - Play to Sale game in episodes as an interactive recreational-educational knowledge hub.

Developing and evaluation skills to manage business processes and increase SMEs competitiveness in the agri-food sector is possible thanks to the new methodology developed by SMaRT. It combines face-to-face (F2F) activities, online learning with challenges, practical experience, networking opportunities and job-placements.

In that sense, SMaRT curriculum is based on:

- ✓ *Cognitive learning (learning by thinking)* to be taken through a balanced mixture of lectures, real case problem solutions and interactive e-learning sessions through the OER.
- ✓ *Behavioural learning (learning by acting)* to be achieved with game-based learning triggered by the PlaS game to develop, nurture and



enhance behavioural qualities of competitive spirit, result orientation and relational effectiveness that animate and qualify technical skills by transforming commercial activities into excellent professional performance.

- ✓ *Operational learning (learning by doing)* to be carried out in on-the-job training in a company to develop the ability to conduct check-ups of planning, direction and control processes of commercial activities in the agri-food sector.

#### **SMaRT is...**

a **professional profile-centred design**. It focuses on a particular professional profile to cover all the necessary skills and knowledge a learner should acquire to succeed in the labour market.

a **learner-centred design**. It focuses on the learner trying to address their needs, interests, and goals.

an **employability-centred design**. It offers job market and networking opportunities to the learners.

SMaRT is designed to benefit students but also higher education institutions (HEIs) and SMEs.

SMaRT curriculum is multidisciplinary. So, the following schools and departments, depending on each HEIs' structure and organization, will benefit:

- ✓ economics, finance, marketing, international relations, and other related fields of knowledge
- ✓ agricultural science, food and beverage management, and other related fields of knowledge

SMaRT offers to HEIs an innovative and updated curriculum in International Sales Management in the Agri-food Sector. This curriculum can be embedded in master degrees or in life-long learning programmes and vocational education.

SMEs in the EU agri-food sector are also beneficiaries of the SMaRT curriculum. When SMEs are part of the process of curriculum design, university and business cooperation improves the skills of students relevant to the labour market career.

SMaRT check-up model is designed help students to acquire valuable new knowledge, which in turn can be used for the strategic development of SMEs in the agri-food sector.

## SMaRT: A 20 ECTs innovative programme

As result of collaboration among SMaRT partners, the following 20 ECTs structure was defined (Figure 2).

Figure 2. SMaRT curriculum structure

Structure	ECT	Learning methodology
Module 1. Personal selling	3	Cognitive (learning by thinking)
Module 2. International sales management and export	3	
Module 3. Understanding the economics of agri-food sector	3	
PlaS Game	6	Behavioral (learning by acting)
SMEs check up model	5	Operational (learning by doing)

In SMaRT learning curriculum, the percentage of teacher-directed learning can be adapted depending on each HEI teaching policies.

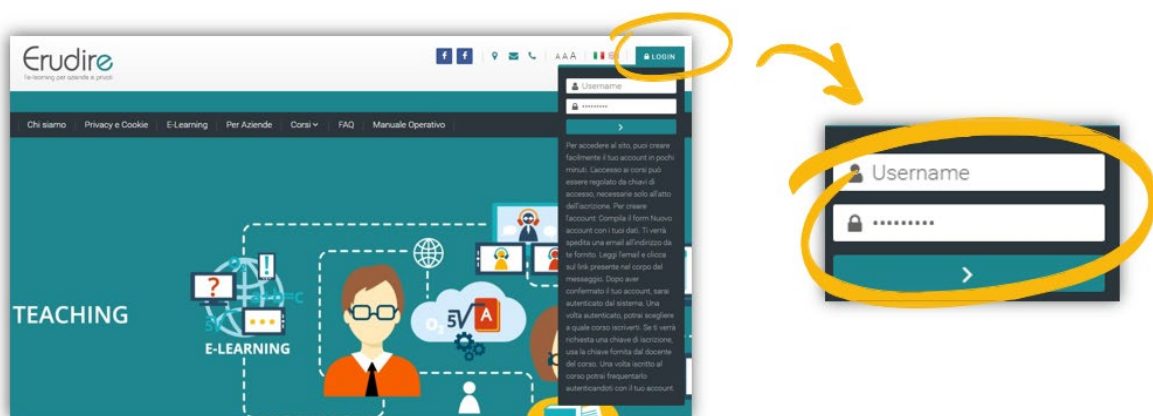
Modules 1 to 3 are based on learning by thinking through a balanced mixture of lectures, real case problem solutions and interactive e-learning sessions, which include Open Educational Resources (OER). Each module includes PlaS videos, which are designed to increase student skills through behavioural learning.

Modules complement each other. Nevertheless, they can also be used as independent learning modules, if needed. This philosophy makes SMaRT curriculum highly flexible. The same philosophy applies to SMEs check-up model.



The content of this e-book will help you access to all learning materials<sup>1</sup>.

To access the audio-visual products created for the project, students need to access Erudire e-learning platform at <http://www.erudire.it/> by logging in at the box in the top right hand corner as shown as follows:



<sup>1</sup> Materials will remain accessible at least two years after the finalization the project.



# Open Educational Resources Summary and Access

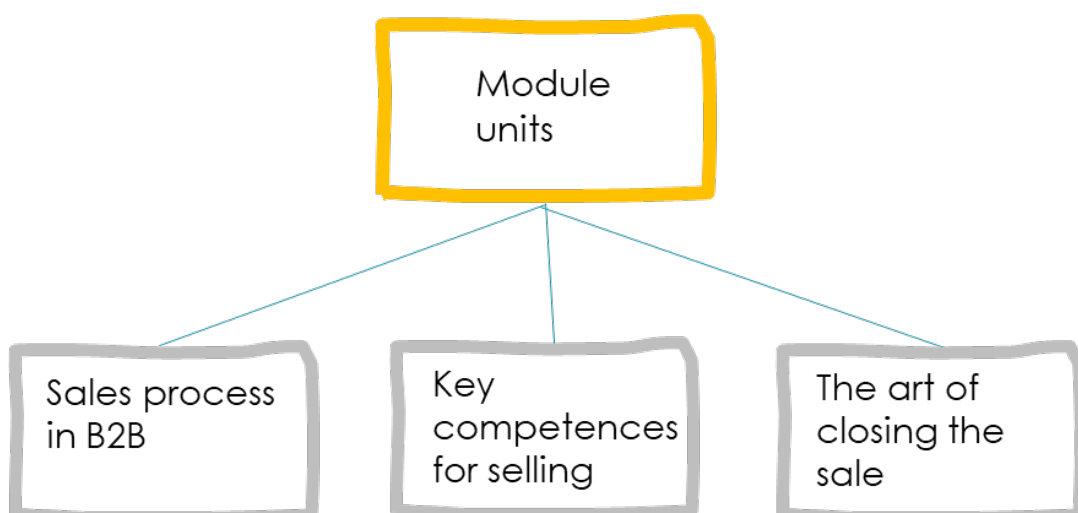
# Module 1. Personal selling

Module 1 will help student to understand:

- ✓ the concept of sales in the B2B context, as opposed to B2C sales,
- ✓ the principal types of selling,
- ✓ the phases of the sales process,
- ✓ what lead generation and qualification are within online and offline scenarios,
- ✓ the concept of ethics in sales,
- ✓ the two parts of the sales process (i.e. planning and preparation),
- ✓ the basics of negotiation,
- ✓ customer's needs, and
- ✓ key competencies for selling.

Module 1 is structured in three different units (Figure 3).

*Figure 3. Module 1 content*



Unit 1 and unit 2 include:

- ✓ a PDF presentation with learning outcomes,
- ✓ an online discussion forum,
- ✓ a video assessment game with subtitles in English, Slovenian, Italian, Polish and Spanish,
- ✓ an interactive video training pill with subtitles in English, Slovenian, Italian, Polish and Spanish.

This interactive video allows the viewer to access in-depth information and to temporarily interrupt the episode and, through the hotspots inserted on the time-line of the video, recalled by specific "Key Words", to access different training contents provided.

Interactive video training pill includes multiple-choice questions, with only one correct answer.

- ✓ extra readings or further investigation materials (FIM).

Unit 3 includes an interview with a professional working in the agri-food sector. This interview can be used as a business case study.

## Unit 1. Sales process in B2B and trade context

Content created by

 Silvio Cardinali, Università Politecnica delle Marche.

 Giulia Amadio, Università Politecnica delle Marche.

### *INTRODUCTION. Sales process in B2B and trade context*

Over the years, sales in the B2B have become increasingly strategic, complex, value adding and technology dependent. The concept of sales has morphed from a 20th-century model focused only on selling products and services to a 21st-century model of building and maintaining long-term relationships.

In this unit, students will learn about sales within the B2B context, in contrast with B2C sales. They will find out the main types of selling and stages of the sales process. They will also get an idea about lead generation and qualification. In the end, they will understand the concept of ethics in sales.

To summarize, the unit includes the following topics:

- ✓ introduction to selling,
- ✓ sales environment and selling typology,
- ✓ seven steps of selling,
- ✓ lead generation and qualification, and
- ✓ ethics in sales.

[Click here](#) to access unit presentation (Erudire platform)

## VIDEO GAME. *The art of closing the sale: a Key to business growth*



In this video game, you will learn how to close an international sale and become known in a different market.

Scan the QR code to access the digital resource.

Before playing the game, familiarize yourself with the story and its characters.

### **The story**



Bruno is a small fruit, olive oil, vegetables, and wine producer. Thanks to recent developments in the global market, he has been able to acquire a large amount of new agricultural land and now he produces more than he is able to sell locally. His business with tourism has grown very fast. Therefore, he has decided to expand.

First of all, he starts to hire people to work as salespeople, with a high level of professionalism and skills. Elena, a well-trained salesperson, shows up for an interview. John, a purchasing manager operating in a renowned chain of hotels - called SUN - in the UK, has already contacted Bruno regarding the purchase of a large quantity of olive oil.

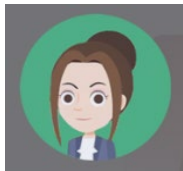


## The characters



### **Bruno**

50 years old. Married with two children. He is a small producer of fruits, olive oil, vegetables, and wine. Thanks to recent developments in the global market, he has been able to acquire a large amount of new agricultural land and now he produces more than he is able to sell locally.



### **Elena**

35 years old. Single. Salesperson, Economic graduate, with previous experience at GREENOIL Company for 10 months working as a volunteer to learn about selling.

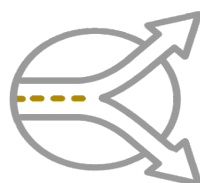


### **John**

40 years old. Divorced. John, purchasing manager of a famous chain of hotels, called SUN, in the UK. He would like to have the hotels put in the list of the best food provided in the UK.

During the game different questions are proposed regarding the possible decisions to be taken on the circumstance simulated by the characters.

The answers chosen by the user will open, from time to time, a different training scenario, including positive/negative feedback. This process will lead student to the conclusion of the story, acquiring greater awareness of his/her knowledge on the subject.



### *FORUM: Key features of sales in B2B contexts*

The practice of a supplier of goods trading with another is as old as commerce itself. For as long as there have been businesses, there have been companies capitalizing on the need to supply goods/services to other companies. Although there are not many records of B2B sales transactions during early history, there is no denying that B2B selling played and currently plays a central role in establishing relationships between companies. What are the leading characteristics of B2B markets? What are the B2B sales features?



Scan the QR code to access the digital resource.



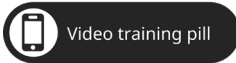
### *VIDEO TRAINING PILL. Sales process in B2B and trade context*

This interactive video training pill covers the following topics:

- ✓ B2B vs B2C,
- ✓ types of selling,
- ✓ stages of the sales process,
- ✓ lead generation, and
- ✓ ethics in sales



Scan the QR code to access the digital resource.



This video training pill gives access to further investigation materials (FIM). Each material is related to a specific key word (Table 1).

Table 1. FIM. Sales process in B2B and trade context

Key word	Further investigation material
<b>Wholesale / Distribution sales.</b>	<p><i>Stakeholders and activities in the agri-food supply chain</i></p> <p>The document illustrates the activities carried out by principal stakeholders playing a key role in the agri-food supply chain.</p> <p><a href="#">Click here</a> to access resource.</p>
<b>Types of selling</b>	<p><i>The main types of selling (glossary)</i></p> <p>The PDF file includes a glossary with the principal types of selling.</p> <p><a href="#">Click here</a> to access resource.</p>
<b>Seven steps</b>	<p><i>Selling process - 7 steps in the sale process explained in depth</i></p>

Key word	Further investigation material
	<p>The video presents the 7 steps of selling in a more detailed way, including a final example.</p> <p><a href="#">Click here</a> to access resource.</p>
<p><b>Lead generation strategies</b></p>	<p><i>What is B2B lead generation</i></p> <p>The video shows the concepts related to B2B lead generation in a complete way, in order to provide students with a comprehensive view of the topic.</p> <p><a href="#">Click here</a> to access resource.</p>
<p><b>The bant, champ, meddic, anum and faint models</b></p>	<p><i>The bant, champ, medic, anum and faint models</i></p> <p>The document illustrates the BANT, the CHAMP, the MEDDIC, the ANUM and the FAINT techniques and describes their main characteristics.</p> <p><a href="#">Click here</a> to access resource.</p>
<p><b>Ethics</b></p>	<p><i>Ethics</i></p> <p>The PDF document examines what conflict situations can occur between salespeople, company and customers. In addition, there are examples of good practices that can be implemented to foster a positive ethical climate.</p> <p><a href="#">Click here</a> to access resource.</p>



## Test yourself

Test yourself after watching the video pill *Sales process in B2B and trade context*.

1. What does it mean to generate an online lead?
  - a. Online lead generation is the process by which a company sends promotional and advertising messages to persuade or influence a generic audience.
  - b. Online lead generation is the process by which a company attracts and convinces a person to explicitly express his/her interest in the product/service offered through sending an email, subscribing to a newsletter, starting a software free trial and so on.
  - c. Online lead generation is the process of creating interest around a firm's product or service that does not involve the world of the Internet.
  - d. Online lead generation is the process by which a company closes a sale
  
2. What are the typical circumstances salespeople deal with in relation to the customer?
  - a. Excessive sales pressure, deception, abuse of salespeople's rights.
  - b. Acting as a role model, managing through the design of a coherent reward system.
  - c. Dishonesty, gifts, entertainment and bribes, unfair treatment, privacy.
  - d. Cheating, use of company resources, and salespeople's inappropriate behaviour.

3. What are the phases of online Lead generation?
  - a. Visitor (Stranger) - Landing Page - Call to Action - Lead.
  - b. Visitor (Stranger) - Landing Page - Lead - Call to Action.
  - c. Visitor (Stranger) - Call to Action - Landing Page - Lead.
  - d. Call to Action - Landing Page - Visitor (Stranger) - Lead.
  
4. What are the main features of B2B markets?
  - a. High concentration, heterogeneity, continuity, continuous exchange.
  - b. Low concentration, heterogeneity, continuity, continuous exchange.
  - c. High concentration, heterogeneity, continuity, isolated exchange.
  - d. High concentration, homogeneity, continuity, isolated exchange.
  
5. What are the main steps of the selling process?
  - a. Preparation, prospecting, clarification of goals, presentation, handling objections, closing, follow-up.
  - b. Preparation, prospecting, approach, presentation, negotiate towards win-win outcome, closing, follow-up.
  - c. Approach, preparation, prospecting, clarification of goals, negotiate towards win-win outcome, closing, follow-up.
  - d. Prospecting, preparation, approach, presentation, handling objections, closing, follow-up.



## EXTRA READINGS

### *Extra reading #1*

What Is B2B Sales? Definition, Process, and Techniques by Audrey Weber's. Outreach Associate Content Editor.

[Click here](#) to access resource.

### *Extra reading #2*

Ethics in B2B Marketing. Explain how B2B marketing creates unique ethical risks and challenges

[Click here](#) to access resource.



## Test yourself

After studying the FIM of this unit, test yourself

1. B2B selling is a \_\_\_\_\_ process that requires a well-designed and executed B2B sales strategy in order to succeed”. Please choose the correct word online lead generation is the process by which a company sends promotional and advertising messages to persuade or influence a generic audience.
  - a. Complex.
  - a. Simple.
  - b. Easy.
  - c. Uncomplicated.
  
2. Personal sales require the seller \_\_\_ the process according to the buyer’s personality and approach”. Please enter the correct word:
  - a. To standardize.
  - b. To tailor.
  - b. To homogenize.
  - c. To uniformize.
  
3. Please choose the correct statement:
  - a. Prices are fixed and uniforms for all customers.
  - b. The price is defined by the customer.
  - c. The price is set by the seller.
  - d. Pricing is negotiated between the buyer and seller.





4. Please choose the correct statement:
  - a. Outside sales professionals often operate outside of an office because they are meeting with prospects and clients or presenting an event.
  - b. Inside sales professionals often operate outside of an office because they are meeting with prospects and clients or presenting at an event.
  - c. Outside sales professionals engage clients remotely through cold calling, emailing, and video conferencing.
  - d. Outside sales professionals often operate inside of an office because they are meeting with prospects and clients or presenting at an event.
  
5. Common B2B sales KPIs include:
  - a. New leads generated per month.
  - b. Supplier quality rating.
  - c. Supplier availability.
  - d. Purchase order cycle times.

## Unit 2. Key competences for selling

Content created by



Silvio Cardinali, Università Politecnica delle Marche.



Giulia Amadio, Università Politecnica delle Marche.

### *INTRODUCTION. Key competencies for selling*

Over the past 20 years, the roles and activities of the sellers have changed and the competencies/skills required have been enriched with content: the sale has become a professionally higher-level activity.

In this unit, students will learn about two parts of the selling process, namely planning and preparation, together with the process of understanding customer's needs. In addition, they will better understand the basics of negotiation. In conclusion, they will get an idea about the key competencies required of sales professionals in the digital age.

In brief, the unit includes the following topics:

- ✓ planning and preparation selling,
- ✓ discovering and understanding sales,
- ✓ basics of negotiation, and
- ✓ developing digital competences

[Click here](#) to access unit presentation (Erudire platform)

## VIDEO GAME. Essential sales competencies for sales effectiveness



In this video game, you will learn the essential skills you need to make effective sales.

Scan the QR code to access the digital resource.

Before playing the game, familiarize yourself with the story and its characters.

### The story



Elena has proved to be a very professional person in Bruno's company and she has been promoted to the position of Sales Manager. Placing more and more trust in her, Bruno decides to send her to the UK to proceed with the first sale.

In the UK, Elena meets John, in one of the famous local hotels he runs. She has to face a huge challenge. First of all, she has to adapt to the different culture and then she has to implement 100 tons of olive oil sell.

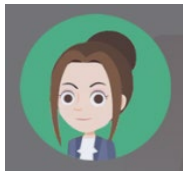
Meanwhile, Bruno already misses her in the office. The great success has generated a large amount of work that has to be done and Bruno's office is a mess without Elena's valuable organizational and digital skills. He can't manage the orders that he receives through digital channels and has piles of paper documents on his desk.

## The characters



### **Bruno**

50 years old. Married with two children. He is a small producer of fruits, olive oil, vegetables, and wine. Thanks to recent developments in the global market, he has been able to acquire a large amount of new agricultural land and now he produces more than he is able to sell locally.



### **Elena**

35 years old. Single. Salesperson, Economic graduate, with previous experience at GREENOIL Company for 10 months working as a volunteer to learn about selling.

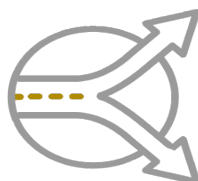


### **John**

40 years old. Divorced. John, purchasing manager of a famous chain of hotels, called SUN, in the UK. He would like to have the hotels put in the list of the best food provided in the UK.

During the game different questions are proposed regarding the possible decisions to be taken on the circumstance simulated by the characters.

The answers chosen by the user will open, from time to time, a different training scenario, including positive/negative feedback. This process will lead student to the conclusion of the story, acquiring greater awareness of his/her knowledge on the subject.



### *FORUM. Core skills of a salesperson*

Although technology has drastically changed how people shop, no one can deny the human factor in the process. Salespeople are the ones who seal the deal, who market goods and services. To accomplish this task, a seller needs years to develop and perfect their skills. What are the most important skills that a successful salesperson should master?



Scan the QR code to access the digital resource.



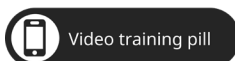
### *VIDEO TRAINING PILL. Key competencies for selling*

This interactive video training pill covers the following topics:

- ✓ planning and preparation,
- ✓ understanding customers' needs,
- ✓ basics of negotiation, and
- ✓ key competences.



Scan the QR code to access the digital resource.



This video training pill gives access to further investigation materials (FIM). Each material is related to a specific key word (Table 2).

Table 2. FIM. Key competencies for selling

Key word	Further investigation material
<p><b>Time management</b></p>	<p><i>Advantages and limits of the time management</i></p> <p>The document shows the benefits and limitations with regard to the topic of time management.</p> <p><a href="#">Click here</a> to access resource.</p>
<p><b>Sales objectives</b></p>	<p><i>The hierarchy of objectives</i></p> <p>The document presents the hierarchy of objectives, as an approach to be followed when preparing a sales plan</p> <p><a href="#">Click here</a> to access resource.</p>
<p><b>Negotiation</b></p>	<p><i>Principles of negotiation</i></p> <p>The document contains a detailed presentation of negotiation according to the Harvard approach.</p> <p><a href="#">Click here</a> to access resource.</p>
<p><b>Salesperson's skills</b></p>	<p><i>Salesperson's skills</i></p> <p>The PDF includes an analysis of the core skills of a salesperson operating in a B2B environment in the face of the ongoing digital evolution.</p> <p><a href="#">Click here</a> to access resource.</p>

Key word	Further investigation material
<b>CRM Systems</b>	<p><i>CRM software</i></p> <p>The PDF file includes an in-depth study of CRM, a technology for managing all of a company's relationship and interactions with customers and prospects.</p> <p><a href="#">Click here</a> to access resource.</p>



## Test yourself

Test yourself after watching the video pill *Key competencies for selling*.

1. Please select the correct statement regarding the sales plan:
  - a. A sales plan describes the sales results, target audience, strategies and tactics the company will use to hit sales and revenue goals.
  - b. A sales plan describes the sales objectives, target audience, strategies and tactics the company will use to hit sales and revenue goals.
  - c. A sales plan comprises the analysis technologies and processes that measure, manage and analyse sales data.
  - d. A sales plan involves asking value-focused questions that provide insight into external drivers and objectives as well as into internal challenges and personal success criteria.



2. What is CRM?
  - a. It means a combination of business strategies, software and processes that help building long-lasting relationships between companies and their customers.
  - b. It means a combination of business strategies, software and processes that help build long-lasting relationships between companies and banks.
  - c. It means a combination of business strategies, software and processes that help building short-term relationships between companies and their customers
  - d. It means a combination of business strategies, hardware and processes that help building long-lasting relationships between companies and their customers.
  
3. Please select the correct statement regarding the discovery process:
  - a. Discovery is the process of understanding supplier's business.
  - b. Discovery is the process of understanding customer's business.
  - c. Discovery is the process of satisfying customer's needs.
  - d. Discovery is an example of ethical issues salespeople deal with, in relation to the company.
  
4. What are the main stages of negotiation?
  - a. Prospecting, preparation, discussion, clarification of goals, negotiate towards a win-win outcome, agreement.
  - b. Preparation, discussion, clarification of goals, negotiate towards a win-win outcome, closing, follow-up.
  - c. Preparation, approach, negotiate towards a win-win outcome, agreement, implementation, closing.
  - d. Preparation, discussion, clarification of goals, negotiate towards a win-win outcome, agreement, implementation.



5. Please select the correct statement regarding the effects of technology evolution on sales practices:
- Over the last few decades, slow advances in digital technologies are disrupting well established sales practices, extending the boundaries of sales theories, and revealing new implications for salespeople' activities, orientations, and performance.
  - Over the last few decades, rapid advances in digital technologies are disrupting well established sales practices, extending the boundaries of sales theories, and revealing new implications for salespeople" activities, orientations, and performance.
  - Over the last few decades, rapid advances in digital technologies are creating well established sales practices, extending the boundaries of sales theories, and revealing new implications for salespeople" activities, orientations, and performance.
  - Over the last few decades, slow advances in digital technologies are creating well established sales practices, extending the boundaries of sales theories, and revealing new implications for salespeople' activities, orientations, and performance.



#### EXTRA READINGS

##### *Extra reading #1*

How can Artificial Intelligence help scale your B2B Sales and Marketing?

[Click here](#) to access resource.

## Extra reading #2

The B2B Sales funnel and the role of CRM systems.

[Click here](#) to access resource.



## Test yourself

After studying the FIM, test yourself:

1. With reference to the CRM system, choose the correct statement:
  - a. Less time is wasted on pulling together data and nurturing low-prospect leads.
  - b. More time is wasted on pulling together data and nurturing low-prospect leads.
  - c. All actions are less targeted.
  - d. All actions offer a lower Return On Investment (ROI).
  
2. Please choose the correct statement:
  - a. CRM system means the software application (or solution) used to collate information from each customer touchpoint and analyse these interactions.
  - b. CRM system means the hardware application (or solution) used to collate information from each customer touchpoint and analyse these interactions.
  - c. CRM system means the software application (or solution) used to dissolve information from each customer touchpoint and analyse these interactions.



- d. CRM system means the software application (or solution) used to provide information from each seller touchpoint and analyse these interactions.
3. Please select the correct statement:
- a. A key benefit of B2B CRM is that it increases the sales team's admin burden.
  - b. A key disadvantage of B2B CRM is that it reduces the sales team's admin burden.
  - c. A key disadvantage of B2B CRM is that it increases the sales team's admin burden.
  - d. A key benefit of B2B CRM is that it reduces the sales team's admin burden.
4. "Technological advancements have always \_\_\_\_\_ businesses by creating new opportunities for reaching customers". Please select the correct verb.
- a. Constrained.
  - b. Stood.
  - c. Helped.
  - d. Thwarted.
5. "The CRM systems \_\_\_\_\_ marketing and sales team to track individual leads in detail and figure out exactly how and when to influence them to move to the next stage of the funnel and also to automate specific tasks". Please select the correct verb:
- a. Hampers.
  - b. Obstructs.
  - c. Hinders.
  - d. Enables.

## Unit 3. Key competences for selling

Content created by

-  Paweł Farfał, Poznań University of Economics and Business.
-  Maciej Pietrzykowski Poznań University of Economics and Business.
-  Paula Konarzewska, Wielkopolska Chamber of Commerce and Industry.



*VIDEO INTERVIEW. Key competences for selling in a changing environment*

Interview with Aleksandra Zoła Tur, Sales Manager of Poland Food. This interview has been coordinated by the Wielkopolska Chamber of Commerce and Industry (Poland).

Poland Food is a company created by people with passion. They have 18 years of experience in working in the agri-food sector. They are a manufacturer of milk powders and they produce supplements and nutrition for athletes. Their products are exported to all continents. They offer high quality services in accordance with both international and national standards. Their motto is an affiliative approach to business, innovation and continuous improvement. Poland Food's headquarter is based in Gniezno - the first capital of Poland.

Click in the image below to access the online resource.



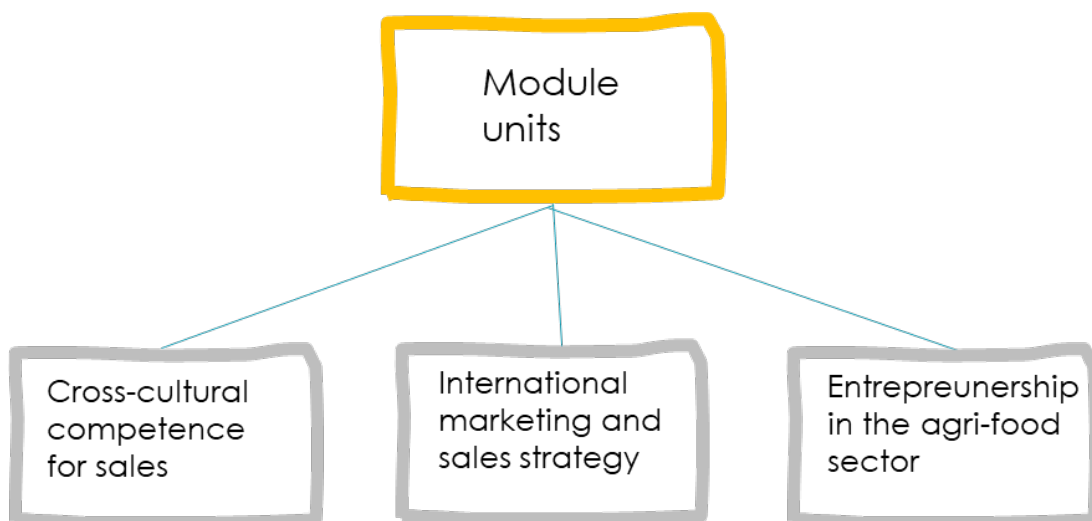
## Module 2 – International sales management/export

Module 1 will help student to understand

- ✓ cultures - the European context,
- ✓ cultural influences and conventions that affect international sales,
- ✓ strategic marketing management in an international context,
- ✓ consumer behaviour in agri-food industry,
- ✓ international channel management, digitizing sales and retailing.

Module 2 is structured in three different units (Figure 4).

*Figure 4. Module 2 content*



Unit 1 and unit 2 include:

- ✓ a PDF presentation with learning outcomes,
- ✓ an online discussion forum,
- ✓ a video assessment game with subtitles in English, Slovenian, Italian, Polish and Spanish,



- ✓ an interactive video training pill with subtitles in English, Slovenian, Italian, Polish and Spanish.

This interactive video allows the viewer to access in-depth information and to temporarily interrupt the episode and, through the hotspots inserted on the time-line of the video, recalled by specific "Key Words", to access different training contents provided.




Interactive video training pill includes multiple-choice questions, with only one correct answer.

- ✓ extra readings or further investigation materials.

Unit 3 includes an interview with a professional working in the agri-food sector. This interview can be used as a business case study.

## Unit 1. Cross-cultural competence for sales

Content created by

-  Aleksandra Brezovec, University of Primorska, Faculty of Tourism Studies- Turistica.
-  Anita Trnavčević, University of Primorska, Faculty of Management.
-  Janez Mekinc, University of Primorska, Faculty of Tourism Studies – Turistica

*INTRODUCTION.* Cross-cultural competence for sales

In this unit students will

- ✓ understand key concepts related to cross cultural sales,
- ✓ share their perspectives on cross cultural business, and
- ✓ develop ethical attitude to cross cultural sales

Key concepts:



- ✓ national culture,
- ✓ cross-cultural interactions,
- ✓ intercultural dimensions,
- ✓ cultural competence,
- ✓ cultural factors,
- ✓ customer-centric selling, and
- ✓ international sales performance.

[Click here](#) to access Unit presentation (Erudire platform)



*VIDEO GAME. All humans, all different*

Storyline created by

-  Paula Konarzewska, Wielkopolska Chamber of Commerce and Industry.
-  Aleksandra Cicha, Wielkopolska Chamber of Commerce and Industry.



In this video game, you can help an SME agri-food company to relocate to an Asian country.

Scan the QR code to access the digital resource.

Before playing the game, familiarize yourself with the story and its characters.

## The story



The story is set in a medium-sized company called Bio-Jams, operating in the food (jam) sector, with a good share of the market in continuous growth thanks to an intense marketing campaign. The company is also striving to cross European borders and penetrate Asian markets. Specifically, they are interested in China, as the CEO has announced in a recent meeting.

In order to successfully access China's food markets, Bruno (the CEO) has sent Paula on a training course with clear objectives and expectations. She has to become an excellent salesperson in China.

Paula (export manager for Chinese food markets) goes on the training course and works hard to understand how business is done in a Chinese cultural environment. Bruno (CEO) is happy with her progress. He likes the changes in her attitude, openness to different cultural traditions, and her basic understanding of Mandarin.

Paula is proud of her achievements and she feels competent to conduct business in China. She already knows where her office is to be located and has been booked in Beijing.

Bruno (CEO) has already given her the documentation needed and has organized a meeting in Beijing with a potential partner - a local company supplying hotels with jams in small jars to be served to guests in the morning. The guests are national and international. While staying in the hotel, they can choose a Chinese or European breakfast.

Paula is happy and excited. Because she is young, in her 30s, without a family and children, she likes to travel, and is open to challenges and new ideas. She is also fond of organic food and she would like to spread this healthy, sustainable eating philosophy world- wide.

Only three days prior to her departure, Bruno informs her by e-mail that the plan has changed, and she will have to go to work in Japan instead of China. Bruno easily explains in the mail that there are no major differences between the two markets because everything is Asia. Actually, he has stereotyped Asia. He explains that a competitive company has entered the Chinese market first and the local company has cancelled the cooperation agreement.

Paula is shocked, stressed and certainly unprepared for such a demanding task. She would like to have a meeting with Bruno (CEO). Unfortunately, he is away

on vacation. Paula's first reaction is to say NO. But, she recently broke up with her boyfriend and she realizes that she needs a change.

She acquires information about the Bio-Jams company targets, expected results, and other requirements. After thorough consideration, she agrees.

She only has 2 nights and three days to read the documents and to collect basic information about Japanese culture. She realizes there would be a lot of studying and reading about the Japanese culture in order to be able to do business successfully.

When she was on the training course, the provider focused on culture-general and culture-specific competences. In the preparation stage, she got both certificates - general understanding of cultures and Chinese culture understanding. Culture-general training helped her to be successful in understanding the Asian culture and to transfer the competences to specific, Japanese, market.

After 6 months, she has overcome the initially set targets and the expected results and increased the Japanese market share by 3%.

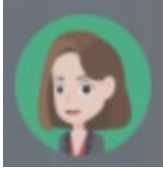
At the end of the game, she is promoted to senior export manager, specialist for Asian markets.

## The characters



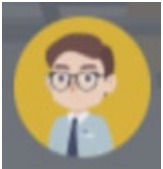
### **Bruno**

50 years old. Married with two children. He is a small producer of fruits, olive oil, vegetables, and wine. Thanks to recent developments in the global market, he has been able to acquire a large amount of new agricultural land and now he produces more than he is able to sell locally.



### **Paula**

30 years old. Married. She likes to travel, and is open to challenges and new ideas, she is also fond of organic food and she would like to spread this healthy, sustainable eating philosophy worldwide.

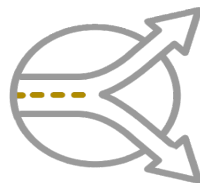


### **Li Hao**

40 years old. Single. Teacher, knowledgeable on different Asian cultures, delivering individual lectures/sessions.

During the game different questions are proposed regarding the possible decisions to be taken on the circumstance simulated by the characters.

The answers chosen by the user will open, from time to time, a different training scenario, including positive/negative feedback. This process will lead student to the conclusion of the story, acquiring greater awareness of his/her knowledge on the subject.



### *FORUM: Cross cultural challenges*

In this forum, we will discuss cross-cultural competencies that are needed for successful sales. “What, in your opinion, is essential for success in different cultural backgrounds?”

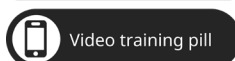


Scan the QR code to access the digital resource.

### *VIDEO TRAINING PILL. Cross-cultural competence for sales*

This interactive video training pill covers the following topics:

- ✓ cultural and intercultural competences,
- ✓ culture-general and culture-specific knowledge,
- ✓ cross-cultural selling skills,
- ✓ cultural and personal factors that influence sales,
- ✓ consultant oriented and customer centred selling, and
- ✓ the salesperson as a knowledge broker



Scan the QR code to access the digital resource.

This video training pill gives access to further investigation materials (FIM). Each material is related to a specific key word (Table 3).

Table 3. FIM. Cross-cultural competence for sales

<b>Key word</b>	<b>Further investigation material</b>
<b>National culture</b>	<p><i>Cross-cultural management</i></p> <p>Animated video shows how to work effectively in a cross-cultural environment through recognizing and respecting cultural differences.</p> <p><a href="#">Click here</a> to access resource.</p>
<b>Cross-cultural interactions</b>	<p><i>National culture and organizational culture: how are they different and how are they different and how do they interconnect?</i></p> <p>Hofstede’s webpage provides a series of articles, blogs, webinars that help understand culture in all its richness. There is also an open access section on news where you can choose different articles.</p> <p><a href="#">Click here</a> to access resource</p>
<b>Culture-general knowledge</b>	<p><i>Which competence? A comparative analysis of culture-specific vs culture-generic intercultural competence development.</i></p> <p>A comparative analysis of culture-specific and culture-generic intercultural competence shows the benefits and</p>

Key word	Further investigation material
	<p>disadvantages of both intercultural competence development.</p> <p><a href="#">Click here</a> to access resource.</p>
<p><b>Cultural factors</b></p>	<p><i>The iceberg: visible and hidden identity</i></p> <p>The paper offers examples and experiments about how personal identify/ies are developed and related behaviours recognized.</p> <p><a href="#">Click here</a> to access resource.</p>
<p><b>Etiquette</b></p>	<p><i>International business etiquette.</i></p> <p>Do you know the definition of Business Etiquette? ... Etiquette is not about rules &amp; regulations but is about providing basic social comfort and creating an environment where others feel comfortable and secure, this is possible through better communication.</p> <p><a href="#">Click here</a> to access resource.</p>
<p><b>Negotiation</b></p>	<p><i>The art of negotiation</i></p> <p>In the video, the most important skills behind successful negotiation are described and explained how to develop and master such qualities.</p> <p><a href="#">Click here</a> to access resource.</p>

Key word	Further investigation material
<b>Knowledge brokers</b>	<p><i>Linking thinking styles to sales performance: the importance of creativity and subjective knowledge.</i></p> <p>Exploring creativity in the domain of personal selling provides insight into gaining competitive advantage by building strong customer relationships.</p> <p><a href="#">Click here</a> to access resource.</p>

## ● ● ● Test yourself

Test yourself after watching the video pill *Key competencies for selling*.

1. A knowledge broker:
  - a. Is an old concept about trading in the stock market.
  - b. Transfers knowledge to customers in an industry or consumer context.
  - c. Is an essential person in the stock exchange.
  - d. Produces ideas daily.
  
2. What is not one of the 3Ps of successful sales:
  - a. Personalization.
  - b. Politeness.
  - c. Problem-centeredness.
  - d. Proactivity.





3. When we do business in a different cultural background:
  - a. We need to make an effort to change national cultures.
  - b. We need to support those who want to change cultures.
  - c. We need to respect national cultures.
  - d. We need to respect and understand national cultures.
  
4. What is the common element in customer-centric selling behaviour?
  - a. Success.
  - b. Knowledge.
  - c. Understanding the customer.
  - d. Selling techniques.

5. What is not a cultural factor that affects international trade relations?
- Language.
  - ICT.
  - Religion.
  - Etiquette.



#### EXTRA READINGS

##### *Extra reading #1*

A global mindset can boost cross-cultural sales skills by Jorge Vargas, Managing Director of Global Client Development, RW3 CultureWizard.

[Click here](#) to access resource.

##### *Extra reading #2*

What is cultural competence and how to develop it?

[Click here](#) to access resource.



## Test yourself

After studying the FIM, test yourself:




1. We need to develop cross- cultural competence, because:
  - a. To do business effectively and respectfully.
  - b. To present ourselves better.
  - c. To become influencer in a different culture.
  - d. To better apply selling tips to negotiations.
  
2. Selling with a global mindset means:
  - a. Thinking about potential global markets.
  - b. Recognize culturally based behaviours.
  - c. Recognize culturally based behaviours, adjust sales tactics to match them, and respect the differences.
  - d. Learn about global differences.
  
3. One of the listed cross-cultural attitude strategies is not correct. Mark it, please!
  - a. Practice openness.
  - b. Sensitivity.
  - c. Judgmental attitude.
  - d. Flexibility.



4. One of the listed components of cultural competences is not correct.  
Mark it, please!
  - a. Self-knowledge and awareness about one's own culture.
  - b. Moral judgements towards behaviours of partners in different cultures.
  - c. Awareness of one's own cultural worldview.
  - d. Experience and knowledge of different cultural practices.
  
5. What is not essential for doing business internationally?
  - a. Verbal communication –language.
  - b. Traditions.
  - c. Arrival to different country.
  - d. Knowledge about the culture.

## Unit 2. International marketing and sales strategy

Content created by

-  Aleksandra Brezovec, University of Primorska, Faculty of tourism studies- Turistica.
-  Anita Trnavčević, University of Primorska, Faculty of management.
-  Janez Mekinc, University of Primorska, Faculty of tourism studies – Turistica.

### *INTRODUCTION. International marketing and sales strategy*

In this unit students will:

- ✓ understand key concepts related to international sales,
- ✓ share their perspectives on international sales, and
- ✓ develop ethical attitude to international sales



Key concepts:

- ✓ market changes, international business, culture-specific behaviour,
- ✓ global segmentation and positioning,
- ✓ international branding and product strategies,
- ✓ distribution channels and networks,
- ✓ price management, and
- ✓ international sales planning

[Click here](#) to access unit presentation (Erudire platform)

## VIDEO GAME. *Dancing with the future*

Storyline created by

-  Paula Konarzewska, Wielkopolska Chamber of Commerce and Industry.
-  Aleksandra Cicha, Wielkopolska Chamber of Commerce and Industry.



In this video game, you learn how to develop an interplanetary sales plan. The goal is to close the sale

Scan the QR code to access the digital resource.

Before playing the game, familiarize yourself with the story and its characters.

### **The story**

Humanity in 2200 - interplanetary trade.

The story is set in space, in the Milky Way galaxy, which has been inhabited by peoples from Earth where the population had exploded up to 20 billion.

People from Earth are the third generation on the planet Lunaticus X300 and they are specific in terms of nurturing the traditions from their ancestors in farming and producing natural food. They have managed to cultivate the soil so that they

grow organic crops and produce food in an environmentally friendly way. Interestingly, the whole population is vegan.

There is one large company, the leader in agri - food production called Dairy-free Milky Way. They are planet oriented but want to become a leader in interplanetary trade. There are 10 planets in the system using different food production techniques and have different preferences towards food.

Manager, Aleksandra the Progressive, is very innovative but also very much aware of traditions from Earth. Her great-grandparents were the largest eco-bio-vegan producers on Earth. They recognized the need and the opportunity to settle on Lunaticus X300 and to develop a business there.

The president of the planet Lunaticus X300 is Mrs. Pacman, technically perfect, IT fantastic and narrowly focused on technical issues of food Induction She is very oriented in interplanetary-sales

Mano is the biggest farmer on the planet Lunaticus X300. He grows more food than needed on the planet, so he is looking for opportunities to market his products beyond the planetary borders. However, his competences in interplanetary marketing and selling are very poor.

Manager, Aleksandra the Progressive, organizes a meeting with the president, Mrs. Pacman, and farmer Mario in order to develop prosperous future trade and benefits for the company and consequently for the planet.

In the Lunaticus X300 market there are people who only eat tablets and pills and who don't want to eat 'proper', naturally grown food. Mario cannot sell all his food so he needs to convince people on Lunaticus X300 to change their eating habits. Mrs. Pacman is strict in her opinion that pills are ok and sufficient. Manager, Aleksandza the Progressive, is competent in selling but has no power in taking final decisions. Mario needs guidance on marketing and selling strategies in order to understand pricing, logistics, product placement and promotion in an interplanetary context.

The president of the planet Lunaticus X300 is Mrs. Pacman, technically perfect, IT fantastic and narrowly focused on technical issues of food production. She is not very oriented in interplanetary sales.

Mario is the biggest farmer on the planet Lunaticus X300. He grows more food than needed on the planet, so he is looking for opportunities to market his products beyond the planetary borders. However, his competences in interplanetary marketing and selling are very poor.

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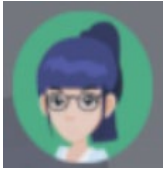
Manager, Aleksandra the Progressive, gives Mario a task to prepare the plan. Mario comes up with a sales plan and presents it to the president. Mrs. Pacman opposes it because there is a lack of technological support in logistics.

Manager, Aleksandra the Progressive, proposes applying the product life cycle based approach in order to sell the products to 10 planets but also to Lunaticus X300.

At the end of the game Mario sells the products to 3 out of 10 targeted planets and is promoted to President, Mrs. Pacman becomes advisor for interplanetary marketing and sales strategies expert. The doors to further promotion and business success are open. Domestic sales have increased by 10%.

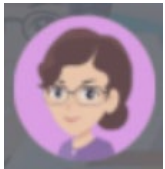


## The characters



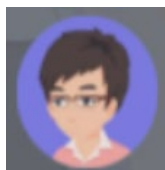
### Aleksandra

30 years old. Single. Manager, the Progressive, is very innovative but also very aware of traditions from Earth. Her great-grandparents were the largest eco-bio-vegan producers on Earth,



### Mrs Pacman

45 years old. Married and with adult children. The President Technically perfect, IT fantastic and narrowly focused on technical issues of food production. She is not very oriented in interplanetary sales.

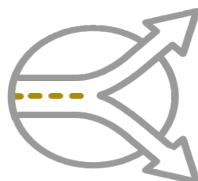


### Mario

35 years old. Single. Mario is the biggest farmer on the planet Lunaticus X300. He grows more food than needed on the planet, so he is looking for opportunities to market his products beyond the planetary borders. However, his competences in interplanetary marketing and selling are very poor.

During the game different questions are proposed regarding the possible decisions to be taken on the circumstance simulated by the characters.

The answers chosen by the user will open, from time to time, a different training scenario, including positive/negative feedback. This process will lead student to the conclusion of the story, acquiring greater awareness of his/her knowledge on the subject.



### *Forum. Challenges in the international markets*

In this forum, we will discuss the challenges that a company faces when opting for international markets. What, in your opinion, are key challenges for companies when they opt for international markets?



Scan the QR code to access the digital resource.



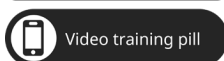
### *VIDEO TRAINING PILL. International marketing and sales strategy*

This interactive video training pill covers the following topics:

- ✓ global mindset in marketing and sales
- ✓ strategic marketing tools
- ✓ distribution and price management, and
- ✓ international sales planning



Scan the QR code to access the digital resource.



This video training pill gives access to further investigation materials (FIM). Each material is related to a specific key word (Table 4).

Table 4. FIM. International marketing and sales strategy

Key word	Further investigation material
<p><b>Market changes</b></p>	<p><i>Global economic prospects</i></p> <p>Although global economic output is recovering from the collapse triggered by COVID-19, it will remain below pre-pandemic trends for a prolonged period. World Bank Group notes that managers should seize the opportunity to lay the foundations for a sustainable global economy. Read more in:</p> <p><a href="#">Click here</a> to access resource.</p>
<p><b>Consumer behaviour</b></p>	<p><i>Cross-cultural consumer behaviour: A review of research findings</i></p> <p>Most aspects of consumer behaviour are culture-bound. The article reviews the cultural relationships with the self, personality and attitude, which are the basis of consumer behaviour models and international marketing strategies.</p> <p><a href="#">Click here</a> to access resource</p>
<p><b>Strategic</b></p>	<p>Philip Kotler: Marketing strategy</p>

Key word	Further investigation material
	<p>Philip Kotler, the author of business school marketing classics, explains the marketing strategies and value creation in this video:</p> <p><a href="#">Click here</a> to access resource</p>
<p><b>Positioning probability</b></p>	<p><i>Marketing mix: the standardization vs adaptation dilemma</i></p> <p>Companies are constantly working on making and implementing best positioning strategies that can give them competitive advantage in foreign markets. Standardization and adaptation have been often discussed. Read more in:</p> <p><a href="#">Click here</a> to access resource</p>
<p><b>Place branding</b></p>	<p><i>Geographic origin as a branding tool for agri-food producers</i></p> <p>Place branding based on geographic origin is a well-established means of positioning in the agri-food sector. However, agri-food producers face additional problems to other sectors when using geographic origin due to certain characteristics of agri-food products.</p> <p><a href="#">Click here</a> to access resource</p>
<p><b>3A approach</b></p>	<p><i>Through what channels can you get your tea onto the European market?</i></p> <p>European consumers are increasingly demanding high-quality food and beverage</p>

Key word	Further investigation material
	<p>products, both in-home and out-of-home. Specialist retailers have become more popular in recent years.</p> <p><a href="#">Click here</a> to access resource</p>
<b>E-commerce</b>	<p><i>Selling wine online: the digital age of alcohol business</i></p> <p>E-commerce is a key driver of competitive advantage of agri-food businesses. In recent years, agri-food companies have started using online commerce with the aim of exploiting the potential of digital systems in their businesses.</p> <p><a href="#">Click here</a> to access resource</p>

...



## Test yourself

Test yourself after watching the video pill *Key competencies for selling*.

1. SMART stands for:
  - a. Small, mall-based, approachable, reliable, and timeless.
  - b. Specific, measurable, achievable, relevant, and time-based.
  - c. Specific, mall-based, achievable, reliable, and timeless.
  - d. Small, measurable, approachable, reliable, target.



2. Why can consumers' needs and wants vary?
  - a. Because of daily changes in the customers' mood.
  - b. Because of culture, situation, and individual characteristics.
  - c. Because of poorly presented image.
  - d. Because of leadership in companies.
  
3. When expanding the business and going internationally, the final goal for company is to:
  - a. Make a good impression in the foreign market.
  - b. Get a promotion.
  - c. Make a profit.
  - d. Try something new.
  
4. 'Price corridors' mean:
  - a. Channels by which price is communicated to customers.
  - b. Desired price positioning.
  - c. Calculating the average price for products or services.
  - d. Changing price daily.
  
5. Why don't companies opt for international business?
  - a. They are tired of the same customers and business environment.
  - b. There are better economies of scale.
  - c. There are better profit margins.
  - d. There is a larger market share.



## EXTRA READINGS

### *Extra reading #1*

International Sales: How to sell in a global market

[Click here](#) to access resource.

### *Extra reading #2*

Essential tips for making international sales a success

[Click here](#) to access resource.



## Test yourself

After studying the FIM, test yourself:

1. One of the listed possibilities to search for a business representative is not correct. Mark it, please!
  - a. International trade shows.
  - b. International chambers of commerce and government support.
  - c. No search.
  - d. Professional networking on-line.



2. Internal readiness is about:
  - a. Verbal communication – language.
  - b. Translation to foreign language.
  - c. Attitude, skills, and ethics.
  - d. Dress-code.
  
3. Before going international, companies must:
  - a. Establish new organizational unit.
  - b. Employ new manager.
  - c. Set up communication systems and discussion groups.
  - d. Put some resources on the side.
  
4. Companies need to be taken care of:
  - a. Legal practices sometimes.
  - b. Legal and ethical practices in every market.
  - c. Of their own ethical practices only.
  - d. Don't have to bother with these questions.
  
5. Starting business internationally requires among other also:
  - a. Understanding environment.
  - b. Having good product.
  - c. Theoretical knowledge about international sales.
  - d. Analysis of external factors and internal readiness for international business.



## Unit 3. An entrepreneurial story in the agri-food sector

Content created by

-  Aleksandra Brezovec, University of Primorska, Faculty of Tourism Studies- Turistica.
-  Mojca Cek, Chamber of Commerce and Industry of Slovenia Institute for Business Education.
-  Armand Faganel, University of Primorska, Faculty of Management



*VIDEO INTERVIEW. An entrepreneurial story*

Interview with Neža Mlakar, co-owner of La Popsi together with Karmen Meze. This interview has been coordinated by Chamber of Commerce and Industry of Slovenia Institute for Business Education.

Neža and Karmen are young entrepreneurs behind the La Popsi brand. The friends have been bound by an almost sister relationship since they were little, but when they both became mothers in the same year, their entrepreneurial idea gained wings. In America well-known popsicles have not been yet presented in Slovenia. The girls presented their idea at the "Start-up Slovenia" project, which was the beginning of an extremely successful entrepreneurial story. La Popsi, a brand of frozen fruit on a stick, entered the market on its own after winning the "Start-up Slovenia" project.

Click in the image below to access the online resource.



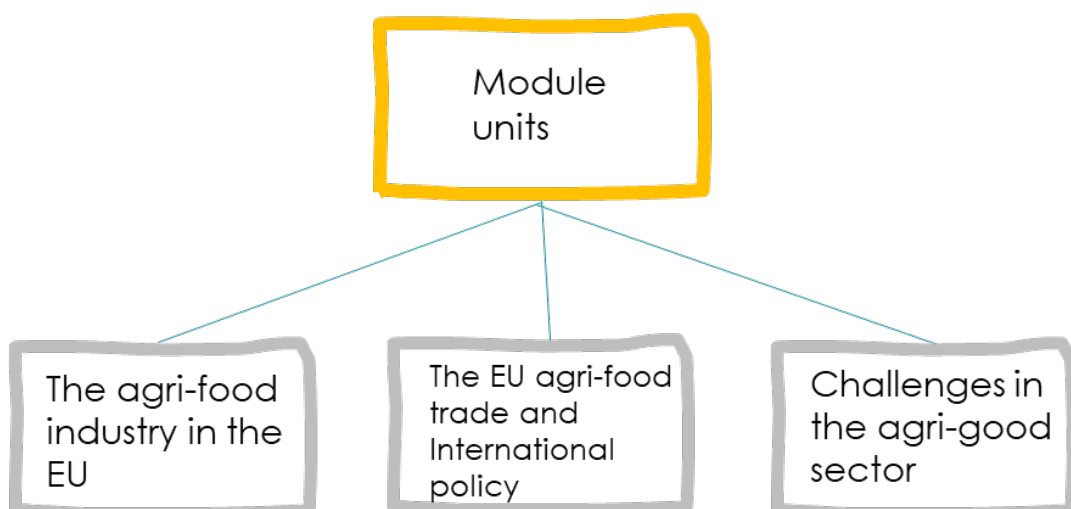
## Module 3 – Economics of agri-food sector

Module 3 will help student to understand:

- ✓ the European agri-food industry and market,
- ✓ the factors that affect the competitiveness of the agri-food sector,
- ✓ EU agri-food trade and international policy,
- ✓ supply chains for the agri-food sector,
- ✓ new trends in the agri-food sector, and
- ✓ how to use EU agri-food data portal and other relevant sources of information.

Module 3 is structured in three different units (Figure 5).

Figure 5. Module 3 content



Unit 1 and unit 2 include:

- ✓ a PDF presentation with learning outcomes,
- ✓ an online discussion forum,



- ✓ a video assessment game with subtitles in English, Slovenian, Italian, Polish and Spanish,
- ✓ an interactive video training pill with subtitles in English, Slovenian, Italian, Polish and Spanish.

This interactive video allows the viewer to access in-depth information and to temporarily interrupt the episode and, through the hotspots inserted on the time-line of the video, recalled by specific "Key Words", to access different training contents provided.

Interactive video training pill includes multiple-choice questions, with only one correct answer.


- ✓ Extra readings or further investigation materials.

Unit 3 includes an interview with a professional working in the agri-food sector. This interview can be used as a business case study.

## Unit 1. The agri-food industry in the EU

Content created by

 Paweł Farfał, Poznań University of Economics and Business.

 Maciej Pietrzykowski Poznań University of Economics and Business

*INTRODUCTION. The agri-food industry in the EU*

In this unit, we will discuss about the following areas:

- ✓ current features of the agri-food industry,
- ✓ the agri-food industry competitiveness,
- ✓ EU agri-food data analysis, and
- ✓ trends for the agri-food industry.

[Click here](#) to access unit presentation (Erudire platform)

*VIDEO GAME. The “new” gold orchard*



In this video game, you will close an international sale and become known in a different market.

Scan the QR code to access the digital resource.

Before playing the game, familiarize yourself with the story and its characters.

## The story



The action of the game takes place on a large fruit farm located south of the town of Grójec in central Poland. It is a fruit-producing area known as the "fruit basin" of central Europe, traditionally considered to be the leader in the production of apples and pears. It is also a region that is the main exporter of fruit to the markets of northern and western Europe, to countries such as the UK, Germany and the Benelux countries.

Peter Walkowicz is the head of a family enterprise with orchards, its own sorting plants and cooling halls for storing fruit and production lines for the production of naturally squeezed juices and ciders. His policy of expanding the acreage by buying orchards from neighbours has brought good results.

The company has grown and generated income that has allowed it to invest in new cold stores and juice production lines.

However, a few years ago, growth dynamics decreased significantly. Traditional methods of breeding and producing are no longer efficient. There is competition from other regions of the country, mainly from the south-west, where foreign investors have been investing for some time now.

Peter, as the senior member of the family, has realized that he will not be able to run the business on his own and is considering selling or handing over the business to his children.

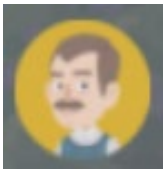
Joanna, Peter's daughter, has graduated from higher technical studies with a specialization in Robotics. She has told her father many times that he needs to introduce modern technologies to monitor agricultural production. Being on an internship in Italy, she has seen these kinds of solutions, but the senior member of

the family is very reluctant to make any changes, assuming that the earth gives us life and it does not need any technical improvements.

Jack, Peter's son, is responsible for finances but he has no influence on any operational decisions. After graduating, he worked for several years in a large international company in the agricultural industry. He learned good practices, both financial and technological. He left a year ago and started helping to run the family business.

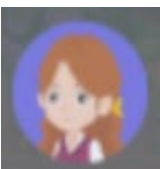
Together with his sister, they try to persuade Peter to make changes and obtain financing. Will they succeed?

## The characters



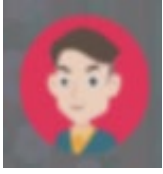
### **Peter**

58 years old. He is the head of a family enterprise Gold Orchard: owner of the orchards for three generations. Decade after decade, he has expanded his business, becoming one of the regional leaders in the production of apples and pears: 15 years ago, he decided to develop a juice and cider production line: he had a heart attack 3 years ago and he is actually considering withdrawing from active business management.



### **Joanna Walkowicz**

35 years old. Peter's daughter, a graduate of higher technical studies with a specialization in Robotics; responsible for the technical side of juice and cider production as well as the technical infrastructure of sorting lines and cold storage rooms.



### Jack Walkowicz

31 years old. Peter's son, a graduate in economics: after graduation, he worked in two international agri-food concerns: after his father's heart attack and due to his family's persuasion, he decided to support Gold Orchard in operational management, albeit without influencing strategic decisions.

During the game different questions are proposed regarding the possible decisions to be taken on the circumstance simulated by the characters.

The answers chosen by the user will open, from time to time, a different training scenario, including positive/negative feedback. This process will lead student to the conclusion of the story, acquiring greater awareness of his/her knowledge on the subject.

*FORUM: The agri-food industry in the EU - attributes, competitiveness and trends*

In this forum, we will discuss how the agri-food sector works in the EU. Which elements of the agri-food sector in the EU should be given special attention to successfully buy and sell agriproducts?



Scan the QR code to access the digital resource.



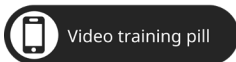
*VIDEO TRAINING PILL. The agri-food industry in the EU*

This interactive video training pill covers the following topics:

- ✓ current features of the agri-food industry
- ✓ agri-food industry competitive dynamics, and
- ✓ data sources for competitive analysis



Scan the QR code to access the digital resource.



This video training pill gives access to further investigation materials (FIM). Each material is related to a specific key word (Table 5).

*Table 5. FIM. The agri-food industry in the EU*

Key word	Further investigation material
<p><b>Important agricultural good in the EU</b></p>	<p><i>EU agri-food trade increased in January - April 2021 compared to last year</i></p> <p>The European Commission publishes monthly data on EU agri-food imports and exports. These reports are very helpful to understand the current situation on the agri-food markets in the EU.</p> <p><a href="#">Click here</a> to access resource.</p>

Key word	Further investigation material
<p><b>Common agricultural policy</b></p>	<p><i>The common agricultural policy at a glance.</i></p> <p>The common agricultural policy supports farmers and ensures Europe's food security.</p> <p><a href="#">Click here</a> to access resource</p>
<p><b>Competitiveness</b></p>	<p><i>Agri-food competitive performance in EU countries: a fifteen-year retrospective.</i></p> <p>Competitiveness is a crucial issue in the EU agri-food market. This paper evaluates the EU countries' competitive performance at a sector level in the intra-EU market.</p> <p><a href="#">Click here</a> to access resource</p>
<p><b>Economic performance indicators</b></p>	<p><i>Measuring Competitiveness of Agro-Food Industries.</i></p> <p>The Swiss Case presents an assessment of the competitiveness performance of Swiss food industries.</p> <p><a href="#">Click here</a> to access resource</p>
<p><b>Trade and international policy analysis</b></p>	<p><i>Trade and international policy analysis</i></p> <p>Information on the statistics collected, trade and policy analyses, agri-food monitoring reports and studies used to ensure delivery of CAP objectives.</p> <p><a href="#">Click here</a> to access resource</p>

Key word	Further investigation material
<p><b>Agri-food data portal</b></p>	<p><i>Agri-food data portal</i></p> <p>Data on national and European agriculture and common agricultural policy (CAP), provided by the European Commission's agricultural and rural development department.</p> <p><a href="#">Click here</a> to access resource</p>
<p><b>EIT food</b></p>	<p>EIT food</p> <p>EIT Food accelerates innovation to build a future-fit food system that produces healthy and sustainable food for all.</p> <p><a href="#">Click here</a> to access resource</p>
<p><b>BATModel modular platform</b></p>	<p><i>BATModel: Better Agri-food Trade Modelling for policy analysis</i></p> <p>BATModel is the Modular Platform for agri-food trade modelling by improving the theoretical underpinning and methodologies of partial and general equilibrium models in ex-ante trade assessments.</p> <p><a href="#">Click here</a> to access resource</p>
<p><b>Farm to form strategy</b></p>	<p><i>Farm to fork strategy</i></p> <p>The Farm to Fork Strategy is at the heart of the European Green Deal aiming to make food</p>

Key word	Further investigation material
	<p>systems fair, healthy and environmentally-friendly</p> <p><a href="#">Click here</a> to access resource</p>
<p><b>Year of fruits and vegetables</b></p>	<p><i>Fruit and vegetables – your dietary essentials</i></p> <p>The United Nations has declared 2021 as the International Year of Fruits and Vegetables. This publication will contribute to a lively discussion about the fruit and vegetable sector during the International Year of Fruit and Vegetables and beyond</p> <p><a href="#">Click here</a> to access resource</p>



## Test yourself

Test yourself after watching the video pill *The agri-food industry in the EU*.

1. In line with which trend was the Year of Fruits and Vegetables initiated?
  - a. Alternative proteins.
  - b. New technologies.
  - c. Focus on health.
  - d. Sustainability and waste reduction.



2. What areas does the EU's agricultural policy cover?
  - a. Compensation due to climate change.
  - b. Promotion of EU farm products.
  - c. Providing farmers with the latest technology.
  - d. Financial support for Chambers of Foreign Trade with Agricultural Products.
  
3. Which is the economic performance indicator to quantify the agri-food industry's competitiveness?
  - a. Relative Export Advantage index.
  - b. Relative Import Advantage index.
  - c. Relative Trade Advantage index.
  - d. Real Labour Productivity.
  
4. Which initiative of the European Commission aims to make food systems fair, healthy and environmentally friendly?
  - a. Farm to Fork Strategy.
  - b. EIT Food.
  - c. BATModel Modular Platform.
  - d. CYBELE's aim.
  
5. Which country is the EU top import origin?
  - a. USA.
  - b. United Kingdom.
  - c. Brazil.
  - d. Argentina.



## EXTRA READINGS

Feeding future generations: How finance can boost innovation in agri-food

[Click here](#) to access resource.

*Extra reading #2*

Market power in food industry in selected EU member states

[Click here](#) to access resource.



## Test yourself

After studying the FIM, test yourself:



1. Ensuring food security means...
  - a. A food system where supply exceeds demand.
  - b. A food system where demand exceeds supply.
  - c. Increasing the economic performance of the agri-food sector to be sure they don't run out of business.
  - d. Ensuring sufficient and varied supply of safe, nutritious, affordable and sustainable food to people at all times, not least in times of crisis.



2. One of the benefits of SMART agriculture is.
  - a. Increasing water consumption.
  - b. Optimizing planting, treatment applications and harvesting improve yields.
  - c. To ensure consumers can eat low nutritional food.
  - d. To reduce efficiency through non-automatized production processes.
  
3. Choose the correct statement.
  - a. The Common Agricultural Policy (CAP) enabled the development of the less integrated single market.
  - b. The CAP enabled the development of the most integrated single market.
  - c. The CAP is leading a transition towards a less sustainable agriculture.
  - d. The CAP only cares about farmer's income.
  
4. A public consultation carried out in the first half of 2017 on "modernizing and simplifying the CAP pointed out some of the CAP challenges. Among these challenges, we can find...
  - a. Agricultural policy should deliver more benefits for the environment and climate change.
  - b. Farmers need direct income support.
  - c. Farmer's position in value chain should be improved.
  - d. All answers are correct.
  
5. Building a food chain that works for Consumers, Producers, Climate and the Environment means...
  - a. Ensuring that the food chain has a neutral or positive environmental impact.
  - b. Ensuring food security EU trade policies and strategies please everybody.
  - c. Ensuring public health.
  - d. All answers are correct.

## Unit 2. The EU agri-food trade and international policy

Content created by

-  Teresa Torres-Coronas, Universitat Rovira i Virgili, Business Department.
-  Rossella Coppola, Cámara de Comercio Italiana – Barcelona.

### *INTRODUCTION. The EU agri-food trade and international policy*

In this unit, students will learn about:

- ✓ EU trade policy,
- ✓ EU food safety and quality policies, and
- ✓ EU agri-food promotion policy

Key concepts:

- ✓ international trade agreements,
- ✓ CAP objectives,
- ✓ the European Green Deal,
- ✓ the Farm to Fork Strategy,
- ✓ food safety and quality policies at the EU, and
- ✓ EU promotion policy

[Click here](#) to access unit presentation (Erudire platform)



## VIDEO GAME. *Mortal vineyard 1*



In this video game, you learn how to implement organic farming methods that do not harm the environment and increase sales.

Scan the QR code to access the digital resource.

Before playing the game, familiarize yourself with the story and its characters.

### **The story**

The story is set in a town called Bridgevalley, where most families are involved in making wines for the domestic market. Although they sell all their produce quite easily, the family businesses could be more profitable if they decided to export part of their production because sale prices, and, therefore, profit margins, could be higher. The local wines are well known but they are not recognised as a high-quality brand.

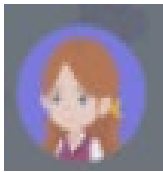
Tatianna Clark is a small producer of wine. She would like to change things and reposition the local wines so that they can be sold on the international market. However, she cannot find any support for her internationalization initiatives and now, on top of this, the future of domestic sales is in danger.

Recently the press has been publishing the news that the Bridgevalley wine producers use too many pesticides. For the last two years, the local wines have started to be associated with environmental pollution, unsustainable production or health problems in vulnerable people, children and the elderly.

This year, a new blight is threatening to deteriorate this image even further. Tatiana is trying to convince other producers to carry out a biological treatment and put an end to chemical treatments in the village because, although they guarantee that the vines recover quickly and that harvests are better, in the long term, they will harm the image of the wines from Bridgevalley. The use of chemical pesticides makes it difficult to export to markets where consumers have greater purchasing power and are aware of the benefits of sustainable production.

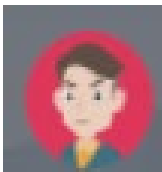
Tatiana needs a strategy and good arguments to change the way the village thinks. This is the only way to prevent putting the future of the local winegrowers at risk.

## The characters



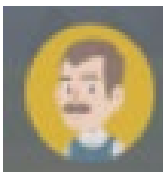
### **Tatianna Clark**

37 years old. Graduate in oenology from the URV. Until last year, she was working for a Catalan wine supplier in Barcelona. After her father died, she returned to the village to take care of the family's vines. She has become an entrepreneur who wants to export all the wine she produces.



### **Luca Longo**

45 years old. Employee in Tatianna's cellar. He is in charge of everything that is done in the cellar from receiving the grapes to sending off the final product.



### **Bruno Kowalczyk**

58 years old. Agricultural engineer, the founder-owner of the consultant's AGROSOLUTIONS. He advises small agricultural producers on how to commercialize their products on both the domestic and international markets.



### Larry Cox

65 years old. Mayor of the town, a wine producer, selfish and very interested in short-term profits. He wants to maximize the profit from his land over the next few years so that he can retire comfortably.

During the game different questions are proposed regarding the possible decisions to be taken on the circumstance simulated by the characters.

The answers chosen by the user will open, from time to time, a different training scenario, including positive/negative feedback. This process will lead student to the conclusion of the story, acquiring greater awareness of his/her knowledge on the subject.

### *FORUM. Trade liberalization or market protectionism?*

Market liberalization is a consequence of free trade agreements within countries and/or economic regions, such as the EU. It involves removing barriers to trade and encouraging free trade. Trade in agri-food goods grows at a large rate due to trade liberalization. However, there are still many obstacles to the totally free trade of agri-food products (e.g. restrictions, tariffs, quotas, bans, limitations and other non-tariff barriers). What kind of international trade policy should the EU promote? More trade liberalization or more restrictions to protect the EU agri-food sector?



Scan the QR code to access the digital resource.

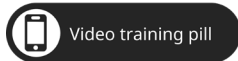
*VIDEO TRAINING PILL. The EU agri-food trade and international policy*

This interactive video training pill covers the following topics:

- ✓ EU trade policy
- ✓ EU food safety and quality policies
- ✓ EU agri-food promotion policy



Scan the QR code to access the digital resource.



This video training pill gives access to further investigation materials (FIM). Each material is related to a specific key word (Table 6).

*Table 6. FIM. The EU agri-food trade and international policy*

<b>Key word</b>	<b>Further investigation material</b>
<b>Economic Performance</b>	<p><i>The performance of the agri-food sector in the recent economic crisis and during covid-19 pandemic</i></p> <p>This article is a case study that analyses the performance of the Hungarian agri-food sector during the last three crises.</p>

Key word	Further investigation material
	<p><a href="#">Click here</a> to access resource.</p>
<p><b>Agri-food trade problems and needs</b></p>	<p><i>Agrion brief, special edition. A closer look at EU agri-food trade</i></p> <p>Online EURACTIV article special edition on EU agri-food trade. It includes a podcast to understand the current context of the EU's trade policy.</p> <p><a href="#">Click here</a> to access resource.</p>
<p><b>Trade agreement process</b></p>	<p><i>Negotiating EU trade agreements</i></p> <p>Online EU guide to understand the process of international trade agreements: Who that what and how a final deal is reached.</p> <p><a href="#">Click here</a> to access resource.</p>
<p><b>CAP objectives</b></p>	<p><i>The future cap objectives</i></p> <p>European Commission brief summarizing the facts and addressing the policy relevance around the 9 proposed specific objectives of the future CAP</p> <p><a href="#">Click here</a> to access resource.</p>
<p><b>European Green Deal</b></p>	<p><i>What's new for the agrifood sector with the European green deal?</i></p>

Key word	Further investigation material
	<p>Online article describing how the agri-food sector needs to change to adapt to find a better balance among nature, food systems and biodiversity.</p> <p><a href="#">Click here</a> to access resource.</p>
<p><b>Rasff annual report</b></p>	<p><i>Rasff annual report 2019</i></p> <p>Online RASFF report that includes notifications on food and feed safety alerts it is a useful information for consumers, agri-food industry and governmental entities</p> <p><a href="#">Click here</a> to access resource.</p>
<p><b>Traces</b></p>	<p><i>Traces: Protecting consumer, facilitating trade</i></p> <p>Video explaining how TRACES tracks the movements at animals, food, feed and plants imported from outside the European Union, or traveling through the EU Member States</p> <p><a href="#">Click here</a> to access resource.</p>
<p><b>Annual programme work</b></p>	<p><i>Work programme for 2021</i></p> <p>This document is the Work Programme for 2021 of the European Parliament and of the Council on promotion measures concerning agricultural products</p> <p><a href="#">Click here</a> to access resource.</p>



Key word	Further investigation material
<b>EU promotion programme</b>	<p><i>EU agricultural promotion policy</i></p> <p>Infographic that summarizes the new EU policy for the promotion of Agricultural products</p> <p><a href="#">Click here</a> to access resource.</p>

## Test yourself

Test yourself after watching the video pill *The EU agri-food trade and international policy*.

1. Which is an objective of the EU's promotion policy
  - a. Boost agri-food sector competitiveness.
  - b. Increase consumption of EU agri-food products.
  - c. Open up new market opportunities.
  - d. All answers are correct.
2. Select the right statement
  - a. Trade regulation protects EU producers from fair competition
  - b. The overall goal of international trade agreements is to establish a highly bureaucratic trading system.
  - c. EU trade policies and strategies please everybody.
  - d. Promotional campaigns aimed at non-EU countries are set on markets with high-growth potential.

3. In the EU, the prevalence of a positive balance of trade for agri-food products means that...
  - a. The value of imports exceeds the value of exports.
  - b. The value of exports exceeds the value of imports.
  - c. The EU agri-food industry lacks competitiveness.
  - d. The EU agri-food promotion policy is not working.
  
4. Which is not a responsibility of the European Research Executive Agency
  - a. Publishing calls for proposals.
  - b. Evaluation proposals.
  - c. Organizing communication campaign inside the EU.
  - d. Signing trade agreements with the World Trade Organization.
  
5. In the EU, the role of the Rapid Alert system for Food and Feed is
  - a. To help consumer to buy cheaper products.
  - b. To ensure the flow of information to enabling swift reaction when risks to public health are detected in the food chain.
  - c. To ensure consumers aren't notified when risks related to food are detected.
  - d. To protect EU agri-industry if they use an illegal pesticide.



### EXTRA READINGS

#### Extra reading #1

The future of food and farming. Communication from the Commission to the European parliament, the Council, the European Economic and Social Committee and the Committee of the Regions empty.

[Click here](#) to access resource.



## *Extra reading #2*

### Farm to Fork Strategy.

Farm to Fork Strategy. Communication from the Commission to the European Parliament, the Council, The European Economic and Social Committee and the Committee of the Regions for a fair, healthy and environmentally friendly food System

[Click here](#) to access resource.



## Test yourself

After studying the FIM, test yourself:




1. A public consultation carried out in the first half of 2017 on "modernizing and simplifying the CAP pointed out some of the CAP challenges. Among these challenges we can find
  - a. Farmers need direct income support.
  - b. Farmer's position in value chain should be improved.
  - c. Targeted investments to foster innovation should be supported
  - d. All answers are correct.



2. Ensuring food security mean....
  - a. A food system where demand exceeds supply.
  - b. Increasing the economic performance of the agri-food sector to be sure they don't run out of business.
  - c. Ensuring sufficient supply of safe, nutritious, affordable and sustainable food in times of economic crisis.
  - d. Ensuring sufficient and varied supply of safe, nutritious, affordable and sustainable food to people at all times, not least in times of crisis.
  
3. Building a Food chain that works for Consumers, Producers, Climate and the Environment means
  - a. Ensuring food security EU trade policies and strategies please everybody.
  - b. Ensuring public health.
  - c. Fostering the competitiveness of the EU food sector.
  - d. All answers are correct.
  
4. Select the right statement
  - a. The Common Agricultural Policy (CAP) enabled the development of the less integrated single market.
  - b. The CAP enabled the development of the most integrated single market.
  - c. The CAP is leading a transition towards a less sustainable agriculture.
  - d. The CAP only cares about farmer's income.
  
5. One of the benefits of SMART agriculture is...
  - a. Increasing water consumption.
  - b. Optimizing planting, treatment applications and harvesting improve yields.
  - c. To ensure consumers can eat low nutritional food.
  - d. To reduce efficiency through non-automatized production processes.

## Unit 3. Video interview

Content created by

-  Rossella Coppola, Cámara de Comercio Italiana – Barcelona.
-  Federica Falzetta, Cámara de Comercio Italiana – Barcelona
-  Teresa Torres-Coronas, Universitat Rovira i Virgili, Business Department.




*VIDEO INTERVIEW. Challenges of the EU Agri-food sector*

Interview with David Company, Key Customer Manager at Garda Import. This interview has been coordinated by the Cámara de Comercio Italiana – Barcelona.

For over 20 years, Garda has lead its future and expansion in the market, always putting its passion for Italian products. The company promotes Italian agri-food products to be placed on the Spanish market. The Company has a real commitment to preserve 100% the quality and essence of their origin, investing technical and logistical resources to ensure that they arrive in the best conditions to the market.

Click in the image below to access the online resource.






The image shows a video player interface. On the left is a vertical thumbnail with a yellow background and various geometric shapes (circles, squares, triangles) in black, white, and blue. At the bottom left of the thumbnail, the word "Reproducir" is written in white on a black background, and a small progress bar shows "00:04". To the right of the thumbnail, the text "Sales Management and Relationships for Trade" is written in a small font above the large, bold "SMART" logo. Below the logo, the text "Sales Management and Relationships for Trade" is repeated in a larger font. To the right of the logo is a small black square icon with a white paper airplane symbol. Below the main title, the text "Interview with David Company, Key Client Manager for Garda Import" is centered.



# SMaRT Check-up Model Methodology

## Check up model

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## Check up methodology

The company check-up model allows the acquisition of organic and analytical knowledge of the commercial performance of SMEs in the agri-food sector in partner territorial contexts, in terms of results, turnover, margins, focusing the field of analysis on the following areas:

- ✓ Technological and commercial corporate know-how
- ✓ Communication and relationships with key customers
- ✓ Reference market and commercial networks
- ✓ Articulation of commercial processes
- ✓ Methods and criteria used
- ✓ Profitable and competitive performance
- ✓ Monitoring and reporting systems

Company check-ups are a planned activity for confirming the practicality of established solutions, materials, and methodologies. Students will make contact with companies to see if the OER knowledge that has been generated and shared is accurate and up to date. Students will also examine how well the program's solutions and parts are implemented in modern businesses, particularly in the small and medium-sized business agri-food sector.

Students inspect companies using a questionnaire and then deliver a report to the Partners. This study will include a diagnosis of the practice's tackling the challenges of ever-changing global markets for agriproducts. Students will have the opportunity to submit new ideas for better positioning of companies' products and compare them to the largely conservative realities of business practitioners. Academics from the Consortium will also prepare a set of recommendations based on this report.

## **Procedure**

To keep track of the check-up process actions there will be organized two main groups of tasks:

### *Preparation*

A group of students (4-8 students for one SME) supervised by a tutor will be assigned to organizations from the agri-food sector in each Partner Country. Groups analyse businesses and, based on their findings, provide recommendations to owners on how to better position their products and identify new business opportunities. There will also be a chance to assess one's readiness to start a new business.

Questionnaires containing questions and all other references to the project's topics will be developed. The purpose of this questionnaire is to determine how relevant the project's content is to the business realities and how it is used in the SME agri-food sector.

### *Implementation*

The implementation includes the different phases of the activities that support the students to the report creation as follow.

Phase	Activity	Description	Who
1	Desk research	Collect information about company and sector	Students
2	Sending survey	Use the online questionnaire (Google Form)	Students + advisor
3	Analyse the result of questionnaire	Meeting with the advisor	Students + advisor
4	Interview	Face to face or call conference (use the protocol)	Students
5	Output	- Quantitative analysis using the results of the on-line form dashboard - Qualitative analysis using the result of Face-to-Face interviews	Students
6	Report	Share the report with the advisor	Students + advisor

*Criteria for Companies selection in Agri-food sector:*

- ✓ SME in farming and/or food processing
- ✓ Active export activities or willingness to sell abroad
- ✓ NOT distributors and retailers

*Company roles to be involved:*

- ✓ CEO/Owner of the company
- ✓ Sales manager/director
- ✓ Export manager
- ✓ Marketing manager

The check-up tools are divided in three parts:

- ✓ First: desk research using secondary data, surfing internet, visiting web site and company information
- ✓ Second: a questionnaire that will be delivered online



- ✓ Third: either F2F or remote (using a web conferencing platform) interview.

The survey will converge into the questionnaire that must be completed online by the companies through the Google Form. The on-line form is divided in 4 Sections:

- ✓ Section 1. Understanding company business and requirements
- ✓ Section 2. Personal selling
- ✓ Section 3. International sales management/export
- ✓ Section 4. Understanding the economics of agri-food sector

The questions are in **Part I – On Line Questionnaire.**

Students have to collect the resulting information from the questionnaire and analyse them to conduct the interviews with the companies' representatives.

Students interview can be a personal interview in company premise or a personal interview in university facility or a call conference meeting, they must ask for an NDA agreement.

Interview can either be anonymous or nor (Student must ask).

The counsel to conduct the personal interview is held in **Part II – Face to face protocol.** How to conduct the Face-to-Face interviews?

At the end, the report delivered by Students should include the following elements at least:

- ✓ State of the art (desk research)
- ✓ The methodology
- ✓ Findings (results of the online questionnaire and F2F interview)
- ✓ Recommendations
- ✓ References

## Part I - On-line questionnaire

### *Privacy disclaimer*

The information provided by you is collected in connection with the project implemented in the EU Programme ERASMUS+ KA2 – S.MaR.T. - Sales Management and Relationships for Trade, 2020-1-ES01-KA203-082116, coordinated by Universidad Rovira I Virgili (Spain), and *name of your institution* as the Consortium Partner.

Due to the Consortium's concern for the right to confidentiality of the data provided, I kindly ask you to select the option related to the scope of data protection you want, which you will provide in the online questionnaire and during the in-depth interview that will follow. These results will be included in the final report prepared by the group of Students, which will be the one of the project results.

Please check the appropriate box or, where relevant, specify your answer:

The final report may be accessible to the public.	<input type="checkbox"/>
The final report may be accessible to the public, but with a coded company name.	<input type="checkbox"/>
The final report may only be used for the purpose of completing the course for the S.MaR.T. project and presenting the project results of the Managing Agency.	<input type="checkbox"/>
Other (please enter) .....	<input type="checkbox"/>

*Section 1. Understanding company business and requirements*

The first Section of this tool is the general analysis of the company's business. It is the starting point for any type of strategic reasoning and arises from the in-depth study of the resources (current and potential) and needs of the company and the market.

The objective of this first phase is to focus on the typical activities of the organization, how it has organized its strategy and which relationships it maintains with its partners and customers.

*Market and demand*

1. Your role in the Enterprise

<b>Your role in the organisation</b>	<b>Choose</b>
CEO/Owner of the company	<input type="checkbox"/>
Sales manager/director	<input type="checkbox"/>
Export manager	<input type="checkbox"/>
Marketing manager	<input type="checkbox"/>
Other	<input type="checkbox"/>

2. Your main activity of the company is:

<b>Type of business</b>	<b>Choose one option</b>
Farming	<input type="checkbox"/>
Food processing	<input type="checkbox"/>
Agri-food trade	<input type="checkbox"/>
Other: .....	<input type="checkbox"/>

<b>Type of products</b>	
Arable crops	<input type="checkbox"/>
Milk and dairy products	<input type="checkbox"/>
Meat products	<input type="checkbox"/>
Specialised crops	<input type="checkbox"/>
Wine and beverages	<input type="checkbox"/>
Animal food & feeds	<input type="checkbox"/>
Other: .....	<input type="checkbox"/>

3. Your customer is:

<b>Type of the customer</b>	<b>Make 2 choices</b>
Trade / dealer	<input type="checkbox"/>
Retail chain	<input type="checkbox"/>
Manufacturer	<input type="checkbox"/>
Other	<input type="checkbox"/>
Domestic	%
International	%

4. Please refer to the following statements:

<b>Statement</b>	<b>Yes</b>	<b>Don't know</b>	<b>No</b>
The sector in which the company operates is growing now.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We expected the sector will growth in next three years.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The company is able to easily respond to a growing demand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Competitive resources

5. To what extent listed communication tools are used in your company:

Marketing tools:	Not at all	To a small extent	To a moderate extent	To a great extent	To a very great extent	I don't know
Website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Word of mouth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Print collateral	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internet advertising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Direct mail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TV, radio and/or print ads	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SEO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tradeshows and /or conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sales channels	Not at all	To a small extent	To a moderate extent	To a great extent	To a very great extent	I don't know
<b>Indirect channels</b>						
Retailers (big)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Small or independent Retailers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HORECA (hotel, Restaurant and catering)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Importers/Exporters Trading company	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(own example)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Distribution Channel*

6. Indicate, please, to what extent the following distribution channels matters in your company:

Sales channels	Not at all	To a small extent	To a moderate extent	To a great extent	To a very great extent	I don't know
Door-to-door Sales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Own store	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Courier or Post Office Sales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Telemarketing Sales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Direct Online Selling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(own example)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Direct mail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TV, radio and/or print ads	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Sales force*

7. My sales force is mostly:

Sales force	Domestic market		International market	
	Yes	No	Yes	No
Direct (own sales force)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indirect (external sale force)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. My sales force is composed of the following number of people:

1 – 5	<input type="checkbox"/>	6 – 20	<input type="checkbox"/>	21 – 50	<input type="checkbox"/>	51 – 100	<input type="checkbox"/>	>100	<input type="checkbox"/>
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9. Please, refer to the statements:

Sales force	Not at all	Slightly	Moderately	Fairly	Completely
In our company, the sales force is mostly single leader.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In our company, the sales force is diversified.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In our company, the number of sales forces has increased in last three years.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In our company, there is small turnover in sales force.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In our company, sales force is responsible for majority of my turnover.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In our company, my current design of the sales force guarantees optimal geographical and market coverage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Section 2. Personal selling*

The questions in this Section apply to: Sales Process in B2B agri-food sector, key competencies for selling and personal communication in a selling process.

10. To what extent the following statement reflect your sales planning?

<b>Sales planning</b>	<b>Not at all</b>	<b>To a small extent</b>	<b>To a moderate extent</b>	<b>To a great extent</b>	<b>To a very great extent</b>	<b>I don't know</b>
Our company has an adequate sales plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Every salesperson has a sales plan assigned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The sales plan includes criteria other than the value of the generated contracts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The plans are formally written down.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



11. How do you create the Value Proposition? For each item related to Value Proposition indicate, to what extent it is practices in your company.

Value Proposition	Not at all	To a small extent	To a moderate extent	To a great extent	To a very great extent	I don't know
Our salespersons know how to identify customers' needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our salespersons know how to find out client's motivations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our company shows IT in our offers and information messages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The features of our product and customer benefits are related in every message.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Customer's financial benefit of company's solution (ROI) can easily be determined.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

List please, 5 the most important features of your product:

- 1.
- 2.
- 3.
- 4.
- 5.

List please, 5 business benefits that the customer will get by buying your product:

- 1.
- 2.
- 3.
- 4.
- 5.

12. To what extent are the elements of client awareness present in your mind?

<b>Client awareness elements</b>	<b>Not at all</b>	<b>To a small extent</b>	<b>To a moderate extent</b>	<b>To a great extent</b>	<b>To a very great extent</b>	<b>I don't know</b>
We know who we are selling to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We are aware of the criteria for selecting potential clients (e.g. the amount of revenues, form of ownership, size of employment, location, financial condition, management culture, ...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We can value criteria for selecting potential clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We know who we should not sell to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Please indicate to what extent you use sales methodology elements in your daily routines?

Sales methodology	Not at all	To a small extent	To a moderate extent	To a great extent	To a very great extent	I don't know
We know the actual decision maker.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We know the right addressee - function, level in the organisation, responsibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We know how to reach the right addressee.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We have a plan to get around the doormen (gatekeeper).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We know why the customer should talk to us.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. To what extent the following statements about forecasting the sales are true for your practice?

Forecasting components	Not at all	To a small extent	To a moderate extent	To a great extent	To a very great extent	I don't know
The timeframe in which the contract will be signed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We have information about clients' funding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We know customer's purchasing process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We know who signs the contract.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We know who approves the contract.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We know if customer has an alternative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We know the competition's offer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. In the statements below measurement of sales activities is described. Please indicate, to what extent the following statements describe company's measurement of sales effectiveness routines/steps/state of the art.

Measurement of sales effectiveness	Not at all	To a small extent	To a moderate extent	To a great extent	To a very great extent	I don't know
Sellers know their sales plan (amounts).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sellers know how to achieve the plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sales forecasts are regularly reported.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sales forecasting rules are clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The forecasts are regularly verified.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sales process is defined.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Each phase of the sales cycle is clearly defined.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Section 3. International agri-food sales management/export

The third Section contains questions relating to: cross-cultural competence for sales, international marketing and sales strategy and challenges of the international channel management.

16. The following statements refer to the assessment of the cross-cultural competences of the sales team. For each listed cross-cultural competence indicate to what extent it is present in your company among sales team members.

<b>Cross-cultural competences in agri-food sector</b>	<b>Not at all</b>	<b>To a small extent</b>	<b>To a moderate extent</b>	<b>To a great extent</b>	<b>To a very great extent</b>	<b>I don't know</b>
Respect for other cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to function effectively in another culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrated sensitivity to the affective processes of different cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clear communication in the language of the main business partners' cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintaining active social relationships within the cultural groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. Please, indicate the importance/significance of the following categories of international sales performance for your sales team

Categories of International sales performance	Not at all	Slightly	Moderately	Fairly	Very important	I don't know
Role Perception	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aptitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competence Level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Factors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organizational and Environmental Variables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. In your international agri-food channel management, which items are the most relevant? Rank the listed items by relevance (1 is the most relevant and 4 is the least relevant)

Factors	Rank 1-5
Consumer preferences	
Cost	
Brand	
Localisation	
Other:	

19. How well the listed trends in international channel management reflect the practice of your company?

Trends in international agri-food channel management	Not at all	Slightly	Moderately	Fairly	Completely	I don't know
Increased customer focus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-commerce to complement sales teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enable social selling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Robust channel partner programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Section 4. Understanding the economics of agri-food sector*

The questions in the fourth Section relate to: the agri-food industry in the EU, the EU agri-food trade and international policy and challenges of the global agri-food system.

20. To what extent data from the website of the European Commission “Trade and international policy analysis” is used in your activities?

Sets of data	Not at all	To a small extent	To a moderate extent	To a great extent	To a very great extent	I don't know
Monitoring EU agri- food trade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring agri-trade policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trade statistics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Related links	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



21. Agri-food Data Portal of the European Commission provides data on national and European agriculture and common agricultural policy. To what extent do you use the sets of data from this Portal?

Sets of data	Not at all	To a small extent	To a moderate extent	To a great extent	To a very great extent	I don't know
Market data on national and European agriculture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CAP indicators to help measure and capitalise on the performance of the common agricultural policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Economic reports on EU farming, based on data from the Farm Accountancy Data Network	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Links to access the Member States' geoportals that publish spatial data collected in the context of the Integrated administration and control system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information on the financial aspects, how much money is spent on market measures, direct support and rural development over the years	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. Which trends in agri-food business are the most felt in your business?

Please, rank the following items 1 meaning the most felt and 5 meaning the least felt trend in your company.

Trends	Rank 1-5
Focus on health	
Technology affecting consumer behaviour	
Alternative proteins	
Waste reduction	
New flavours and experiences	

23. How relevant are the challenges for your company? Please, indicate on a scale from not at all, slightly, moderately fairly fully, completely.

Challenges	Not at all	Slightly	Moderately	Fairly fully	Completely	I don't know
Sustainable farming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Healthy nutrition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sustainable farming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Part II - Face-to-Face protocol

### *Student's instructions for the personal interview*

Since the questionnaire is a rigid tool with several lists and several closed questions, it is often difficult to explain in an “natural way” (albeit in a general way) the main characteristics of the company.

Students will consult with the Partner's tutor in order to define which aspects of the survey need further investigation. The student is advised to proceed with the manager to search out the unclear/necessary for in depth aspects of the questionnaire.

The following are some suggestions to help the student to ask the right questions and to direct the conversation to the right reflections during the face-to-face interview to be carried out in the phase of the check-ups.

The interviews have mainly three objectives:

1. Stimulate the conversation with the manager in order to obtain useful information to understand the business characteristics:
  - ✓ How is the company structured?
  - ✓ What is reference market and commercial networks?
  - ✓ What are their needs for effective operation in sales?
  - ✓ What is the technological and commercial corporate know-how?
  - ✓ How are maintained communication and relationships with key customers?
  - ✓ What are methods and criteria used?
  - ✓ How is measured profitable and competitive performance?
  - ✓ How are the results monitored?

2. Study and investigate the main problems/opportunities: what have generated them? What kind of actions the organization must do to resolve them?
3. Understand areas for improvement: are there activities towards agri-food trade that the company hasn't carried out? Are there activities to be improved? Which is the best way to manage the emerged problems concerning their strategic paths to improve commercial processes?

It is important to focus on the questions that the respondent has not been able to answer and/or on the negative indicators that could emerge as an answer to the questions. Students should ask for insights and try to bring out the causes that have generated the latter. By doing so, it will be easier to identify the problems and thus circumscribe the areas of hypothetical improvement.

It is important to get deeper into the company's training programs for improving commercial processes. During this phase, in fact, it will be possible to present the S.MaR.T. project.

## **Content of the report**

1. Cover Page (students' data)
2. List of report content
3. State of art (desk research – web site of the company, press, description of the market)
4. Methodology (1 or 2 sentence – ½ page)
5. Findings
6. Recommendation
7. References



# Video CV. Market yourself

# SMART Video CV

## Objectives

The SMaRT video CV is a final learning activity that will help you create a short video CV for prospective employers in the agri-food sector. Not all companies request video CVs from candidates. Nevertheless, recording a Video CV is a worthy learning process.

- It will help you clarify your professional goals.
- It will allow you to evaluate your knowledge and skills in relation to the SMaRT vocational profile.
- It will help you evaluate how your profile fits labor market needs.

## OER reference

SMaRT (2022). SMaRT Video CV. Marketing yourself to prospective employers Q1. Student assessment questionnaire –OER Moodle Platform. (PDF format)

Open Educationl Resource accessible at [SMaRT Video CV guidelines](#)



# Annex. Multiple choice test results (module 1 to 3)

## Module 1. Unit 1.

Video training pill test.

1. b
1. c
2. c
3. c
4. d

Extra reading test

2. a
3. b
4. d
5. a
6. a

## Module 1. Unit 2.

Video training pill test.

1. b
2. c
3. b
4. d
5. b

Extra reading test

1. a
2. a
3. b
4. c
5. d



## Module 2. Unit 1.

Video training pill test.

1. b
2. b
3. d
4. c
5. b

Extra reading test

1. a
2. c
3. c
4. b
5. c

## Module 2. Unit 2.

Video training pill test.

1. b
2. b
3. c
4. b
5. a

Extra reading test

1. c
2. c
3. a
4. b
5. d





## Module 3. Unit 1.

Video training pill test.

1. d
2. b
3. d
4. a
5. c

Extra reading test

1. d
2. b
3. b
4. d
5. d

## Module 3. Unit 2.

Video training pill test.

6. d
7. d
8. d
9. b
10. d

Extra reading test

1. d
2. c
3. d
4. b
5. b

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