

Agricultural Sales

A Special Project of the South Dakota FFA Foundation

Important Note:

Please thoroughly read the General Rules at the beginning of this handbook for complete rules and procedures that are relevant to all South Dakota FFA Leadership and Career Development Events.

Purpose

The purpose of the Agricultural Sales Career Development Event is to evaluate skills that are essential for an individual to be successful in the agricultural sales field. The process of selling agricultural products is essential for production and marketing of agricultural products.

Objectives

- Develop verbal, written and interactive communication skills.
- Discuss features and benefits of a product.
- Identify potential customer objections.
- Demonstrate knowledge of proper product use.
- Identify prospective customers through marketing data.
- Introduce the product to prospective customers.
- Develop a sales call that determines and addresses customers' needs and objections.
- Understand the basic business structure necessary to sell and deliver a product.
- Attempt to close the sale by asking for customer's buying decision.
- Establish and build customer confidence in the product.

Event Rules

- The team will be composed of four students and all four individual scores will count toward the team total.
- It is highly recommended that participants wear FFA Official Dress for this event.
- Any participant in possession of an electronic device in the event area is subject to disqualification.

Event Format

The event will be composed of three parts. Individual scores will be comprised of the written exam and individual sales activity. The team score will be comprised of the team activity and all four individual scores.

The products, related products, prices and discount schedule to be utilized in the event and activity examples will be announced by October 1 and posted on the SD State FFA Association webpage. Provided product information may include appropriate company information.

Individual Written Exam - 100 points (300 points total)

The written exam is designed to evaluate an individual's knowledge of sales skills. The listed resources will be used as a basic resource but the questions will be generated based on basic sales concepts. The test will not exceed 30 questions and 30 minutes. The questions will consist of multiple choice, fill in the blank, and matching format. Point values will be assigned to each question based on the skill level of the question.

Team Activity - 150 points

- Each participant will be allowed to bring a one-inch binder to the team activity containing the provided product information and any other information gathered by the participant.
- Team members will work together to demonstrate teamwork, group dynamics, problem solving, data analysis, decision making and oral communications.
- The following information will be provided to the team at the event as if they were a group of salespeople working together to develop the pre-call planning prior to conducting a sales call:
 - Product information (before event)
 - Profiles of different customers
- The team will be provided with paper and writing utensils. No presentation equipment such as laptops, flipcharts or dry erase boards will be allowed.

The team will then develop the strategy (for the product(s) provided prior to the event) necessary to sell the product(s) in a face-to-face sales call. This strategy should include but not be limited to:

- Determining potential customer needs and wants.
- Identify features and benefits of the product(s) that address the customer's needs and wants.
- Identify potential customer objections and prepare to address them.
- Identify possible related/complimentary products and their suggestive selling strategies.
- Develop information gathering questions to be utilized in clarifying the customer's needs and wants.
- Teamwork and involvement of team members will be judged during this event.
- Students are expected to justify their decisions based on selling principles.

The team will be given 20 minutes to analyze the information given and develop a presentation to provide the information listed above. During this 20 minute period, the team will be judged using the team activity scorecard found in this chapter.

At the conclusion of the 20 minutes, the team will present to the judges who are acting as the team's immediate supervisors. The presentation will be no longer than 10 minutes. At the conclusion of the presentation, the judges will have 5 minutes to ask questions of all team members. The questions will be taken from all aspects of the team event.

Team scores from the judges will be averaged.

Individual Sales Activity - 150 points

Information and product(s) from the team activity will be used in the individual sales activity. (Individual activity will be conducted after the team activity.) Participants will directly sell the product(s) to judge(s). The judge(s) will fit one of the customer profiles identified in the team pre-call planning activity. The judge(s) will act as a real customer which may include not buying the product. Participants will have to establish rapport with the customer and ask probing questions to ensure they meet the customer's needs. Participants will have 10 minutes to interact with the judge(s). Participants are allowed to use their one-inch product information binder during individual activity.

Scoring

All four individual scores of a team and the team activity score will count towards the team score.

Individual Scores	
Written Exam	100
Individual Sales Activity	150
Total Possible Individual Score	250
Team Scores	
Team Activity (judges scores averaged)	100
Team Activity Preparation	50
Test Scores (total of all 4 team members)	400
Individual Sales Activity (total of all 4 team members)	600
Total Possible Team Score	1150

Tiebreakers

In the event of a tie in the team scores, the highest team activity score will break the tie.

1. If the tie cannot be broken using the team activity score, then the total individual sales activity scores will be used.
2. If a tie still exists, the total written exam scores will be used to break the tie.

References and Resources

This list of references is not intended to be all-inclusive. Other sources may be utilized, and teachers are encouraged to make use of the very best instructional materials available. The following list contains references that may prove helpful during event preparation.

National FFA Core Catalog – Past CDE Materials (<http://shop.ffa.org/cde-materials-c1289.aspx>)

CRISP Publications, 1200 Hamilton Court, Menlo Park, CA 94025-1427. 1-800-4427477. FAX 650-323-5800.

Professional Selling, Rebecca L. Morgan, ISBN 0-931961-42-4

Sales Training Basics, Elwood N. Chapman, ISBN 1-56052-119-8

Closing, Virden J. Thorton, ISBN 1-56052-318-2

Ditzenberger and Kidney, Selling-Helping Customers Buy, South-Western Publishing Company, Cincinnati, Ohio, 1992, 1-800-543-7972, ISBN 0538605316.

**Ag Sales CDE
Team Score Sheet**

Chapter: _____

Participant	Exam Score (100)	Individual Sales Activity (150)	Individual Total (250)
Member 1			
Member 2			
Member 3			
Member 4			
		Individual Team Total	
		Team Preparation (50)	
		Team Sales Activity Averaged (100)	
Total Team Score (1150)			

**Agricultural Sales CDE
Team Preparation Scorecard**

Chapter Name: _____

Skills	Points Possible	Points Earned
How well did each team member participate by analyzing and providing input to the solution?	10	
How well did each team member communicate with the rest of the team members?	10	
How well did each team member demonstrate effective listening skills?	10	
How well did each team member respect the input of other team members?	10	
What level of knowledge did the team have of the products they are selling?	5	
Did the team accurately analyze all the information for each customer type?	5	
TOTAL POINTS	50	

Agricultural Sales CDE Team Event Scorecard

Chapter Name: _____

Skills	Points Possible	Points Earned
What level of knowledge did the team have of the products they are selling?	5	
Did the team accurately analyze all the information for each customer type?	5	
Did the team identify customer needs and wants, and prepare quality questions to help clarify the customer's needs and wants?	15	
Did the team identify products for each customer type based on their product's features and benefits and the customer's anticipated needs and wants?	15	
How well did the team identify potential objections for each customer type and how to address them?	10	
Were complimentary/related products also identified?	10	
Were the decisions made by the team based on sound sales principles using the information they were given?	10	
Was the presentation delivered professionally?	10	
Did all team members participate in the presentation?	10	
Were the questions answered correctly by all team members?	10	
TOTAL POINTS	100	

**Agricultural Sales CDE
Individual Sales Call Scorecard**

Chapter Name: _____

Student Name: _____

Skills	Points Possible	Points Earned
Did the sales person identify themselves with a good first impression?	5	
Did the student ask questions/dialogue in an attempt to build personal rapport with you?	5	
Did the student actively listen to your personal comments when you answered?	10	
Did the student use the information from your answers to further establish personal rapport?	10	
Did the student ask questions to learn about your business?	10	
Did the student listen to the answers about your business you provided?	10	
Did the student confirm and discover your needs and wants?	15	
Did the student apply the features/benefits of their product to your needs/wants?	20	
Did the student allow you to participate in matching your needs/ wants to their product features?	15	
Did the student effectively use trail close (gain acceptance on a point, identify customers willingness to buy or a closing opportunity?)	10	
Did the student listen to and clarify your objections?	10	
Did the student apply and discuss the features/benefits of their product to address your objections?	10	
Did the student clearly close or attempt to close the sale?	20	
TOTAL POINTS	150	

Agriculture, Food and Natural Resources (AFNR) Career Cluster Content Standards

Measurements Assessed	Event Activities Addressing Measurements
ABS.01.01. Performance Indicator: Apply micro- and macroeconomic principles to plan and manage inputs and outputs in an AFNR business.	
ABS.01.01.01.b. Apply microeconomic principles to calculate values associated with different inputs and outputs in AFNR businesses (e.g., price, point of equilibrium, opportunity costs, marginal costs, etc.).	Exam
ABS.01.01.01.c. Create strategies to maximize the efficiency of AFNR business inputs and outputs using microeconomic principles.	Individual sales activity Team sales activity
ABS.04.02. Performance Indicator: Develop production and operational plans for an AFNR business.	
ABS.04.02.01.b. Compare and contrast the strengths and weaknesses of operational plans from different AFNR businesses to determine best practices.	Exam Individual sales activity Team sales activity
ABS.04.02.01.c. Make recommendations to improve operational plans for an AFNR business based on best practices.	Exam Individual sales activity Team sales activity
ABS.04.02.02.b. Identify and assess alternative production systems for a specific agricultural product.	Exam Individual sales activity Team sales activity
ABS.04.02.02.c. Create strategies to improve the production process of an agricultural product for an AFNR facility (e.g., SWOT — strengths, weaknesses, opportunities and threats, supply chain management, etc.).	Exam Individual sales activity Team sales activity
ABS.05.01. Performance Indicator: Analyze the role of markets, trade, competition and price in relation to an AFNR business sales and marketing plans.	
ABS.05.01.01.b. Analyze the role of trade and price in the market structure as it relates to AFNR businesses.	Exam Individual Sales Activity Team sales activity
ABS.05.01.01.c. Evaluate and predict future trends for a specific AFNR product as related to markets, trade and price (e.g., corn, oil, wheat, etc.).	Exam Individual Sales Activity Team sales activity

ABS.05.01.02.b. Compare and contrast different forms of market competition and how they can be applied to different AFNR businesses.	Exam Individual Sales Activity Team sales activity
ABS.05.02. Performance Indicator: Assess and apply sales principles and skills to accomplish AFNR business objectives.	
ABS.05.02.01.a. Identify and explain components of the sales process for AFNR businesses (e.g., understanding needs, develop solutions, close sale, etc.).	Entire Event
ABS.05.02.01.b. Apply the sales process to AFNR businesses and communicate ways of accomplishing the businesses' goals and objectives.	Exam Individual sales activity Team sales activity
ABS.05.02.01.c. Analyze the sales process of AFNR businesses and create methods to suggest improvements.	Exam Individual sales activity Team sales activity
ABS.05.02.02.a. Research and summarize examples of different types of sales calls used in AFNR businesses (e.g., cold calls, face-to-face meetings, follow up calls, etc.).	Entire event
ABS.05.02.02.b. Assess different responses/customer reactions that could be presented during different types of sales calls used in AFNR businesses (e.g., competitor prices, competing products, post-sale service, complaints about product, etc.).	Exam Individual sales activity Team sales activity
ABS.05.02.02.c. Create strategies to develop plans for different types of sales calls used in AFNR businesses.	Exam Individual sales activity Team sales activity
ABS.05.03. Performance Indicator: Assess marketing principles and develop marketing plans to accomplish AFNR business objectives.	
ABS.05.03.01.a. Identify and explain marketing principles used in AFNR businesses (4 P's —product, place, price, promotion; attention, interest, desire, action, etc.).	Entire event
ABS.05.03.01.b. Assess alternative marketing strategies as related to marketing principles for AFNR businesses (e.g. value-adding, branding, niche marketing, etc.).	Individual sales activity Team sales activity
ABS.05.03.02.b. Compare and contrast the strategies of marketing for products and services used in AFNR businesses (e.g., direct marketing, commodities, etc.).	Individual sales activity Team sales activity
ABS.05.03.02.c. Devise plans to implement and evaluate marketing strategies for products and services used in AFNR businesses.	Individual sales activity Team sales activity

ABS.05.03.03.b. Perform a market analysis to gather information for marketing plans for AFNR businesses (e.g., evaluation of competitors, customers, domestic and international policy, regulations and rules, standards, etc.).	Individual sales activity Team sales activity
CS.02.01.02.c. Devise a strategy to solve a problem in an AFNR system using a set of economic data.	Entire event
CRP.02.01. Performance Indicator: Use strategic thinking to connect and apply academic learning, knowledge and skills to solve problems in the workplace and community.	
CRP.02.02. Performance Indicator: Use strategic thinking to connect and apply technical concepts to solve problems in the workplace and community.	Entire event
CRP.02.02.01.b. Assess workplace problems and distinguish the most appropriate technical concepts to apply.	Entire event
CRP.02.02.01.c. Apply technical concepts to solve problems in the workplace and reflect upon the results achieved.	Entire event
CRP.04.01. Performance Indicator: Speak using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings.	
CRP.04.01.01.b. Analyze use of verbal and non-verbal communication strategies in workplace situations.	Individual sales activity Team sales activity
CRP.04.01.02.b. Apply strategies for speaking with clarity, logic, purpose and professionalism in a variety of situations in formal and informal settings.	Individual sales activity Team sales activity
CRP.04.03. Performance Indicator: Model active listening strategies when interacting with others in formal and informal settings.	
CRP.04.03.01.b. Apply active listening strategies (e.g., be attentive, observe non-verbal cues, ask clarifying questions, etc.).	Individual sales activity Team sales activity
CRP.04.03.02.a. Identify use of active listening strategies in formal (e.g., speeches, presentations, etc.) and informal (e.g., conversations, meetings, etc.) settings.	Entire event
CRP.04.03.02.b. Assess active listening strategies by observing others in formal and informal settings.	Individual sales activity Team sales activity
CRP.04.03.02.c. Model active listening strategies in formal and informal settings.	Individual sales activity Team sales activity
CRP.05.01. Performance Indicator: Assess, identify and synthesize the information and resources needed to make decisions that positively impact the workplace and community.	
CRP.05.01.01.b. Analyze how the process of decision making is used in workplace and community situations.	Individual sales activity Team sales activity

CRP.05.01.03.b. Analyze workplace and community decisions and assess the information and resources used to make those decisions.	Individual sales activity Team sales activity
CRP.05.02. Performance Indicator: Make, defend and evaluate decisions at work and in the community using information about the potential environmental, social and economic impacts.	
CRP.05.02.01.b. Apply a structured decision-making process to improve workplace and community situations.	Individual sales activity Team sales activity
CRP.05.02.01.c. Evaluate and defend decisions applied in the workplace and community situations.	Individual sales activity Team sales activity
CRP.05.02.02.b. Assess past decisions made in workplace and community and analyze their effects on environmental, social and economic situations.	Individual sales activity Team sales activity
CRP.05.02.02.c. Evaluate workplace and community situations and propose decisions to be made based upon the positive impact made on environment, social and economic areas.	Individual sales activity Team sales activity
CRP.06.01. Performance Indicator: Synthesize information, knowledge and experience to generate original ideas and challenge assumptions in the workplace and community.	
CRP.06.01.01.b. Synthesize information, knowledge and experiences to generate ideas for workplace and community situations.	Individual sales activity Team sales activity
CRP.06.01.02.b. Analyze how assumptions can impact outcomes in a variety of workplace and community situations.	Individual sales activity Team sales activity
CRP.06.01.02.c. Devise strategies (e.g., ask questions, brainstorm ideas, present facts and information, etc.) to challenge common assumptions in workplace and community situations.	Individual sales activity Team sales activity
CRP.08.01. Performance Indicator: Apply reason and logic to evaluate workplace and community situations from multiple perspectives.	
CRP.08.01.01.b. Apply steps for critical thinking to a variety of workplace and community situations.	Individual sales activity Team sales activity
CRP.08.01.02.b. Assess solutions to workplace and community problems for evidence of reason, logic and consideration of multiple perspectives.	Individual sales activity Team sales activity
CRP.08.01.02.c. Devise strategies to apply reason, logic and input from multiple perspectives to solve workplace and community problems.	Individual sales activity Team sales activity
CRP.08.02. Performance Indicator: Investigate, prioritize and select solutions to solve problems in the workplace and community.	
CRP.08.02.01.b. Assimilate and prioritize potential solutions to solve problems in the workplace and community.	Individual sales activity Team sales activity

CRP.08.02.02.b. Apply decision-making processes to generate possible solutions to solve workplace and community problems.	Individual sales activity Team sales activity
CRP.08.02.02.c. Evaluate and select solutions with greatest potential for success to solve workplace and community problems.	Individual sales activity Team sales activity
CRP.12.01. Performance Indicator: Contribute to team-oriented projects and builds consensus to accomplish results using cultural global competence in the workplace and community.	
CRP.12.01.01.b. Formulate action plans to complete team-oriented projects in the workplace and community, including plans for personal contributions.	Team sales activity
CRP.12.01.02.b. Apply consensus building techniques to accomplish results in team-oriented situations.	Team sales activity

