Agricultural Sales CDE

Purpose
The purpose of the Agricultural Sales Career Development Event is to provide an individual with the basic skills to take advantage of the career opportunities offered in the sales field. Sales are an essential part of a market economy. Agricultural products benefit from sales skills, both for inputs for production and the marketing of products. The objective of this event is to develop the sales process through communication skills, product knowledge, and the ability to maintain customers.

Superintendent
The superintendent for this event is Mr. Jason Chester, Central Region Coordinator, 444 Bristol Dr, Statesville, NC 28677. Phone: 704.213.1335 Email: jdcheste@ncsu.edu

Eligibility and Event Guidelines
This event is open to all FFA chapters and FFA members in good standing. FFA members may not participate in a Career Development Event that leads to a state level event after July 1, following their high school/early college graduation. Members winning a previous state event in this area or that have participated in a previous national event in this area are ineligible.

Each chapter may send one team to compete at the state event. Teams shall consist of three or four members. Four scores will count towards the team total (A three-member team will earn a zero for the 4th score). No alternates are allowed in state events. Any alternate found participating in a state event would result in team disqualification.

FFA members in good standing may also participate as individuals in this event. A chapter may have up to two members participate as individuals as long as the chapter does not have a team participating in the event. Their scores will only count toward individual recognition and will not be tallied as a team score.

The use or possession of cellular phones or any other mobile electronic communication device is prohibited during any state-level career development event. Any violation of this rule by any team member will result in total team disqualification.

FFA members participating in career development events that require the use of calculators may only use non-programmable/graphing calculators that do not have the ability to communicate with other calculators. Calculators will be screened prior to the start of a CDE for acceptability. Students caught using data stored on a calculator or communicating with other calculators will result in a total team disqualification for the event.

Any member found cheating in any state-level career development event will result in total team disqualification for that event.

The North Carolina FFA Association, in keeping with the FFA mission and purposes, does not permit the use of tobacco products, e-cigarettes, vapes, or Juuls at any FFA facility or at any FFA activity.

In compliance with the Americans with Disabilities Act, North Carolina FFA will honor requests for reasonable accommodations made by individuals with disabilities. Please direct accommodation requests through the CDE/LDE Accommodation Request [Form]. If the accommodation can be made for all and/or doesn't provide an unfair advantage, then every effort will be made to provide the accommodation. Requests can be accommodated more effectively if notice is provided at least 10 days before the event.

Middle School Participation

Middle school students and teams may participate in Career Development Events or Leadership Development Events. The top middle grades team will be recognized at the state FFA convention. Middle school participants should designate during registration.

Dress Code

Participants are required to follow the North Carolina FFA Career Development Event Dress Code. Participants must wear official dress as described in the Official FFA Manual. The North Carolina FFA Association strives to promote a positive image at all Official FFA Events. The dress code policy was established to address the issue of appropriate attire at all Official FFA Events. Members should adhere to this policy for all events. A ten percent reduction will be applied to all individual scores from a chapter if a participant from that chapter violates the dress code during that career event.

Procedures for Administering the Event

An agricultural product or service will be chosen by State FFA Staff and shared with teams by December 1st. This product will be the product used in both the group practicum as well as the sales presentation.

Round 1

Group Practicum

1. Team members will work together to demonstrate teamwork, group dynamics, problem solving, data analysis, decision making and oral communications. Teams will be allowed to use a self-prepared 1-inch resource binder for the event.
2. 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.
   a. Product information (by December 1st)
   b. Profile of one or more customers (when they arrive for the team activity)
   c. The team will be provided with paper and pencils. No presentation equipment such as laptops, flipcharts, or dry erase boards will be allowed.
3. The team will then develop the pre-call plan (for the product(s) provided prior to the event) necessary to sell the product(s) in a face-to-face sales call. This pre-call plan should identify:
   a. Potential questions to build rapport for the scenario.
   b. Common interests that team members have with the customer.

    c. Questions that help determine the wants and needs of the customer.
    d. Active listening skills or techniques for determining needs and wants.
    e. Potential needs and wants of the customer and match them to the products' features and benefits.
    f. Potential objections of the customer.
    g. Potential concerns of the customer.

4. As part of the pre-call activity:
    a. Teamwork and involvement of team members will be judged.
    b. Students are expected to explain their decisions for the pre-call plan based on selling principles.
    c. The team will be given fifteen (15) minutes to analyze the information and prepare to answer questions about the pre-call plan.
    d. During the fifteen (15) minutes, the team will be judged using the team activity scorecard.
    e. Team members, after the conclusion of the fifteen (15) minutes, will have an additional fifteen (15) minutes to individually answer questions from the judges, and they will answer without assistance from their team members.

Written Test
Each participant will take a 25 question multiple choice test. Participants will have twenty-five (25) minutes to complete the test (maximum score of 100 points). The written test will be developed using references cited in this guide.

At the conclusion of the group practicum and the written test, the top 20 teams in total score will move on to round 2.

Round 2
Sales Presentation
1. Participants will directly sell the product(s) to judge(s).
2. Students will be given a preliminary customer profile and will have at least five (5) minutes to review the preliminary customer profile prior to meeting with the judge(s).
3. The judge(s) will act as the customer, which may include not buying the product.
4. Participants will have to establish rapport, ask probing questions to ensure they meet the customer's needs and clarify customer information as part of the sales call.
5. Participants will have ten (10) minutes to interact with the judge(s).
6. Participants are allowed to use their 1-inch information binder during the individual activity.

Scoring
The attached rubrics will be used for scoring the team activity and individual sales presentation.

Activities	Individual Points	Team Points
Written Test	100	400
Team Activity	-	150
Individual Sales Presentation	150	600
Maximum Points	**250**	**1150**

Procedure for Determining the State Event Winner When Scores are Tied.

In the event a tie score exists, the following methods will be applied in sequential order until the tie is broken:

1. Written exam.
2. Team activity.
3. Total individual sales activity.

Procedure for determining the Event High Scorer When Scores are Tied for Individual Participants.

In the event a tie score exists, the following methods will be applied in sequential order until the tie is broken:

1. Written exam.
2. Individual sales call.
3. Team activity.

State Awards

The awards for the state event will be presented annually at the state FFA convention to include a team 1st, 2nd and 3rd place plaque and a travel monetary award. The high scoring individual will receive a plaque. The highest-placing middle school team will be recognized only if they are not already among the overall top three teams. If a middle school team places in the top three overall, they will not receive additional middle school–specific recognition.

National Career Development Event Participation

State winning teams advancing to the national career development event will be automatically registered for the national event. It is the responsibility of the FFA Chapter Advisor to complete all necessary national certification and waiver forms and return them to the state FFA Coordinator by the assigned due date.

State winning CDE teams that choose not to participate at the national level should contact the state office by Sept. 1 prior to national convention. Teams that fail to inform the state office prior to Sept. 1 will be ineligible to participate in that same CDE for the next year (chapters may appeal to the State FFA Board of Directors). Teams that do not compete at the National Convention will be required to pay back the travel award.

References

ProSelling: A Professional Approach to Selling in Agriculture and Other Industries, W. Scott Downey, ISBN-13: 978-0978895211

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

Team Preparation Rubric

75 Points

Chapter: _____

Indicator	Very Strong evidence of skill	Moderate evidence of skill	Weak evidence of skill	Points Possible	Points Earned
Effective Listening	7-10 Points	4-6 Points	0-3 Points	10	
	Clearly evident that all team members are listening	Listening occurs but distraction is evident	Not listening to each other and/or talking over each other		
Oral Communication	**5-7 Points**	**3-4 Points**	**0-2 Points**	7	
	Clearly evident that all team members are discussing the topic	Communication occurs but side conversations are occurring or two or three members dominating	One member dominating conversation		
Demonstrated Cooperation	**7-10 Points**	**4-6 Points**	**0-3 Points**	10	
	All team members clearly completing tasks, sharing written and oral solutions	Tasks primarily completed by two to three members, other members assist occasionally	Tasks primarily completed by one member		
Respect	**8-12 Points**	**5-7 Points**	**0-4 Points**	12	
	Clearly all team members respected the input of other team members	Most team members respected the input of other team members	The team members did not respect the input of other team members		
Participated in the team Preparation	**6-8 Points**	**3-5 Points**	**0-2 Points**	8	
	All team members are clearly engaged, attentive, and making notes for the full term of the event	Members are engaged and attentive with two to three making notes, participation fades over time	No Members form the primary team, no other members participate		
Product Knowledge	**5-7 Points**	**3-4 Points**	**0-2 Points**	7	
	All team members clearly demonstrated knowledge of the product	Most team members demonstrate knowledge of the product	None of the team members demonstrate knowledge of the product		
Completing Team Goal					
Building Rapport	Team identified at least four potential questions to build rapport for the scenario	Team identified at least two potential questions to build rapport for the scenario	Team identified potential question to build rapport for the scenario	3	

Establish Common Interests	Team identified at least four common interests that they have with the customer	Team identified at least two common interests that they have with the customer	Team identified no common interests that they have with the customer	3	
Discover Through Questioning	Team identified at least four questions to identify the wants and needs of the customer	Team identified at least two questions to identify the wants and needs of the customer	Team identified no questions to identify the wants and needs of the customer	3	
Active Listening	Team identified four active listening skills or techniques to determine wants and needs	Team identified tow active listening skills or techniques to determine wants and needs	Team identified no active listening skills or techniques to determine wants and needs	3	
Identifying Needs and Wants	Team identified at least four potential needs and wants of the customer and how the product meets those needs and wants	Team identified at least two active needs and wants of the customer and how the product meets those needs and wants	Team identified no potential needs and wants of the customer and how the product meets those needs and wants	3	
Objectives	Team identified at least two potential objections of the customer	Team identified at least one potential objection of the customer	Team identified no potential objections of the customer	3	
Concerns	Team identified to concerns of the customer	Team identified at least one concern of the customer	Team identified no concerns of the customer	3	
Total Points Possible Out of 75 Possible					

Team Questions Rubric

75 Points

Chapter: _____

Indicator	Very strong evidence of skill	Moderate evidence of skill	Weak evidence of skill	Points Possible	Points Earned
Rapport	**4-5 Points**	**3-2 Points**	**0-1 Points**	5	
	All team members questioned provided a different question to build rapport	Half of team members questioned provided a different question to build rapport	None of the team members questioned were able to provide a question to build rapport		
	7-10 Points	**4-6 Points**	**0-3 Points**	10	
	All questions for building rapport were appropriate and pertinent to the scenario	Most questions for building rapport were appropriate and pertinent to the scenario	Questions for building rapport were not appropriate or pertinent to the scenario		
Common Interests	**4-5 Points**	**3-2 Points**	**0-1 Point**	5	
	All team members questioned contributed common interests that team members have with the customer	Half of team members questioned contributed common interests that team members have with the customer	No team members contributed common interests that team members have with the customer		
	7-10 Points	**4-6 Points**	**0-3 Points**	10	
	All identified common interests were appropriate and pertinent to the scenario	Most identified common interests were appropriate and pertinent to the scenario	Identified common interests were not appropriate or pertinent to the scenario		
Questions to identify wants and needs	**4-5 Points**	**2-3 Points**	**0-1 Points**	5	
	All team members questioned contributed questions to identify the wants and needs of the customer and identified the active listening technique	Half of team members questioned contributed questions to identify the wants and needs of the customer and identified the active listening technique	No team members contributed questions to identify the wants and needs of the customer, nor did they identify the active listening technique		
Questions to identify wants and needs	**7-10 points**	**4-6 Points**	**0-3 Points**	10	
	All questions and active listening techniques for identifying needs and wants were appropriate and pertinent to the scenario	Most questions and active listening techniques for identifying needs and wants were appropriate and pertinent to the scenario	Questions and active listening techniques for identifying needs and wants were not appropriate or pertinent to the scenario		

	4-5 Points	2-3 Points	0-1 Points		
Determine wants and needs	All team members questioned contributed potential needs and wants for the customer and explained how the product meets those needs and wants	Half of team members questioned contributed a potential need and want of the customer and explained how the product meets those needs and wants	No team members provided potential needs or wants of the customer or explained how the product meets those needs and wants	5	
	7-10 points	**4-6 points**	**0-3 points**		
	All potential needs and wants and how the product meets those needs were appropriate and pertinent to the scenario	Most potential needs and wants and how the product meets those needs were appropriate and pertinent to the scenario	Potential needs and wants and how the product meets those needs were not appropriate and pertinent to the scenario	10	
Objections and Concerns	**7-10 Points**	**4-6 Points**	**0-3 Points**		
	All team members questioned contributed potential objections and potential concerns for the customer	Half of team members questioned contributed potential objections and potential concerns for the customer	No team member contributed potential objections or potential concerns for the customer	10	
	7-10 Points	**4-6 Points**	**0-3 Points**		
	All potential objections and concerns identified were appropriate and pertinent to the scenario	Most potential objections and concerns identified were appropriate and pertinent to the scenario	Potential objections and concerns identified were not appropriate and pertinent to the scenario	10	
			Total Points Earned out of 75 Possible		

Individual Sales Call Rubric

150 Points

Participant Name: _____ #:_____ Chapter:_____

Indicator	Very Strong evidence of skill	Moderate evidence of skill	Weak evidence of skill	Points Possible	Points Earned
First Impression	**4-5 points**	**2-3 points**	**0-1 points**	5	
	Individual identifies themselves with a good first impression	Individual mostly identifies themselves with a good first impression	Individual poorly identifies themselves with a good first impression		
Personal Rapport	**8-10 points**	**4-7 points**	**0-3 points**	10	
	Individual asks questions and utilizes information from answers in an attempt to build personal rapport	Individual mostly ask questions and utilizes information from answers in an attempt to build personal rapport	Individual poorly asks questions and utilizes information from answers in an attempt to build personal rapport		
Clarifying Questions	**11-15 points**	**6-10 points**	**0-5 points**	15	
	Individual asks questions to learn about the customer's business	Individual mostly asks questions to learn about the customer's business	Individual poorly asks questions to learn about the customer's business		
	11-15 points	**6-10 points**	**0-5 points**	15	
	Individual asks questions to confirm preliminary customer information	Individual mostly asks questions to confirm preliminary customer information	Individual poorly asks questions to confirm preliminary customer information		
Needs & Wants	**8-10 points**	**4-7 points**	**0-3 points**	10	
	Individual confirmed and discovered customer needs and wants	Individual mostly confirmed and discovered customer needs and wants	Individual poorly confirmed and discovered customer needs and wants		
Features & Benefits	**8-10 points**	**4-7 points**	**0-3 points**	10	
	Individual applied features and benefits of their products to the customer's needs/wants	Individual mostly applied features and benefits of their product to the customer's needs/wants	Individual poorly applied features and benefits of their product to the customer's needs/wants		
Matching Needs & Wants	**11-15 points**	**6-10 points**	**0-5 points**	15	
	Individual allows customer to participate in matching their wants/needs to the product features	Individual mostly allows customer to participate in matching their wants/needs to the product features	Individual poorly allows customer to participate in matching their wants/needs to the product feature		

	8-10 points	**4-7 points**	**0-3 points**		
Trial Close	Individual uses appropriate sales technique to confirm customer understanding and/or identify buying signals	Individual mostly uses appropriate sales technique to confirm customer understanding and/or identify buying signals	Individual poorly used appropriate sales technique to confirm understanding and/or identify buying signals	10	
	11-15 points	**6-10 points**	**0-5 points**		
Objections	Student listens and clarifies customer objections	Student mostly listens and clarifies customers objections	Student poorly listens and clarifies customers objections	15	
	11-15 points	**6-10 points**	**0-5 points**		
Addressing Objections	Individual applies and discusses the features/benefits of the product to address the customers objections	Individual mostly applies and discusses the features/benefits of the product to address the customers objections	Individual poorly applies and discusses the features/benefits of the product to address the customers objections	15	
	11-15 points	**6-10 points**	**0-5 points**		
Close or Advance Sale	Student closes or attempts to close the sale	Student mostly closes or attempts to close the sale	Student poorly closes or attempts to close the sale	15	
	11-15 points	**6-10 points**	**0-5 points**		
Active Listening	Individual actively listens to comments and answers from the customer	Individual mostly listens to comments and answers from the customer	Individual poorly listens to comments and answers from the customer	15	
			Total Points Earned Out of 150		