



**ND FFA Association**

# **AGRICULTURAL SALES**

**CDE Handbook**

## Purpose

The marketing of agricultural products is the key to profitability in today's competitive economy, and agricultural sales play a major role in this marketing process for a large segment of agribusinesses.

Through this event, students will have the opportunity to prepare for careers in sales by participating in activities oriented around the sales process.

## Event Format

The North Dakota Ag Sales Career Development Event will consist of *three* parts: an objective test, an oral sales *call* presentation and a *Team Sales Presentation*. Chapters may enter a four to five-member team. All team members will conduct an *individual sales call* presentation, take the written test *and participate in the Team Sales Presentation*. The top four individual scores will *be added to the Team Sales Presentation score to determine* the team score. The *sales call* presentation will have a value of 200 points and the written test will have a value of 100 points for a total of 300 points per individual. *The Team activity will be worth 200 points for a total of 1400* points possible for the team score. Schools with less than three team members may enter individuals that will be eligible for individual awards only.

## Awards

This event will be held in conjunction with other winter CDE's designated as the official state event. The top team will be eligible to advance to the national career development event at the National FFA Convention. All participants will be awarded a gold, silver or bronze individual award, with the high individual being awarded the "Baby Bison" trophy and travel stipend to the National FFA Convention. Teams will also be ranked gold, silver and bronze, the high team members will receive possession of traveling trophy, travel stipends to the National FFA Convention, and the state career development event team plaque. (The National Event requires four individuals per team from the same school.) The Team Written Test total (*top four scores*) will be used to break team ties, *followed by the Team Sales Situation score*. Individual ties will not be broken.

## General Guidelines

1. It is suggested that each chapter hold an event to select team members for the state contest.
2. One team per chapter may enter this state event. All participants should appear in official dress.

# Event Outline

## A. Individual Sales Call (200 pts)

1. Each participant will select and prepare a sales presentation for one agricultural product or service. The product or service must represent one of the seven following instructional areas:
  1. Agricultural Mechanics
  2. Agricultural Production
  3. Agricultural Products and Processing
  4. Agricultural Supplies and Services
  5. Forestry
  6. Natural Resources and Rural Recreation
  7. Ornamental Horticulture

Each team member must select a product and prepare their own materials individually. The same product may be used by other members of the same team but, no materials are to be shared.

15 points will be deducted from the score of individuals whose product is not clearly agriculturally based/related.

2. Each participant will be allowed approximately ten minutes for his/her presentation.
3. One of the judges will *serve* as the customer and will do their best to play the role of the customer that the participant outlines in the statement of situation on their product summary sheet.
4. Each participant will develop a product summary sheet for their product or service. The summary sheet should be typed limited to one 8½x11 page. The summary sheet must include the following:
  1. Participant's name and chapter
  2. Statement of situation, circumstances, locations, etc. (describe the customer)
  3. Representation (Company/Chapter)
  4. Product to be sold
  5. Features of product
  6. Service availability

7. Warranty
8. Competitors and pertinent information
9. Price

Three copies of the summary sheet must be provided in one envelope labeled with the contestant's name and chapter and product. The summary sheet envelope must be turned in at on sight check in.

◆ Additional brochures may be a part of the sales presentation but are not to be included with the summary sheet.

#### B. Objective Test (100 pts)

The objective test of the agricultural sales event is designed to determine team members' understanding of the professional sales process, the role that selling plays in the marketing of agricultural products and the knowledge possessed by students relative to the content areas of advertising, promotion, customer relations, product displays, telephone skills, market analysis, customer prospecting, job application and interviewing for a sales position. The test will be generated from the following references:

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

*CRISP Publications, 1200 Hamilton Court, Menlo Park, CA 94025-1427 1-800-442-7477 – Titles include; "Professional Selling" – Rebecca 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*

◆ The written test will be generated using the three previous years State and National Ag Sales Tests as the primary resource (80%).

◆ Team members will work individually on the test, all contestants will take the test together.

◆ The test will consist of 50 multiple-choice questions. Each question will be worth 2 points for a total of 100 points.

◆ A total of 50 minutes will be allowed for completion of the test.

◆ Universal Form E – Form #705E-1 test score sheets will be used and will require #2 lead pencils.

### C. TEAM SALES SITUATION (200 team pts)

The team sales situation is the team activity. Team members will work together to demonstrate group dynamics, problem solving, data analysis, decision making and oral and written communications skills.

Each year there will be a theme for the sales events. The products that will be used in the team event must fall under the following categories.

2024 – Crop Industry

2026 – Horticultural Industry

2025 – Agriculture Mechanics

2027 – Animal Industry

The following will be provided to the team as if they were a group of professional salespeople:

1. A product (including features and price if applicable)
2. Market situation. (including competition)
3. Several potential customers.

The team will develop all the strategy necessary to prepare to sell the product in a face to face sales call. This strategy should include but not be limited to:

1. Determining potential customer needs and wants.
2. Identifying features and benefits of the products to address customers' needs and wants.
3. Identifying potential customer objections and prepare to address them.
4. Identifying potentially related products and suggested selling strategies.
5. Developing a sales plan and goals for each customer.

It is critical to remember that in addition to the final presentation being judged, teamwork and equal involvement of all team members will also be judged. Also, it is critical to not only state what you choose to do, but why you chose to do it. In selling there are not "absolute" right or wrong answers. Demonstrating the basic fundamentals necessary to accomplish your goal is essential. All team members will be expected to participate. The Judges will act as the audience but will not engage in dialog during the presentation. Participants may utilize any materials provided in the team event for the presentation. It is important that all team members speak up during the entire process so that the judges can hear what is being said, and so that they can observe how the team is working together.

Each team will be given (15) minutes to examine all information provided, discuss and develop ideas and prepare a presentation. Each team will then have five (5) minutes, with a one (1) minute warning, to make their presentation followed by five (5) minutes for questions. No pre-prepared materials or equipment allowed in the team activity. This includes laptops or flipcharts. The only thing you will be allowed to bring in is calculators and pencils. Flip charts and markers will be provided.

*See "Team Sales Presentation" scorecard posted on the state FFA website.*

## Event Operation

1. A rotation of the written test, individual and team sales presentations will be determined at registration.
2. Judges will be given adequate time prior to oral sales presentations to read and evaluate all written materials. Comments and suggestions should be written on the score sheet.
3. The event will operate with 14 to 20 sets of judges. Each set of Judges will consist of 2 or 3 qualified individuals. The judge *servicing as the* customer will be instructed to make the sales presentation "interactive" by playing the role of the customer as outlined on each contestant's summary sheet and by asking questions during the sales presentation.
4. After completion of the presentation all judges will be encouraged to ask questions of the participant to evaluate their degree of product knowledge.
5. *Individual Sales Calls* that are speech-like and non-interactive are discouraged.
6. Each individual will be ranked gold, silver or bronze. Event supervisors will rank team's gold, silver and bronze using the three highest scores from each chapter.

## Room Requirements

1. One large room for the taking of the Written Test and to use as a holding area.
2. Large room with 14-20 tables 3 chairs/table. (36 – 44 Judges needed)
3. *4-5 medium sized judging rooms for team sales presentations (4 – 6 Judges needed/room)*
4. A stopwatch for each set of judges.
5. Universal Form E – Form #705E-1 test score sheets will be used and will require #2 lead pencils.

## Appendix A: AFNR Career Cluster Content Standards-Ag Sales

	Performance Measurement Levels	Event Activities Addressing Measurements	Related Academic Standards
ABS.01.01. Performance Indicator: Apply principles of capitalism in the business environment.			Social Studies: 7b and 7g
	ABS.01.01.01.c. Execute supply-and-demand principles in AFNR businesses.	Individual Written Exam	
ABS.02.02. Performance Indicator: Read, interpret, evaluate and write a mission statement to guide business goals, objectives and resource allocation.			Language Arts: 3, 4, 5 and 6
	ABS.02.02.02.c. Evaluate AFNR business goals and objectives and make revisions based on observations.	Individual Written Exam; Individual Sales Activity	
ABS.04.01. Performance Indicator: Use accounting fundamentals to accomplish dependable bookkeeping and fiscal management.			Math: 1C, 5A and 5C Social Studies: 7h
	ABS.04.01.02.b. Use accounting information to estimate the cost of goods sold and margins on the goods.	Individual Written Exam; Individual Sales Activity	
	ABS.04.01.03.a. Explain the importance of return on investment for an agribusiness enterprise.	Individual Sales Activity	
ABS.06.01. Performance Indicator: Conduct appropriate market and marketing research.			Social Studies: 7b and 7h
	ABS.06.01.01.a. Investigate the meaning and methods of marketing in AFNR as related to agricultural commodities, products and services and to agricultural goods in domestic and international markets	Individual Sales Activity; Team Activity	
ABS.06.02. Performance Indicator: Develop a marketing plan.			Language Arts: 3, 5, 7 and 8 Social Studies: 7b and 7d
	ABS.06.02.01.c. Establish marketing plan goals/objectives, including monitoring, measuring and analyzing goal achievement.	Team Activity	
ABS.06.03. Performance Indicator: Develop strategies for marketing plan implementation.			Social Studies: 7b and 7h
	ABS.06.03.01.b. Determine marketing strategies that are most likely to be effective in an AFNR business.	Team Activity	

ABS.06.05. Performance Indicator: Merchandise products and services to achieve specific marketing goals.		Language Arts: 4 Social Studies: 7b and 7d
	ABS.06.05.01.b. Develop effective customer relationships using approaches that are consistent and comprehensive.	Individual Sales Activity
	ABS.06.05.02.c. Prepare and make sales presentations.	Individual Sales Activity
	ABS.06.05.03.c. Intercept, interpret and process customer complaints, needs and problems with products and services.	Individual Written Exam
CS.01.01. Performance Indicator: Action: Exhibit the skills and competencies needed to achieve a desired result.		Social Studies: 4d and 4h
	CS.01.01.01.c. Work independently and in group settings to accomplish a task.	Team Activity
	CS.01.01.06.b. Assign project parts equitably amongst team members to achieve a given	Team Activity
	CS.01.01.03.c. Implement an effective project plan.	Individual Sales Activity
CS.01.02. Performance Indicator: Relationships: Build a constituency through listening, coaching, understanding and appreciating others.		Language Arts: 12 Social Studies: 4h
	CS.01.02.01.c. Demonstrate human relation skills including compassion, empathy, unselfishness, trustworthiness, reliability and being friendly to co-workers.	Team Activity
CS.01.03. Performance Indicator: Vision: Establish a clear image of what the future should look like.		Social Studies: 4a, 4d and 4h
	CS.01.03.04.b. Demonstrate consensus building. Team Activity	
CS.02.02. Performance Indicator: Social Growth: Interact with others in a manner that respects the differences of a diverse and changing society.		Language Arts: 12 Social Studies: 1e
	CS.02.02.02.c. Present oneself appropriately in various settings.	Individual Sales Activity; Team Activity
CS.02.03. Performance Indicator: Professional Growth: Develop awareness and apply skills necessary for achieving career success.		Language Arts: 12 Social Studies: 4a
	CS.02.03.03.c. Demonstrate employability skills for a specific career.	Individual Sales Activity



CS.02.04. Performance Indicator: Mental Growth: Demonstrate the effective application of reasoning, thinking and coping skills.		Math: 6C Science: A4 Language Arts:4 and 8
CS.02.04.02.c. Implement effective problem-solving strategies.	Team Activity	

CS.02.05. Performance Indicator: Emotional Growth: Demonstrate healthy responses to one's feelings.		Social Studies: 4a
CS.02.05.03.c. Exhibit self-confidence while in the workplace.	Individual Sales Activity; Team Activity	
CS.03.01. Performance Indicator: Communication: Demonstrate oral, written and verbal skills.		Language Arts: 4, 5 and 12
CS.03.01.03.c. Make effective business presentations.	Individual Sales Activity; Team Activity	

## Appendix B: Related Academic Standards–Ag Sales

National academic standards for mathematics, science, English language arts and social studies related to this event are reported below. The statements are based on information in reports of the respective associations/organizations in the academic areas. Some adjustment of numbering was done to facilitate the process of alignment with the standards that have been developed in the pathways of the Agriculture, Food and Natural Resources (AFNR) Career Cluster.

The approach was to determine the presence of alignment between the content standards, expectations or thematic strands of the four academic areas and the performance indicators of the AFNR Standards. Supporting statements have been included to clarify content of the respective content standards, expectations or thematic strands. The statements were initially developed independently by the respective organizations and, therefore, are not parallel in wording and presentation. Occasionally minor editing was done to adjust the background or stem of a statement but not the statement itself.

## Mathematics

1. Standard and Expectations: Number and Operations

1C. Compute fluently and make reasonable estimates

5. Standard and Expectations: Data Analysis and Probability

5A. Formulate questions that can be addressed with data and collect, organize and display relevant data to answer them.

5C. Develop and evaluate inferences and predictions that are based on data.

6. Standard and Expectations: Problem Solving

6C. Apply and adapt a variety of appropriate strategies to solve problems.

## Science

A. Content Standard: Science as an Inquiry

A1. Identify questions and concepts that guide scientific investigation. A2. Design and conduct scientific investigations.

A4. Formulate and revise scientific explanations and models using logic and evidence.

A5. Recognize and analyze alternative explanations and models.

A6. Communicate and defend a scientific argument. E. Content Standard: Science and Technology

E2. Understanding about science and technology

## English Language Arts

3. Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate

texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language and genre to create, critique and discuss print and non-print texts.

7. Students conduct research on issues and interests by generating ideas and questions and by posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

12. Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information).

### Social Studies

#### 1. Thematic Strand: Culture

1c. apply an understanding of culture and an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values and behavior patterns;

1e. demonstrate the value of cultural diversity, as well as cohesion, within and across groups;

#### 4. Thematic Strand: Individual Development and Identity

4a. articulate personal connections to time, place and social/cultural systems;

4c. describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status and other group and cultural influences contribute to the development of a sense of self;

4d. apply concepts, methods and theories about the study of human growth and development, such as physical endowment, learning, motivation, behavior, perception and personality;

4f. analyze the role of perceptions, attitudes, values and beliefs in the development of personal identity;

4h. work independently and cooperatively within groups and institutions to accomplish goals;

## 7. Thematic Strand: Production, Distribution and Consumption

7b. analyze the role that supply and demand, prices, incentives and profits play in determining what is produced and distributed in a competitive market system;

7d. describe relationships among the various economic institutions that comprise economic systems such as households, business firms, banks, government agencies, labor unions and corporations;

7g. compare basic economic systems according to how rules and procedures deal with demand, supply, prices, the role of government, banks, labor and labor unions, savings and investments and capital;

7h. apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues;

## 8. Thematic Strand: Science, Technology and Society

8a. identify and describe both current and historical examples of the interaction and interdependence of science, technology and society in a variety of cultural settings;