Agricultural Sales CDE  
(rev. Nov 2019)

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 products.

Eligibility
The participant must be an active member of a chartered Delaware FFA Chapter and enrolled in grades 9, 10, 11, or 12. (Team structure)

Event Procedures
A. The team will be composed of four students, and all four individual scores will count toward the team total. A team may compete with less than four members, but is only eligible for individual awards.
B. It is highly recommended that participants wear FFA Official Dress for this event
C. Participants will not be allowed to possess any personal electronic devices (i.e. cell phones, smart watches, airpods, etc) other than those approved by event officials.
Participants who possess personal electronic devices without prior approval of the event officials will be disqualified from the event.

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 individual scores.

The product(s) utilized in the event and activity examples will be announced by the CDE Chair(s) in January prior to State Convention.
A. Individual Written Exam - 100 points (400 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 thirty (30) questions and forty-five (45) minutes. The questions will consist of multiple choice, fill in the blank, short answer, and essay format. Point values will be assigned to each question based on the skill level of the question.
B. Team Activity - 150 points
1). Team members will work together to demonstrate teamwork, group dynamics, problem solving, data analysis, decision making and oral communications.
2) Teams will be allowed to use their 1-inch binder for the event. 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 (before event)
   b) Profile of one or two customers
   c) The team will be provided with paper and pencils. No presentation equipment such as laptops, flipcharts or dry erase boards will be allowed. 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:
      · Potential questions to build rapport for the scenario.
      · Common interests that team members have with the customers.
      · Questions that help determine the wants and needs of the customer.
      · Active listening skills or techniques for determining needs and wants.
      · Potential needs and wants of the customer and match them to the products’ features and benefits.
      · Potential objections of the customer.
      · Potential concerns of each customer.
   d) As part of the pre-call activity:
      · Teamwork and involvement of team members will be judged.
      · Students are expected to explain their decisions for the pre-call plan based on selling principles.
      · The team will be given 15 minutes to analyze the information and prepare to answer questions about the pre-call plan. During this 15 minutes, the team will be judged using the team activity scorecard.
      · Team members, after the conclusion of the 15 minutes, will have an additional 15 minutes to individually answer questions from the judges, and they will answer without assistance from their team members.

C. Individual Sales Activity - 150 points
Information and product will take place per Delaware FFA rules as of 2014. The information and product to sell will be in relation to this year’s topic and should be brought with the team to the event. Participants will directly sell the product(s) to the judges. The judges will be told what role to assume for the individual sales activity by the Outside CDE helper. All the judges will assume the same role.

The judges 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 fifteen (15) minutes to interact with the judge(s). Participants are allowed to use their one-inch product information binder during the individual activity.

Scoring

<table>
<thead>
<tr>
<th>Activity</th>
<th>Individual</th>
<th>Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Exam</td>
<td>100 Points</td>
<td>400 Points</td>
</tr>
<tr>
<td>Individual Sales Activity</td>
<td>150 Points</td>
<td>600 Points</td>
</tr>
<tr>
<td>Team Activity</td>
<td>150 Points</td>
<td></td>
</tr>
<tr>
<td>Total Points</td>
<td>1,150 Points</td>
<td></td>
</tr>
</tbody>
</table>
Tiebreakers
Ties will be broken using the following procedure, unless otherwise noted by the CDE Chair:
1. In breaking a tie for a team, the highest team activity score will break the tie. If the tie cannot be broken using the team activity score, then the total individual sales activity score will be used. If a tie still exists, the total written exam scores will be used to break the tie.
2. Individual ties will be broken by using the highest individual sales activity score. If this does not break the tie, then the highest written exam score will be used. If a tie still exists, the highest team activity score will be used to break the tie.

Awards
Awards will be presented during a session at the Delaware FFA State Convention. In a team event, the top 3 individuals in the state will be recognized on stage. The first place team will receive a plaque and sponsorship to National FFA Convention through Delaware FFA Foundation sponsor:
Growmark FS

References
This list of references is not intended to be all-inclusive, but has been provided by National FFA. 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.

1. CRISP Publications, 1200 Hamilton Court, Menlo Park, CA 94025 -1427. 1-800-442-7477. 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

Special Notes: 2019
1. All teams will complete the team activity before they do the individual sales call.
2. The product sheets are attached. Everyone will use these items in the team activity and the individual sales call.
3. Everyone sells the products attached. You have no choice.
4. You are allowed a one inch product information binder. The attached sheets should be in it along with any other info you feel your team will need.
5. Yes, you may still make business cards
6. The binder is the only item your teams are to bring, NO PROPS.
7. The only components are the written test, individual sales call and the team activity
8. Time limit for individual sales call is 15 minutes.
9. Please remember to supply your members with pencils

2019 Products
See addendum on Delaware FFA website
## DELAWARE FFA

### AG SALES CDE

Max 30 questions = 100 points
## Delaware Agricultural Sales CDE
### Team Event Scorecard

**Chapter Name: __________________**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Very strong evidence of skill</th>
<th>Moderate evidence of skill</th>
<th>Weak evidence of skill</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective listening</td>
<td>7–10 points</td>
<td>4–6 points</td>
<td>0–3 points</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clearly evident that all team members are listening</td>
<td>Listening occurs but distraction is evident</td>
<td>Not listening to each other and/or talking over each other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral communication</td>
<td>5–7 points</td>
<td>3–4 points</td>
<td>0–2 points</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clearly evident that all team members are discussing the topic</td>
<td>Communication occurs but side conversations are occurring or two to three members dominating</td>
<td>One member dominating conversation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrated cooperation</td>
<td>7–10 points</td>
<td>4–6 points</td>
<td>0–3 points</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All team members clearly completing tasks, sharing written and oral solutions</td>
<td>Tasks primarily completed by two to three members, other members assist occasionally</td>
<td>Tasks primarily completed by one member</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respect</td>
<td>8–12 points</td>
<td>5–7 points</td>
<td>0–4 points</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clearly all team members respected the input of other team members.</td>
<td>Most team members respected the input of other team members.</td>
<td>The team members did not respect the input of other team members.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participated in the team preparation</td>
<td>6–8 points</td>
<td>3–5 points</td>
<td>0–2 points</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All team members are clearly engaged, attentive, and making notes for the full term of event</td>
<td>Members are engaged and attentive with two to three making notes, participation fades over time</td>
<td>No members form the primary team, no other members participate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Product knowledge</td>
<td>5–7 points</td>
<td>3–4 points</td>
<td>0–2 points</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>
“Team Score Card Continued”

<table>
<thead>
<tr>
<th>All team members clearly demonstrated knowledge of the product</th>
<th>Most team members demonstrate knowledge of the product</th>
<th>None of the team members demonstrate knowledge of the product</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Completing Team Goal</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Building rapport</strong></td>
<td>Team identified at least four potential questions to build rapport for the scenario.</td>
<td>Team identified no potential question to build rapport for the scenario.</td>
</tr>
<tr>
<td><strong>Establish common interests</strong></td>
<td>Team identified at least four common interests that they have with the customer.</td>
<td>Team identified no common interests that they have with the customer.</td>
</tr>
<tr>
<td><strong>Discover through questioning</strong></td>
<td>Team identified at least four questions to identify the wants and needs of the customer.</td>
<td>Team identified no questions to identify the wants and needs of the customer.</td>
</tr>
<tr>
<td><strong>Active listening</strong></td>
<td>Team identified four active listening skills or techniques to determine wants and needs.</td>
<td>Team identified no active listening skills or techniques to determine wants and needs.</td>
</tr>
<tr>
<td><strong>Identifying needs and wants</strong></td>
<td>Team identified at least four potential needs and wants of the customer and how the product meets those needs and wants</td>
<td>Team identified no potential needs and wants of the customer and how the product meets those needs and wants.</td>
</tr>
<tr>
<td><strong>Objectives</strong></td>
<td>Team identified at least two potential objections of the customer.</td>
<td>Team identified no potential objections of the customer.</td>
</tr>
<tr>
<td><strong>Concerns</strong></td>
<td>Team identified two concerns of the customer.</td>
<td>Team identified no concerns of the customer.</td>
</tr>
</tbody>
</table>

Total Points out of 75=
## Team Questions Rubric

### 75 POINTS

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Very strong evidence of skill</th>
<th>Moderate evidence of skill</th>
<th>Weak evidence of skill</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rapport</strong></td>
<td>4-5 points</td>
<td>3-2 points</td>
<td>0-1 point</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>All team members questioned provided a different question to build rapport.</td>
<td>Half of team members questioned provided a different question to build rapport.</td>
<td>None of the team members questioned were able to provide a question to build rapport.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7-10 points</td>
<td>4-6 points</td>
<td>0-3 points</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All questions for building rapport were appropriate and pertinent to the scenario.</td>
<td>Most questions for building rapport were appropriate and pertinent to the scenario.</td>
<td>Questions for building rapport were not appropriate or pertinent to the scenario.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Common interests</strong></td>
<td>4-5 points</td>
<td>3-2 points</td>
<td>0-1 point</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>All team members questioned contributed common interests that team members have with the customer.</td>
<td>Half of team members questioned contributed common interests that team members have with the customer.</td>
<td>No team members contributed common interests that team members have with the customer.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7-10 points</td>
<td>4-6 points</td>
<td>0-3 points</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All identified common interests were appropriate and pertinent to the scenario.</td>
<td>Most identified common interests were appropriate and pertinent to the scenario.</td>
<td>Identified common interests were not appropriate or pertinent to the scenario.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Questions to identify wants and needs</strong></td>
<td>4-5 points</td>
<td>2-3 points</td>
<td>0-1 point</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>All team members questioned contributed questions to identify the wants and needs of the customer and identified the active listening technique.</td>
<td>Half of team members questioned contributed questions to identify the wants and needs of the customer and identified the active listening technique.</td>
<td>No team members contributed questions to identify the wants and needs of the customer, nor did they identify the active listening technique.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Team Questions Rubric Continued

<table>
<thead>
<tr>
<th>Questions to identify wants and needs</th>
<th>7-10 points</th>
<th>4-6 points</th>
<th>0-3 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>All questions and active listening techniques for identifying needs and wants were appropriate and pertinent to the scenario.</td>
<td>Most questions and active listening techniques for identifying needs and wants were appropriate and pertinent to the scenario.</td>
<td>Questions and active listening techniques for identifying needs and wants were not appropriate or pertinent to the scenario.</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Determine wants and needs</th>
<th>4-5 points</th>
<th>2-3 points</th>
<th>0-1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td>All team members questioned contributed potential needs and wants for the customer and explained how the product meets those needs and wants.</td>
<td>Half of team members questioned contributed a potential need and want of the customer and explained how the product meets those needs and wants.</td>
<td>No team members provided potential needs or wants of the customer or explained how the product meets those needs and wants.</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objections and concerns</th>
<th>7-10 points</th>
<th>4-6 points</th>
<th>0-3 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>All team members questioned contributed potential objections and potential concerns for the customer.</td>
<td>Most potential objections and potential concerns for the customer.</td>
<td>No team member contributed potential objections or potential concerns for the customer.</td>
<td>10</td>
</tr>
</tbody>
</table>

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**TOTAL POINTS EARNED OUT OF 75 POSSIBLE**
## Delaware Agricultural Sales CDE
### Individual Sales Call Scorecard

**Student ID:** __________  
**Chapter Name:** ______________________

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Very strong evidence of skill</th>
<th>Moderate evidence of skill</th>
<th>Weak evidence of skill</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First impression</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4-5 points</td>
<td>2-3 points</td>
<td>0-1 point</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual identifies themselves with a good first impression.</td>
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</tr>
<tr>
<td>Individual mostly identifies themselves with a good first impression.</td>
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<td></td>
</tr>
<tr>
<td>Individual poorly identifies themselves with a good first impression.</td>
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</tr>
<tr>
<td><strong>Personal rapport</strong></td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8-10 points</td>
<td>4-7 points</td>
<td>0-3 points</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual asks questions and utilizes information from answers in an attempt to build personal rapport.</td>
<td></td>
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</tr>
<tr>
<td>Individual mostly asks questions and utilizes information from answers in an attempt to build personal rapport.</td>
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<td></td>
</tr>
<tr>
<td>Individual poorly asks questions and utilizes information from answers in an attempt to build personal rapport.</td>
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</tr>
<tr>
<td><strong>Clarifying questions</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11-15 points</td>
<td>6-10 points</td>
<td>0-5 points</td>
<td>15</td>
<td></td>
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</tr>
<tr>
<td>Individual asks questions to learn about the customer's business.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual mostly asks questions to learn about the customer's business.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Individual poorly asks questions to learn about the customer's business.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11-15 points</td>
<td>6-10 points</td>
<td>0-5 points</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual asks questions to confirm preliminary customer information.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Individual mostly asks questions to confirm preliminary customer information.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual poorly asks questions to confirm preliminary customer information.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Needs and wants</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8-10 points</td>
<td>4-7 points</td>
<td>0-3 points</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual confirmed and discovered customer needs and wants.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual mostly confirmed and discovered customer needs and wants.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual poorly confirmed and discovered customer needs and wants.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Features and benefits</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8-10 points</td>
<td>4-7 points</td>
<td>0-3 points</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual applied features and benefits of their product to the customer's needs/wants.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual mostly applied features and benefits of their product to the customer's needs/wants.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual poorly applied features and benefits of their product to the customer's needs/wants.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Individual Sales Call Scorecard continued

<table>
<thead>
<tr>
<th>Category</th>
<th>11-15 points</th>
<th>6-10 points</th>
<th>0-5 points</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matching needs and wants</td>
<td>Individual allows customer to participate in matching their wants/needs to the product features.</td>
<td>Individual mostly allows customer to participate in matching their wants/needs to the product features.</td>
<td>Individual poorly allows customer to participate in matching their wants/needs to the product features.</td>
<td>15</td>
</tr>
<tr>
<td>Trial close</td>
<td>Individual uses appropriate sales technique to confirm customer understanding and/or identify buying signals.</td>
<td>Individual mostly uses appropriate sales technique to confirm customer understanding and/or identify buying signals.</td>
<td>Individual poorly uses appropriate sales technique to confirm customer understanding and/or identify buying signals.</td>
<td>10</td>
</tr>
<tr>
<td>Objections</td>
<td>Student listens and clarifies customers objections.</td>
<td>Student mostly listens and clarifies customers objections.</td>
<td>Student poorly listens and clarifies customers objections.</td>
<td>15</td>
</tr>
<tr>
<td>Addressing objections</td>
<td>Individual applies and discusses the features/benefits of the product to address the customers objections.</td>
<td>Individual mostly applies and discusses the features/benefits of the product to address the customers objections.</td>
<td>Individual poorly applies and discusses the features/benefits of the product to address the customers objections.</td>
<td>15</td>
</tr>
<tr>
<td>Close or advance sale</td>
<td>Student closes or attempts to close the sale.</td>
<td>Student mostly closes or attempts to close the sale.</td>
<td>Student poorly closes or attempts to close the sale.</td>
<td>15</td>
</tr>
<tr>
<td>Active listening</td>
<td>Individual actively listens to comments and answers from the customer.</td>
<td>Individual mostly listens to comments and answers from the customer.</td>
<td>Individual poorly listens to comments and answers from the customer.</td>
<td>15</td>
</tr>
</tbody>
</table>

**TOTAL POINTS EARNED OUT OF 150**