

# Agricultural Sales

Nebraska Career Development Event  
Handbook and Rules for 2022-2026

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## **1. PURPOSE**

The purpose of the Nebraska Agricultural Sales Career Development Event is to develop communication and problem-solving skills essential for agricultural sales. Students will develop an understanding of the professional sales process. Teams will be given a scenario and asked to identify and demonstrate call planning. Individually, students will sell identified product(s) to a judge posing as a customer.

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## 2. OBJECTIVES

### A. Team Pre-Sales Call Planning Meeting Objectives

- a. Overall Objective of Team Activity: As a team, analyze the information given and develop a pre-call sales planning demonstration.
  - i. This will be called the pre-sales call planning meeting; it may also be referred to as the Planning Meeting.
- b. Team members will work together to demonstrate teamwork, group dynamics, problem solving, data analysis, decision making and oral communication.
- c. Teams will be provided a team scenario and asked to develop a pre-sales call plan for a face-to-face sales call. Teams will be using the product(s) which were identified prior to the event. This pre-sales call plan should include:
  - i. Potential questions to build rapport for the scenario.
  - ii. Identifying customer needs and wants through use of questioning techniques.
  - iii. Identifying and demonstrating active listening skills or techniques for determining needs and wants.
  - iv. Identifying and matching potential needs and wants of the customer to the product's features and benefits.
  - v. Identifying potential objections of the customer and demonstrating techniques to address them.
  - vi. Identifying concerns of customers.
  - vii. Students are expected to explain their decisions for the pre-sales call plan based on selling principles.
  - viii. Team identifies common interests that they have with the customer.
- d. Teamwork and involvement of team members will be judged during this event.
- e. As a team, answer questions regarding the methods and strategies presented in the pre-sales call plan demonstration.

### B. Individual Sales Activity Objectives

- a. Students will demonstrate verbal, written, and interactive communication skills through an individual sales call and creation of sales material.
- b. Students will understand and demonstrate a professional sales process by completing the following tasks:
  - i. Identifying and targeting customers based on given information
  - ii. Understanding customer buying motives
  - iii. Discussing features and benefits of a product with a customer and demonstrating proper product use

- iv. Addressing potential customer objections that arise during the sales call
  - v. Developing a sales call that addresses customer needs and concerns
  - vi. Attempting to close the sale by asking for the customer's buying decision
  - vii. Reassuring customer of decision to buy and build confidence
  - viii. Building rapport with the customer
  - ix. Demonstrating active listening skills
  - x. Demonstrating the use of clarifying questions
- c. Students will demonstrate professional conduct by:
- i. Being properly groomed
  - ii. Professionally dressed
  - iii. Exhibiting a positive attitude
  - iv. Using appropriate language

### **C. Test Objectives**

- a. Students will demonstrate their knowledge of the professional sales process through a written exam.
- i. The written exam will consist of 25 multiple choice, true/false, and fill in the blank questions.
  - ii. Refer to suggested resource(s) provided to prepare for the written exam.

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## **3. ELIGIBILITY**

- a. The top three schools from each agricultural education district will qualify a team to the state event.
- b. Four students per team are required for this event.

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## **4. REQUIRED ATTIRE**

Official FFA Dress or other business professional dress is required for this event. Students not in official or business professional dress may be deducted up to five points during the sales practicum.

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## 5. REQUIRED SUPPLIES AND EQUIPMENT

- A. The ONLY allowable items include:
- a. A one-inch prepared binder containing the provided product information and any other information gathered by the participant that may include:
    - i. Pricing sheet
    - ii. Product specifications / features
    - iii. The binder may be used during both the individual and team sales activities
    - iv. A blank notepad or blank paper is allowed during the individual and team activities.
  - b. A calculator (separate from a cell phone)
  - c. Writing utensils
- B. **NOTE: Prohibited items will result in a deduction of up to five points during the individual sales practicum.**
- a. Business cards are NOT allowed.
  - b. The physical product is NOT allowed at the sales event.

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## 6. EVENT SEQUENCE

- Once State Convention registration and CDE registration have closed, the contest superintendent will create a spreadsheet with both individual and team sales activity times on it. This will be posted on the Ag Sales CDE webpage prior to the State Convention and will be used as the schedule for the contest.
- Prior to the spreadsheet schedule being created, a school may request a specific time if they have conflicts with additional contests. The superintendent will do his or her best to accommodate these requests.
- After the spreadsheet schedule is released, if schools notice they have a conflict with their scheduled time, they should contact other schools and switch time slots with them. If schools switch, they must notify the contest superintendent of the change.
- While actual participation time is about an hour, it may take longer depending on movement of participants through the three parts of the event. If you have special time considerations, please contact the event superintendent as soon as possible.
- Check the CDE schedule for specific arrival, start and end times, and the event location.

- On the day of competition, participants will complete the pre-sales call Planning Meeting prior to the individual sales call. The exam may be taken before or after the activities based on scheduling needs.
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## 7. ANNUAL THEME

Themes from which the product will be selected will rotate on a 4 year basis:

- 2022 Theme: Food Products and Processing Systems
- 2023 Theme: Plant Systems
- 2024 Theme: Natural Resources Systems
- 2025 Theme: Animal Systems
- 2026 Theme: Power, Structure and Technical Systems

Specific Product Information Sheets will be made available on the CDE website in September of the current academic year.

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## 8. EVENT FORMAT

- A. The event will be composed of three parts: team pre-sales call planning meeting, individual sales activity, and written exam.
- B. Real world scenarios will be utilized, and students will not be allowed to invent product information to include pricing, packaging, specials, etc. As a salesperson, those decisions typically involve or are at the discretion of management.
- C. To improve consistency of evaluation, a recorded video example of the individual sales activity and the team planning meeting will be made available to judges and teachers in advance of the event. See the Study Materials below for access to these videos beginning in the fall of 2022.
- D. TEAM PLANNING MEETING: The following information will be provided to the team at the event as if they were a group of salespeople working together to develop a pre-sales call plan prior to conducting a sales call.
  - a. Product information (available before the event) will be the same for the team planning meeting and individual sales activity.
  - b. One customer profile will be provided for the team planning meeting . This profile will be different from the profiles used in the individual sales activity.



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## 9. SCORING

Refer to the rubrics in the appendix below. The following represents how team and individual scores are calculated:

		Individual Points	Team Points
<b>INDIVIDUAL COMPONENTS</b>			
	Written Exam	50	200
	Sales Activity	150	600
<b>TEAM COMPONENTS</b>			
	Pre-Sales Call Planning Meeting		150
<b>TOTALS</b>		<b>200</b>	<b>950</b>

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## 10. TIEBREAKER

### A. Individual

In the event of a tie in the individual scores, the highest individual sales activity score will break the tie. If the tie cannot be broken using the individual sales activity score, the highest written exam score will be used. If a tie still exists, the highest team planning meeting score will be used to break the tie.

### B. Team

In the event of a tie in the team scores, the highest team planning meeting score will break the tie. If the tie cannot be broken using the team planning meeting score, then the total individual sales activity scores will be used. If a tie still exists, the top individual(s) on either team will break the tie.

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## 11. RESOURCE MATERIALS

*ProSelling: A Professional Approach to Selling in Agriculture and Other Industries*, W. Scott Downey, ISBN-13: 978-0978895211 (Excluding Chapter 2, Marketing)

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## 12. STUDY MATERIALS

Previous exams and other study materials will be available in the [Ag Sales CDE resource folder](#) available on the rules page.

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## 13. DEBRIEFING OPPORTUNITY

A debriefing session is not available for this event; however, individualized feedback will be made available to students on the rubrics and provided to teachers in their convention results packets.



# APPENDIX

**Appendix 1. Team Pre-Sales Call Planning Meeting Rubric**  
**Appendix 2. Individual Sales Call Activity Rubric**

# Appendix 1. Team Pre-Sales Call Planning Meeting Rubric

## Nebraska Ag Sales CDE

School: \_\_\_\_\_

### Team Preparation Rubric - 75 points

Indicator	Very Strong Evidence of Skill	Moderate Evidence of Skill	Weak Evidence of Skill	Points Possible	Points Earned
<b>Effective Listening</b>	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		
<b>Oral Communication</b>	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 to three members dominating	One member dominating conversation		
<b>Demonstrated Cooperation</b>	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		
<b>Respect</b>	8-12 points	5-7 points	0-4 points	12	
	All team members clearly respect 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.		
<b>Participated in the Team Preparation</b>	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 event	Members are engaged and attentive with two to three making notes, participation fades over time	No members from the primary team, no other members participate		
<b>Product Knowledge</b>	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		

<b>Completing Team Goal</b>					
<b>Building Rapport</b>	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 no potential question to build rapport for the scenario.	<b>3</b>	
<b>Establish Common Interest</b>	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.	<b>3</b>	
<b>Discover through questioning</b>	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	<b>3</b>	
<b>Active Listening</b>	Team identified four active listening skills or techniques to determine wants and needs.	Team identified two active listening skills or techniques to determine wants and needs.	Team identified no active listening skills or techniques to determine wants and needs.	<b>3</b>	
<b>Identifying needs and wants</b>	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 potential 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.	<b>3</b>	
<b>Objections</b>	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	<b>3</b>	
<b>Concerns</b>	Team identified two concerns of the customer.	Team identified at least one concern of the customer.	Team identified at least one concern of the customer.	<b>3</b>	
<b>Total Team Preparation points earned out of 75 Possible</b>					

## Team Questions Rubric - 75 points

Indicator	Very Strong Evidence of Skill	Moderate Evidence of Skill	Weak Evidence of Skill	Points Possible	Points Earned
<b>Rapport</b>	4-5 points	3-2 points	0-1 point	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	0-1 point	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.		
<b>Common Interest</b>	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		
<b>Common Interest</b>	7-10 points	4-6 points	0-1 point	10	
	All identified common interests were appropriate & pertinent to the scenario	Most identified common interests were appropriate & pertinent to the scenario	Identified common interests were not appropriate or pertinent to the scenario.		
<b>Questions to identify wants and needs</b>	4-5 points	3-2 points	0-1 point	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.	Half of team members questioned contributed questions to identify the wants and needs of the customer and identified the active listening technique.		
	7-10 points	4-6 points	0-1 point	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.		
<b>Determine</b>	4-5 points	3-2 points	0-1 point		

<b>wants and needs</b>	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	0-1 point		
	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	
<b>Objections and Concerns</b>	4-5 points	3-2 points	0-1 point		
	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	5	
	7-10 points	4-6 points	0-1 point		
	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	
<b>Total Team Questions points earned out of 75 Possible</b>					
<b>Total Points earned on Team Pre-Sale Planning Activity out of 150 Possible</b>					

# Appendix 2. Individual Sales Call Activity Rubric

**Nebraska Ag Sales CDE**

Name: \_\_\_\_\_

School: \_\_\_\_\_

150 points

Indicator	Very Strong Evidence of Skill	Moderate Evidence of Skill	Weak Evidence of Skill	Points Possible	Points Earned
<b>First Impression</b>	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.		
<b>Personal Rapport</b>	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 asks 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.		
<b>Clarifying Questions</b>	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.		
<b>Needs and Wants</b>	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.		
<b>Features and Benefits</b>	8-10 points	4-7 points	0-3 points	10	
	Individual applied features and benefits of their product 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.		
<b>Matching</b>	11-15 points	6-10 points	0-5 points	15	

<b>needs and wants</b>	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 features.		
<b>Trial Close</b>	8-10 points	4-7 points	0-3 points	10	
	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 uses appropriate sales techniques to confirm customer understanding and/ or identify buying signals.		
<b>Objections</b>	11-15 points	6-10 points	0-5 points	15	
	Student listens and clarifies customers' objections.	Student mostly listens and clarifies customers' objections.	Student poorly listens and clarifies customers' objections.		
<b>Addressing Concerns</b>	11-15 points	6-10 points	0-5 points	15	
	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.		
<b>Close or Advance Sale</b>	11-15 points	6-10 points	0-5 points	15	
	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.		
<b>Active listening</b>	11-15 points	6-10 points	0-5 points	15	
	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.		
<b>Total Points earned out of 150</b>					
<b>Up to 5 points deduction for:</b>					
Not wearing official dress or other professional dress					
Offering Promotions and Discounts					
Using the product or electronic device					
<b>Final Score after applicable deduction</b>					