12.004

NEW JERSEY FFA

CAREER AND LEADERSHIP DEVELOPMENT EVENTS

Agricultural Sales

2017-2021

The purpose of the New Jersey FFA Agricultural Sales Career Development Event is to evaluate and demonstrate skills that are essential for an individual to be successful in the agricultural sales career. Students will also develop an understanding of the opportunities available in the sales industry. The process of selling agricultural products is essential for production and marketing of agricultural products.

Objectives

This event will provide the participant with the ability to:

- **DEVELOP VERBAL, WRITTEN AND INTERACTIVE COMMUNICATION SKILLS.**
- **DEMONSTRATE SKILLS TO BUILD RAPPORT WITH CUSTOMERS.**
- **DISCUSS FEATURES AND BENEFITS OF A PRODUCT.**
- **IDENTIFY POTENTIAL CUSTOMER OBJECTIONS.**
- **INTRODUCE THE PRODUCT TO PROSPECTIVE CUSTOMERS.**
- **DEVELOP A SALES CALL THAT DETERMINES AND ADDRESSES CUSTOMERS' NEEDS AND OBJECTIONS.**
- **ATTEMPT TO CLOSE THE SALE BY ASKING FOR CUSTOMER'S BUYING DECISION.**
- **IDENTIFY AND DEMONSTRATE THE USE OF QUESTIONS THROUGHOUT THE SALES PROCESS.**
- **DEVELOP ACTIVE LISTENING SKILLS.**

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.
- Business cards are not permitted and will not contribute to the individual or team scores.

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 at least one month prior to event via email and will be located on the Ag Education Bulletin Board. Provided product information may include appropriate company information and price list.

Each participant will be allowed to bring a one-inch binder to the event containing the provided product information and any other product information gathered by the participant.

EQUIPMENT

- Materials to be provided by the student:
  - Two no. 2 pencils
  - One-inch binder containing the provided product information and any other information gathered by the participant
- Participants are not to bring:
  - Cell phones or other electronic devices

FLOW OF EVENT

- **Written Exam** – 45 minutes
- **Individual Sales Activity*** – 20 minutes
- **Team Activity*** – 30 minutes

INDIVIDUAL ACTIVITIES

- **INDIVIDUAL WRITTEN EXAM (100 POINTS)**
  - 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 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.

- **INDIVIDUAL SALES ACTIVITY (150 POINTS)**
  - Participants will directly sell the product(s) to judge(s). Students will be given a preliminary customer profile and will have at least five minutes to review the preliminary customer profile prior to meeting with judge(s). The judge(s) will act as the customer which may include not buying the product. Participants will have to establish rapport, ask probing questions to ensure they meet the customer's needs and clarify customer information as a part of the sales call. Participants will have 20 minutes to interact with the judges(s). Participants are allowed to use their one-inch product information binder during the activity.

TEAM ACTIVITIES

TEAM ACTIVITY (150 POINTS POSSIBLE PER TEAM)

- 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 their 1" 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.

- Product information (before event)
- Profile of one or two customers
- 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 include:

- Potential questions to build rapport for the scenario.
- Common interests that team members have with the customers.
- Identify questions that help determine the wants and needs of the customer.
- Identify active listening skills or techniques for determining needs and wants.
- Identify and match potential needs and wants of the customer to the products' features and benefits.
- Identify potential objections of the customer.
- Identify potential concerns of each customer.
- Teamwork and involvement of team members will be judged during this event.
- 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 these 15 minutes, the team will be judged using the team activity scorecard.
- At the conclusion of the 15 minutes, team members will have an additional 15 minutes to individually answer questions from the judges and they will answer without assistance from their team members.

TIEBREAKERS

If ties occur, the following events will be used in order to determine award recipients:

INDIVIDUAL

- Written Exam
- Total Individual Sales Call
- Team Activity

TEAM

- Written Exam
- Team Activity
- Total Individual Sales Activity

Scoring

Total Possible Individual Points: 250 points
Total Points per Team: 1,150 points
(690 team points are needed to advance to Nationals)
*denotes a hands-on practicum area

- **Written Exam** – 100 points
- **Team Activity** – 150 points
- **Individual Sales Call*** – 150 points

Awards

Awards will be presented to individuals and the first team based on their rankings at the CDE awards ceremony at the New Jersey State FFA Convention. Awards are sponsored by the National FFA Foundation and the New Jersey FFA Association.

Individual

- Overall Medals
  - Medals – Top three individuals
- H.O. Sampson Certificates (hands-on sections ONLY)
  - Certificate – Top five individuals

Team

- Plaque Sponsored by the National FFA Foundation – 1st place

References

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. Make sure to use discretion when selecting website references by only using reputable, proven sites. The following list contains references that may prove helpful during event preparation. The most current edition of resources will be used.

- **General References**
  - Past CDE materials and other resources are available by logging in to: FFA.org
  - ProSelling: A Professional Approach to Selling in Agriculture and Other Industries, W. Scott Downey, ISBN-13: 978-0978895211
  - Professional Selling, Recevva 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
  - Understanding Ag Sales, FFA.org

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Team Preparation Rubric

75 Points

INDICATOR	Very strong evidence of skill is present	Moderate evidence of skill is present	Strong evidence of skill is not present	Points Possible	Points Eared
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 to three members dominating.	One member dominating conversation.		
Demonstrated cooperation	7–10 points	4–6 points	0–3 points	10	
	Clearly all team members completing tasks, sharing written and oral solutions.	Tasks primarily completed by two to three members, other members assist occasionally.	Tasks primarily completed by no member.		
	8–12 points	5–11 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	
	Clearly all team members are 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 form the primary team, no other members participate.		
Product knowledge	5–7 points	3–4 points	0–2 points	7	
	Clearly all team members demonstrated knowledge of the produc.t	Most team members demonstrate knowledge of product.	None of the team members demonstrate knowledge of product.		

Team Preparation Rubric continued

Completing team goal					
INDICATOR	Very strong evidence of skill is present 3 points	Moderate evidence of skill is present 2 points	Weak evidence of skill is present 0–1 point	Points Possible	Points Eared
	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.	3	
	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	
	Team identified at least four questions to identify the wants and needs of customer.	Team identified at least two questions to identify the wants and needs of customer.	Team identified no questions to identify the wants and needs of customer	3	
	Team identified four active listening skills or techniques to determine wants and needs.	Team identified two active listening skills or techniques to determine needs and wants.	Team identified no active listening skills or technique to determine wants and needs.	3	
	Team identified at least four potential needs and wants of the customer and how the product meets those needs and want.s	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.	3	
	Team identified at least two potential objections of customer	Team identified at least one potential objection of customer	Team identified no potential objections of customer	3	
	Team identified two concerns of customer.	Team identified at least one concern of customer.	Team identified no concerns of customer.	3	
				TOTAL POINTS	

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Team Questions Rubric

75 Points

INDICATOR	Very strong evidence of skill is present	Moderate evidence of skill is present	Strong evidence of skill is not present	Points Possible	Points Earned
Rapport	3–4 points	1–2 points	0 point	4	
	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 question to build rapport.		
	5–7 points	3–4 points	0–2 points	7	
	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	3–4 points	1–2 points	0 point	4	
	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.		
	5–7 points	3–4 points	0–2 points	7	
	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	3–4 points	1–2 points	0 point	4	
	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.		
	5–7 points	3–4 points	0–2 points	7	
	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.		

Team Questions Rubric continued

INDICATOR	Very strong evidence of skill is present	Moderate evidence of skill is present	Strong evidence of skill is not present	Points Possible	Points Earned
Determine wants and needs	3–4 points	1–2 points	0 point	4	
	All team members questioned contributed potential needs and wants for the customer and how the product meets those needs and wants.	Half of team members questioned contributed a potential need and want of the customer and how the product meets those needs and wants.	No team members provided potential needs or wants of the customer or how the product meets those needs and wants.		
	5–7 points	3–4 points	0–2 points	7	
	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.		
Objections and concerns	5–7 points	3–4 points	0–2 points	4	
	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 points	3–4 points	0–2 points	7	
	All potential objections and concerns identified are appropriate and pertinent to the scenario.	Most potential objections and concerns identified are appropriate and pertinent to the scenario.	Potential objections and concerns identified are not appropriate and pertinent to the scenario.		
			TOTAL POINTS		

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Individual Sales Call Rubric

150 Points

INDICATOR	Very strong evidence of skill is present	Moderate evidence of skill is present	Strong evidence of skill Is not present	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	4–6 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.		
Clarifying questions	11–15 points	6–10 points	0–5 points	15	
	Individual asks questions to learn about the customer's business.	Individual asks mostly questions to learn about the customer's business.	Individual poorly asks questions to learn about the customer's business.		
	8–10 points	4–6 points	0–3 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 and wants	8–10 points	4–6 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 and benefits	8–10 points	4–6 points	0–3 points	10	
	Individual applied features and benefits of their product to the customer's needs/wants to their product features.	Individual mostly applied features and benefits of their product to the customer's needs/wants to their product features.	Individual poorly applied features and benefits of their product to the customer's needs/wants to their product features.		

Individual Sales Call Rubric continued

INDICATOR	Very strong evidence of skill is present	Moderate evidence of skill is present	Strong evidence of skill Is not present	Points Possible	Points Earned
Matching needs and 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 features.		
Trial close	8–10 points	4–6 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 technique to confirm customer understanding and/ or identify buying signals.		
Objections	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.		
Addressing objections	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.		
Close or advance sale	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.		
Active listening	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.		
			TOTAL POINTS		

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Agricultural, Food and Natural Resources Content Standards

Measurement Assessed	Where measured in event	Academic Content Standards Addressed
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	CCSS.ELA-Literacy.L.9-10.6 CCSS.ELA-LITERACY.L.11-12.6 CCSS.ELA-LITERACY.RST.9-10.4 CCSS.ELA-LITERACY.RST.11-12.4 CCSS.MATH.CONTENT.HSS.ID.C.7 CCSS.MATH.CONTENT.HSS.IC.B.6 Financial Investing: Benchmarks: Grade 12, Statement 9
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	CCSS.ELA-Literacy.L.9-10.6 CCSS.ELA-LITERACY.L.11-12.6 CCSS.ELA-LITERACY.RST.9-10.4 CCSS.ELA-LITERACY.RST.11-12.4 CCSS.MATH.CONTENT.HSS.ID.C.7 CCSS.MATH.CONTENT.HSS.IC.B.6 Financial Investing: Benchmarks: Grade 12, Statement 9
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	AFNR Career Cluster – Agribusiness Systems Pathway, Statement 3 CCSS.ELA-LITERACY.ELA-W.9-10.2 CCSS.ELA-LITERACY.W.11-12.2 CCSS.ELA-LITERACY.L.9-10.6 CCSS.ELA-LITERACY.L.11-12.6 CCSS.ELA-LITERACY.RST.9-10.4 CCSS.ELA-LITERACY.RST.11-12.4
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	AFNR Career Cluster – Agribusiness Systems Pathway, Statement 3 CCSS.ELA-LITERACY.ELA-W.9-10.2 CCSS.ELA-LITERACY.W.11-12.2 CCSS.ELA-LITERACY.L.9-10.6 CCSS.ELA-LITERACY.L.11-12.6 CCSS.ELA-LITERACY.RST.9-10.4 CCSS.ELA-LITERACY.RST.11-12.4

Agriculture, Food and Natural Resources Content Standards continued

Measurement Assessed	Where measured in event	Academic Content Standards Addressed
ABS.04.02.02.b. Identify and assess alternative production systems for a specific agricultural product.	Exam Individual sales activity Team sales activity	AFNR Career Cluster – Agribusiness Systems Pathway, Statement 3 CCSS.ELA-LITERACY.ELA-W.9-10.2 CCSS.ELA-LITERACY.W.11-12.2 CCSS.ELA-LITERACY.L.9-10.6 CCSS.ELA-LITERACY.L.11-12.6 CCSS.ELA-LITERACY.RST.9-10.4 CCSS.ELA-LITERACY.RST.11-12.4
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	AFNR Career Cluster – Agribusiness Systems Pathway, Statement 3 CCSS.ELA-LITERACY.ELA-W.9-10.2 CCSS.ELA-LITERACY.W.11-12.2 CCSS.ELA-LITERACY.L.9-10.6 CCSS.ELA-LITERACY.L.11-12.6 CCSS.ELA-LITERACY.RST.9-10.4 CCSS.ELA-LITERACY.RST.11-12.4
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	AFNR Career Cluster, Statement 7 AFNR Career Cluster – Agribusiness Systems Pathway, Statement 1 Financial Investing: Benchmarks: Grade 12, Statement 13
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	AFNR Career Cluster, Statement 7 AFNR Career Cluster – Agribusiness Systems Pathway, Statement 1 Financial Investing: Benchmarks: Grade 12, Statement 13
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	AFNR Career Cluster, Statement 7 AFNR Career Cluster – Agribusiness Systems Pathway, Statement 1 Financial Investing: Benchmarks: Grade 12, Statement 13
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	CCSS.ELA-LITERACY.SL.9-10.6 CCSS.ELA-LITERACY.SL.11-12.6 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.RH.11-12.7 Buying Goods & Services: Benchmarks: Grade 12, Statements 1 Buying Goods & Services: Benchmarks: Grade 12, Statements 3 Buying Goods & Services: Benchmarks: Grade 12, Statements 4 Buying Goods & Services: Benchmarks: Grade 12, Statements 5

Agriculture, Food and Natural Resources Content Standards continued

Measurement Assessed	Where measured in event	Academic Content Standards Addressed
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	CCSS.ELA-LITERACY.SL.9-10.6 CCSS.ELA-LITERACY.SL.11-12.6 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.RH.11-12.7 Buying Goods & Services: Benchmarks: Grade 12, Statements 1 Buying Goods & Services: Benchmarks: Grade 12, Statements 3 Buying Goods & Services: Benchmarks: Grade 12, Statements 4 Buying Goods & Services: Benchmarks: Grade 12, Statements 5
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	CCSS.ELA-LITERACY.SL.9-10.6 CCSS.ELA-LITERACY.SL.11-12.6 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.RH.11-12.7 Buying Goods & Services: Benchmarks: Grade 12, Statements 1 Buying Goods & Services: Benchmarks: Grade 12, Statements 3 Buying Goods & Services: Benchmarks: Grade 12, Statements 4 Buying Goods & Services: Benchmarks: Grade 12, Statements 5
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	CCSS.ELA-LITERACY.SL.9-10.6 CCSS.ELA-LITERACY.SL.11-12.6 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.RH.11-12.7 Buying Goods & Services: Benchmarks: Grade 12, Statements 1 Buying Goods & Services: Benchmarks: Grade 12, Statements 3 Buying Goods & Services: Benchmarks: Grade 12, Statements 4 Buying Goods & Services: Benchmarks: Grade 12, Statements 5
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	CCSS.ELA-LITERACY.SL.9-10.6 CCSS.ELA-LITERACY.SL.11-12.6 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.RH.11-12.7 Buying Goods & Services: Benchmarks: Grade 12, Statements 1 Buying Goods & Services: Benchmarks: Grade 12, Statements 3 Buying Goods & Services: Benchmarks: Grade 12, Statements 4 Buying Goods & Services: Benchmarks: Grade 12, Statements 5
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	CCSS.ELA-LITERACY.SL.9-10.6 CCSS.ELA-LITERACY.SL.11-12.6 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.RH.11-12.7 Buying Goods & Services: Benchmarks: Grade 12, Statements 1 Buying Goods & Services: Benchmarks: Grade 12, Statements 3 Buying Goods & Services: Benchmarks: Grade 12, Statements 4 Buying Goods & Services: Benchmarks: Grade 12, Statements 5

Agriculture, Food and Natural Resources Content Standards continued

Measurement Assessed	Where measured in event	Academic Content Standards Addressed
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	AFNR Career Cluster – Agribusiness Systems Pathway, Statement 4 CCSS.ELA-LITERACY.L.9-10.6 CCSS.ELA-LITERACY.L.11-12.6 CCSS.ELA-LITERACY.RST.9-10.4 CCSS.ELA-LITERACY.RST.11-12.4 CCSS.ELA-LITERACY.W.9-10.2 CCSS.ELA-LITERACY.W.11-12.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.RH.11-12.7 CCSS.ELA-LITERACY.SL.9-10.6 CCSS.ELA-LITERACY.SL.11-12.6 Buying Goods & Services: Benchmarks: Grade 12, Statements 1 Buying Goods & Services: Benchmarks: Grade 12, Statements 3 Buying Goods & Services: Benchmarks: Grade 12, Statements 4 Buying Goods & Services: Benchmarks: Grade 12, Statements 7
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	AFNR Career Cluster – Agribusiness Systems Pathway, Statement 4 CCSS.ELA-LITERACY.L.9-10.6 CCSS.ELA-LITERACY.L.11-12.6 CCSS.ELA-LITERACY.RST.9-10.4 CCSS.ELA-LITERACY.RST.11-12.4 CCSS.ELA-LITERACY.W.9-10.2 CCSS.ELA-LITERACY.W.11-12.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.RH.11-12.7 CCSS.ELA-LITERACY.SL.9-10.6 CCSS.ELA-LITERACY.SL.11-12.6 Buying Goods & Services: Benchmarks: Grade 12, Statements 1 Buying Goods & Services: Benchmarks: Grade 12, Statements 3 Buying Goods & Services: Benchmarks: Grade 12, Statements 4 Buying Goods & Services: Benchmarks: Grade 12, Statements 7
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	AFNR Career Cluster – Agribusiness Systems Pathway, Statement 4 CCSS.ELA-LITERACY.L.9-10.6 CCSS.ELA-LITERACY.L.11-12.6 CCSS.ELA-LITERACY.RST.9-10.4 CCSS.ELA-LITERACY.RST.11-12.4 CCSS.ELA-LITERACY.W.9-10.2 CCSS.ELA-LITERACY.W.11-12.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.RH.11-12.7 CCSS.ELA-LITERACY.SL.9-10.6 CCSS.ELA-LITERACY.SL.11-12.6 Buying Goods & Services: Benchmarks: Grade 12, Statements 1 Buying Goods & Services: Benchmarks: Grade 12, Statements 3 Buying Goods & Services: Benchmarks: Grade 12, Statements 4 Buying Goods & Services: Benchmarks: Grade 12, Statements 7

Agriculture, Food and Natural Resources Content Standards continued

Measurement Assessed	Where measured in event	Academic Content Standards Addressed
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	AFNR Career Cluster – Agribusiness Systems Pathway, Statement 4 CCSS.ELA-LITERACY.L.9-10.6 CCSS.ELA-LITERACY.L.11-12.6 CCSS.ELA-LITERACY.RST.9-10.4 CCSS.ELA-LITERACY.RST.11-12.4 CCSS.ELA-LITERACY.W.9-10.2 CCSS.ELA-LITERACY.W.11-12.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.RH.11-12.7 CCSS.ELA-LITERACY.SL.9-10.6 CCSS.ELA-LITERACY.SL.11-12.6 Buying Goods & Services: Benchmarks: Grade 12, Statements 1 Buying Goods & Services: Benchmarks: Grade 12, Statements 3 Buying Goods & Services: Benchmarks: Grade 12, Statements 4 Buying Goods & Services: Benchmarks: Grade 12, Statements 7
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	AFNR Career Cluster – Agribusiness Systems Pathway, Statement 4 CCSS.ELA-LITERACY.L.9-10.6 CCSS.ELA-LITERACY.L.11-12.6 CCSS.ELA-LITERACY.RST.9-10.4 CCSS.ELA-LITERACY.RST.11-12.4 CCSS.ELA-LITERACY.W.9-10.2 CCSS.ELA-LITERACY.W.11-12.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.RH.11-12.7 CCSS.ELA-LITERACY.SL.9-10.6 CCSS.ELA-LITERACY.SL.11-12.6 Buying Goods & Services: Benchmarks: Grade 12, Statements 1 Buying Goods & Services: Benchmarks: Grade 12, Statements 3 Buying Goods & Services: Benchmarks: Grade 12, Statements 4 Buying Goods & Services: Benchmarks: Grade 12, Statements 7
CS.02.01.02.c. Devise a strategy to solve a problem in an AFNR system using a set of economic data.	Entire event	
CS.06.01. Performance Indicator: Explain foundational cycles and systems of AFNR.		
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	

Agriculture, Food and Natural Resources Content Standards continued

Measurement Assessed	Where measured in event	Academic Content Standards Addressed
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	

Agriculture, Food and Natural Resources Content Standards continued

Measurement Assessed	Where measured in event	Academic Content Standards Addressed
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	

Agriculture, Food and Natural Resources Content Standards continued

Measurement Assessed	Where measured in event	Academic Content Standards Addressed
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	
CRP.12.02. Performance Indicator: Create and implement strategies to engage team members to work toward team and organizational goals in a variety of workplace and community situations (e.g., meetings, presentations, etc.).		
CRP.12.02.01.b. Assess team dynamics and match strategies to increase team member engagement.	Team sales activity	