

CATA Curricular Code Change Proposal

Submission Instructions, please read in full before submitting your proposal:

1. Fill in all the below information.
2. Download the current code from the CATA Website: [Curricular Activities Code](#)
 1. Do not delete anything from the code. Strikethrough parts to delete. Any new wording, type into the code and highlight in yellow.
 2. Upload "Proposed Code" below.
 3. Upload any additional documents if needed
 4. Scroll all the way to the bottom and sign the form.
3. **IMPORTANT - Answering "Yes" to any of the questions requires the Host Site's Contest Coordinator's signature.**
 1. After all information is filled out, codes are updated and you have signed the form, hit "Save" on the bottom right-hand corner. **DO NOT** hit "SUBMIT".
 2. Once you hit "Save" a box will appear with a link. This link is specific to your proposal. You can email the link to yourself and also copy from this box.
 3. Email this link to the Host Site coordinator to review your proposal. When emailing the Host Site, request that they review your proposal and sign in the "Host Site Coordinator's" Signature box. Request that they hit "Save" after signing the document and let you know that the signature is complete.
 4. Using the link, pull up your proposal and confirm that the signatures are complete and hit "Submit". Once you hit "Submit", you will no longer be able to make any changes to your submission.

Name of Contest:
Agricultural Sales

Curricular Codes Open - List A

Out of Rotation Curricular Codes
Agricultural Sales

Revive a Contest: Please enter the name of the contest below and contact the CATA office for a copy of the Code.

Proposed by:
Cameron Crouch

School:
McCaffrey Middle FFA

Email:
ccrouch@galt.k12.ca.us

Issue:
The current code calls for an exam that consists of 30 questions. When performing tabulations, the multiplier for overall point value makes it difficult to calculate the overall point value for the contest.

This proposal will require a contest to open out of rotation: (Please note: It is highly recommended that you, or a representative, attend the pre-conference governing board meeting to answer any questions regarding proposed curricular code changes to contests that are requested to be opened out of rotation.)

Yes

The change will affect General Rules:

Yes

The change will affect the awards needed:

No

The proposed change will affect contest forms:

No

The proposed change will affect contest hosting site (e.g. additional facilities, new sections, additional scoring, etc.)

No

If you answered YES to any of the above questions, please explain:

Current Language

Current curricular code language states:

“The test will not exceed thirty (30) questions and forty-five (45) minutes.”

The written exam is currently valued at 100 total points.

Proposed Language

Replace the current statement with:

“The written exam will consist of fifty (50) questions administered within forty-five (45) minutes. Each question will be worth two (2) points for a total possible score of one hundred (100) points.”

The test bank question number will also be increased to 250 questions, that have been proposed by the top 5 coaches from the state contest, to be overseen, reviewed and approved by the CDEs State Supervisor.

Which JudgingCard scorecard will be used for tabulations?

Is this a New Contest Proposal?

No

If you answered YES to this being a New Contest Proposal, please indicate who will be sponsoring the contest. New Contest Proposals require a 3-year sponsor. Contact information for Sponsor:

If you answered yes to any of the above questions, you need to include the following signature:

Host Site Contest Coordinator's Name:

Jennifer Sousa

CDE Host Site Contest Coordinator's Signature (agreeing that changes are able to be accommodated by the host site.)

A handwritten signature in black ink, appearing to read "C. Crouch". The signature is fluid and cursive, with a large initial "C" and a long horizontal stroke extending to the right.

Upload code with tracked changes:
Ag Sales Code Change.pdf

Upload any additional information you would like:

Please sign below:

Cameron Crouch

AGRICULTURAL SALES

Revised 6/2024

Purpose and Standards

The purpose of the Agriculture Sales Career Development Event is to provide an individual with the basic skills to take advantage of the career opportunities offered in the agricultural sales field. Sales are an essential part of a market economy. Agricultural products benefit from sales skills, both for inputs for production and the marketing of the products.

The California State Standards addressed by this career development event include the following:
Foundation Standards: History – Social Science: 12.2.2 – 12.2.7; 12.2.10; 12.4; 12.4.3. Reading: 2.1; 2.3; 2.4; 2.7. Writing: 1.2; 1.5; 2.6. Listening & Speaking: 1.1; 1.7; 1.8; 1.14; 2.2; 2.3; 2.4.
Career Planning & Management: 3.1; 3.5. Technology: 4.2; 4.3. Problem Solving: 5.1 – 5.3.
Responsibility & Flexibility: 7.1 – 7.3; 7.5; 7.6. Ethics & Legal Responsibilities: 8.3. Leadership & Teamwork: 9.1 – 9.6. Technical Knowledge & Skills: 10.2.

Pathway Standards: Each year the practicum and marketing presentation will focus around one of the seven industry standards. Those pathway standards will vary as applicable to that industry sector being addressed in the given year.

Agricultural Pathway Standards: A7.0-A7.5; A8.0-A8.3.

Objectives

The objective is to develop the skill sets necessary to be successful in sales. These would include the following:

- I. Communication Skills
 - A. Verbal Communication.
 - B. Written Communication.
 - C. Interactive Communication - to be able to listen and question in order to gather information.
- II. Product Knowledge
 - A. Features and benefits of a product.
 - B. Identifying potential customer objections.
 - C. Knowledge of proper product use.
- III. Sales Process
 - A. Identifying prospective customers through marketing data.
 - B. Developing an approach that introduces your product to your prospective customer.
 - C. Develop a sales call that determines and addresses customer's needs and objections.
 - D. Attempt trial closes to confirm customer interest.
 - E. Understand the basic business structure necessary to sell and deliver a product.
 - F. Attempt to close the sale by asking the customer to make a buying decision.
- IV. Maintaining Customers
 - A. Establish and build customer confidence in you and your product.
 - B. Address customer complaints including:
 1. Defective merchandise.
 2. Maintain customer contact and place additional orders for sales.
 3. Review product performance.

Contestants

Teams consist of four members, with all four individual scores counting as the team score. All team members are eligible for individual awards.

Classes

The agricultural sales contest will consist of three parts: an individual written exam, an individual sales activity, and a team activity. 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. All team members will participate in all components of the contest. Contest coordinators should make every effort to allow coaches, parents, guests, and student contestants to observe the activities of the contest as described below. There will be no contact between participants and other observers.

Class	Individual Points	Team Points
Individual Sales Activity	150	600
Individual Written Test (30-50 questions maximum)	100	400
Team Activity	N/A	150
TOTAL	250	1,150

Tie Breaker

Should a tie occur in the individual or team scores, the tie will be broken by:

1. The highest sales activity score.
2. If the tie cannot be broken using the individual sales activity score, then the highest written exam score will be used.
3. If a tie still exists, the highest team activity score will be used to break the tie.

Sub-contest Awards

Sub-contest awards will be given for high teams and individuals in the following areas: sales activity, written exam, and for the team sales activity.

Rules

The product(s) utilized in the event and activity examples will be announced by the California Department of Agriculture State Staff by October 1 each year on the CATA Webpage for the Curricular Code. Provided product information may include appropriate company information and a price list(s). Prior examples from the National Contest can be found on the National CDE website for Ag Sales for team use and practice before state finals, and it also serves as a resource/example for non-state final competitions.

- V. Individual Written Exam (100 points per team member – 400 points total)
 - A. The written exam is designed to evaluate an individual's knowledge of sales skills. The listed resources (at the end of this document) will be used as a basic resource for the test bank exam questions.
 - B. The test bank will contain 200-250 exam questions with an answer key and are available for download via the CATA Curricular Code website.

- C. The test bank will be created and approved by the “Top 5” California Agricultural Sales Coaches from the rotation year. It will be revised every three years between June 1st and December 31st of the third calendar year cycle for use beginning January 1st of the new three-year cycle. **The CDEs contest State Supervisor will oversee this process, review and approve the test bank questions.**
- D. Five test questions will be created annually to be an option for use in the written test related to the agricultural sales product. The five questions will be created by the company who owns the product to be sold for that academic year.
- E. **The test will not exceed written exam will consist of fifty (50) ~~thirty (30)~~ questions and ~~forty-five~~ administered within forty-five (45) minutes. Each question will be worth two (2) points for a total possible score of one hundred (100) points.** 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.
- F. Team members will work individually.
- VI. Team Activity - 150 points
- A. Each participant will be allowed to bring a one-inch binder to the team activity containing the provided product information and any other information gathered by the participant.
- B. Team members will work together to demonstrate teamwork, group dynamics, problem solving, data analysis, decision making, and oral communications.
- C. 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.
1. Product information (before event)
 2. Profiles of different customers
 3. The team will be provided with paper and writing utensils. No presentation equipment such as laptops, flipcharts or dry erase boards will be allowed.
- D. The team will then develop the strategy (for the product(s) provided prior to the event) necessary to sell the product(s) in a face-to-face sales call. This strategy should include but not be limited to:
1. Determining potential customer needs and wants.
 2. Identify features and benefits of the product(s) that address the customer’s needs and wants.
 3. Identify potential customer objections and prepare to address them.
 4. Identify possible related/complimentary products and their suggestive selling strategies.
 5. Develop information gathering questions to be utilized in clarifying the customer’s needs and wants.
- E. Teamwork and involvement of team members will be judged during this event. Students are expected to justify their decisions based on selling principles.
- F. The team will be given twenty (20) minutes to analyze the information given and develop a presentation to provide the information listed above. During this twenty (20) minute period, the team will be judged using the team activity scorecard found in this chapter.
- G. At the conclusion of the twenty (20) minutes, the team will present to the judges who are acting as the team’s immediate supervisors. The presentation will be no longer than ten (10) minutes. At the conclusion of the presentation, the judges will have ten (10) minutes to ask questions of all team members. The questions will be taken from all aspects of the team event.
- VII. Individual Sales Activity – (150 points per team member – 600 points total)

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- A. Information and product(s) from the team activity will be used in the individual sales activity. (Individual sales activity will be conducted **AFTER** the team activity.) Participants will directly sell the product(s) to judge(s). The judge(s) will fit one of the customer profiles identified in the team pre-call planning activity. The judge(s) 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.
- B. Participants will have ten (10) minutes to interact with the judge(s). Participants are allowed to use their one-inch product information binder during individual activity.

VIII. References and Resources

- A. 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. 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
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.
Gerald L. Manning, Selling Today, Prentice Hall, ISBN-13-978-0132109864.

IX. Scorecards to be Used

- A. Team Event Scorecard
- B. Individual Sales Call Scorecard

Agricultural Sales CDE
Team Event Scorecard

Chapter Name: _____

Judge Name: _____

Skills	Points Possible	Points Earned
How well did each team member participate by analyzing and providing input to the solution?	8	
How well did each team member communicate with the rest of the team members?	10	
How well did each team member demonstrate effective listening skills?	10	
How well did each team member respect the input of other team member?	9	
What level of knowledge did the team have of the products they are selling?	12	
Did the team accurately analyze all the information for each customer type?	12	
Did the team identify customer needs and wants and prepare quality questions to help clarify the customer's needs and wants?	12	
Did the team identify products for each customer type based on their product's features and benefits and the customer's anticipated wants and needs?	15	
How well did the team identify potential objections for each customer type and how to address them?	12	
Were complimentary/related products also identified?	10	
Were the decisions made by the team based on sound sales principles using the information they were given?	12	
Was the presentation delivered professionally?	8	
Did all team members participate in the presentation?	8	
Were all the questions answered correctly by all team members?	12	
TOTAL	150	

Agricultural Sales CDE
Individual Sales Call Scorecard

Student Name: _____ Chapter Name: _____

Judge Name: _____

Skills	Points Possible	Points Earned
Did the sales person identify themselves with a good first impression?	5	
Did the student ask questions/dialogue in an attempt to build personal rapport with you?	8	
Did the student actively listen to your personal comments when you answered?	8	
Did the student use information from your answers to further establish personal rapport?	8	
Did the student ask questions to learn about your business?	10	
Did the student listen to the answers about your business you provided?	10	
Did the student confirm and discover your needs and wants?	12	
Did the student apply the features/benefits of their product to your needs/wants?	16	
Did the student allow you to participate in matching your needs/wants to their product features?	15	
Did the student effectively use trial close (gain acceptance on a point, identify customers willingness to buy or a closing opportunity)?	11	
Did the student listen to and clarify your objections?	14	
Did the student apply and discuss the features/benefits of their product to address your objections?	13	
Did the student clearly close or attempt to close the sale?	20	
TOTAL	150	