



2026

Agricultural Sales

2026 Updates

Below is a summary of updates to the Agricultural Sales CDE Handbook for the 2026 convention cycle. We plan to release handbook changes that may impact instruction in June of the year prior, but may finalize smaller updates through February of the competition year. All updates and changes aim to provide a positive, relevant experience for all competitors.

HANDBOOK UPDATE:

JANUARY 2026

Policies and Guidelines

I. Eligibility of Students

Added — Eligibility is based on the **National FFA membership year (August 1–July 31)**—not a school's academic calendar or "rising grade" designation.

Rationale: Clarifying that a student must be a 7th-grade member on the date of the qualifying event to compete or qualify at a state qualifying event. A student who is still a 6th-grade member on that date is not eligible to qualify and may compete for 7th-grade consideration only in qualifying events held on or after August 1.

- Increased the maximum number of questions to 40 with the same overall test value of 120 points.
Rationale: Allows for more consistent point value for questions.
- Adjusted the points for the Individual Sales Call and Customer Service Call to better reflect the values of the practicums increasing their total value to points.
- Clarified the Team Activity, providing the process and expectations. Teams should refer to the Team Rubric for details on what should be included in the Pre-Call Plan. Team Rubric — Update description, removed the list of items provided and the list of what the pre-call plan should identify. This information is outlined in the rubric, and teams should refer to it to ensure they understand the requirements.

Rationale: Changes are to encourage the reader to reference the rubric to determine the requirements of the practicum. Providing the statement of purpose for the Customer Service Call clarifies the intent of the practicum.

- Added the following clarifying sentence to Customer Service —
"Customer service is the support and assistance provided to customers before, during, and after they purchase or use a product or service. It aims to ensure customer satisfaction, resolve issues, answer questions, and build positive relationships to encourage loyalty and repeat business."
- Removed the text, Closing by Virden J. Thorton

Rationale: Closing by Virden J. Thorton is no longer available.

- Rubrics — adjusted point values within the rubrics. Individual Sales Call decreased to 130 points and the Customer Service Call increased to 100 points. The net effect to individual scores is an increase of 10 points and for the team total an increase of 40 points.
 - Team Call — removing the indicators for team member participation in Product Knowledge, Rapport, Common Interests, Questions to identify wants and needs, Determine wants and needs, and Objections and Concerns. These are measured in two other indicators. (remains at 175 points)
 - Individual Sales Call and the Customer Service Call rubrics had point value adjustments.

Rationale: Team rubric removed replication of member participation in the indicators, adjusted the points. Individual Sales and Customer Service Calls adjusted the value of the indicators. The judges' final rubric will not be assigned points so the judges only assign level of skill/understanding. Points will be assigned to the levels on the back side of the e-rubric for each indicator.

Refer to the National FFA Career and Leadership Events webpage on [FFA.org](https://ffa.org) for the most up-to-date career and leadership development handbook edition.

CONTACT

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FFA VISION

Growing the next generation of leaders who will change the world.

FFA MISSION

FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.

FFA CODE OF CONDUCT

FFA members participating in National FFA programs understand and agree to abide by the National FFA Code of Conduct at: <https://ffa.app.box.com/s/x6l2lkovv4x9tgiegy73mei30zvlip5i>

Guiding Principles

National awards and competitive events should:

1. Inspire members to explore, learn, and be prepared for future careers related to the AFNR career pathways and FFA AFNR Value Chain.
2. Recognize achievements in skill development and knowledge, including:
 - a. leveraging relevant technologies
 - b. utilizing creative problem-solving
 - c. meeting developmentally appropriate learning objectives (Bloom's Taxonomy)
 - d. utilizing employability skills (teamwork, communication, collaboration)
3. Be accessible and engaging for all students and FFA members.
4. Provide awards and recognition opportunities for students at all levels.
5. Work with other groups to utilize or partner with existing experiences.
6. Provide feedback that promotes personal and professional growth.

Agriculture, Food and Natural Resources (AFNR)

Career Cluster Content Standards

The National Council for Agricultural Education has provided permission to the National FFA Organization to use the National AFNR Career Cluster Content Standards in the development of their educational resource materials. The National Council for Agricultural Education is the owner and developer of the National AFNR Career Cluster Content Standards © 2016 and reserves all rights to the original material used here with permission. In addition, The National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation (NASDCTE/NCTEF) has provided permission to use the Common Career and Technical Core (CCTC) Standards in support of this project. NASDCTE/NCTEF are the owners and developers of the Common Career and Technical Core (CCTC) Standards © 2012 and reserve all rights to the original material used here with permission.

The National FFA Organization has adopted the AFNR Career Cluster Content Standards and integrated them into the national award and recognition programs for the benefit of members, school administration, and agriculture as a whole. For a complete set of the standards, please visit the [2016 AFNR Career Cluster Content Standards](https://ffa.org). You may access the standards alignments for this event at <https://ffa.box.com/s/hrxlqv7q6zo54xfi5x5kyllyusqihy0>.

Professional Integrity

FFA members participating in national FFA programs and events understand and agree that all work must result from their own effort and ability, created, and completed alone (except for partner or chapter applications). When outside sources (direct quotes or phrases, specific dates, figures, or other materials) are used for a project, document, or application, the required reference citation must be completed according to the rules specified by the applicable handbook.

While participating in National FFA programs, FFA members are prohibited from:

- Plagiarizing
- Violating copyright
- Cheating
- Falsifying information
- Using another person's results or thoughts as their own, even with this person's permission. This includes work done by a family member or a mentor.
- Using information or data obtained from the internet without proper citation.

Any attempt to gain an unfair advantage will not be tolerated. Non-compliance represents plagiarism and will automatically disqualify a member.

Use of Artificial Intelligence (AI) for National Programs and Events

Artificial intelligence (AI) refers to computer systems capable of performing complex tasks that historically only a human could do, such as reasoning, making decisions, or solving problems. As AI continues to evolve, it can be a tremendous tool to help companies, organizations and individuals enhance their productivity and work. Therefore, the National FFA Organization allows the use of AI tools. FFA members may use AI tools, such as ChatGPT, Gemini, and CoPilot, to assist them in their learning.

Appropriate uses of AI may include:

- generating ideas for any FFA-related assignments, projects, contests and award applications
- checking facts of a phenomenon
- checking for and correcting grammatical errors in a paper written by a member

For more information, please see the [Standard Operating Procedures on the Use of Artificial Intelligence \(AI\) for National Program and Events document](#).

Member Safety

At National FFA, we're committed to creating a safe, inclusive, and supportive environment for all members— students, educators, and families alike. We believe in fostering premier leadership, personal growth, and career success, and that starts with a community built on respect and professionalism. These guidelines outline the expectations for behavior and conduct across all FFA activities and spaces. By upholding these principles, members help ensure FFA remains a place where everyone can thrive.

Please take a moment to review these policies, [here](#) (Member Safety at FFA.org), which includes an agreement to abide by the [National FFA Code of Conduct](#). Adherence is essential—violations may result in disciplinary action, including restricted access to events.

2026 CAREER AND LEADERSHIP DEVELOPMENT EVENTS GUIDELINES

POLICIES AND GUIDELINES

I. Eligibility of Students

- a. Eligibility is based on the National FFA membership year (August 1–July 31)—not a school’s academic calendar or “rising grade” designation.
- b. Each student must be a student FFA member on the current roster in good standing with the local chapter, state FFA association, and the National FFA Organization during the school year in which the student qualified to participate at the national level.
- c. If a student’s name is not on the chapter’s official roster, please work with the National FFA membership team to update the membership before the national event.
- d. The student, at the national event, must be:
- e. A secondary education (grades 7–12) FFA member during the school year in which the participant qualified to participate at the national level as determined by the roster at the time of qualifying.
- f. A graduating senior is eligible to compete in state and national career and leadership development events up to and including their first national convention following graduation.)
- g. Participants in the Creed Speaking and Conduct of Chapter Meetings LDEs must qualify as a 7th, 8th, or 9th grade member.
- h. If a student moves to a different chapter or a different state once the student has qualified as a state representative in an event, that student may be allowed to compete in the national event with the school they qualified with during the qualifying year.
- i. A student may only participate in the same official CDE/LDE once. No student may participate in more than one National FFA event each year.
- j. Each student participating in a national event must complete an online Waiver and release of Liability through the convention registration system.

II. Selection/Certification of State Teams

- k. Each state will submit a team declaration form by July 1, before the national FFA convention. Participation in each declared event will incur an entry processing fee. State Staff Declaration Instructions.
- l. Each team will be composed of the number of members determined by the specific event rules and formats. The members of a state team must be from the same chapter.
- m. All students must be certified online by the designated deadline of Sept. 1 or within 10 days of the qualifying date if after the deadline. Advisors or state staff must certify members in each event by the certification deadline How to certify a team or member Instructions
- n. Once the original certification has been completed, no member may be added without first deleting a member. (See III. Drop/Add Process).
- o. State staff shall approve students are eligible (See I. Eligibility of Students). State Staff Certification Approval Instructions If an ineligible student participates in any career or leadership development event, the member will be disqualified, which may also impact the team’s ranking.
- p. States may approve teams comprised of fewer members than the required members.
- q. Substitutions of any student or team are subject to the determination and approval of the state association.
- r. If reputable international competitions invite teams to competition the national organization will certify National FFA Career and Leadership Development Event winners for international competition when states request. This is with the understanding that the state team will provide their travel expenses.

III. Drop/Add Process

- a. If a student needs to be substituted or dropped, the online drop/add process must be used to substitute or drop the team member. A team member must be dropped before another team member may be substituted. [How to Drop/Add a team member Instructions](#)
- b. The Drop/Add must be submitted one hour before the first event component or official activity of an event as listed in the schedule of events. Changes will not be permitted after this time.
- c. Members added to any team must meet all the eligibility and membership requirements described in this Guide's other sections.
- d. Substitutions may be allowed after the online document submission date (See individual Event Handbooks for details).

IV. Disqualification

- a. FFA members participating in national FFA programs and events understand and agree that all work must result from their effort and ability, created and completed alone (except for partner or chapter applications). Details about Professional Integrity, the Use of Artificial Intelligence (AI) for National Programs and Events, and the National FFA Code of Conduct are included in event handbooks.
- b. Any verbal or non-verbal communication between students during an event that is not part of the event will be sufficient cause to eliminate the team member involved from the career development event.
- c. Teams or students arriving after the career development event has begun may be disqualified or penalized. This includes a zero or lower score for that team or student for the missed section of the career or leadership development event.
- d. Any assistance given to a student from any source other than the career development event officials or assistants will be sufficient to disqualify that student from the career and leadership development event.
- e. Event superintendents may stop any student if they deem their manner hazardous to themselves or others. Such action may result in a zero or lower score for that student for that section of the career or leadership development event.
- f. Students who start an event and do not complete it without notifying event officials at the time of departure may be disqualified. This can affect the overall team rank and position; in some events, it could also disqualify the entire team.
- g. Students will not be allowed to utilize personal electronic communication devices other than those approved by the event officials during the entire event. Students who access personal electronic communication devices without prior approval from the event officials may be disqualified from the national event.
- h. Any CDE/LDE student, team, advisor, or coach who is proven to have gained access to event materials intended for or utilized by the event committee during the competition will be disqualified from the national event.

Purpose

The National FFA Agricultural Sales Career Development Event aims to evaluate and demonstrate the skills essential to an individual's success in an 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 to their production and marketing.

Objectives

The agricultural sales career development event provides the opportunity for the participant to:

- Develop verbal, written and interactive communication skills
- Demonstrate skills to build rapport with customers
- Discuss the 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 a customer's buying decision
- Identify and demonstrate the use of questions throughout the sales process
- Develop active listening skills
- Apply sales process and knowledge to service customer needs
- Determine a relevant solution and maintain a relationship in the case of a customer concern
- Ability to apply guidelines and policies to customer situations

Event Rules

Review the Career and Leadership Development Event Policy and Guidelines for information on eligibility, selection, certification, team member changes, disqualification and more.

[General Information for National Competition](#) can provide general guidance on preparing for national competition.

- Each team will be comprised of four members.
- It is highly recommended that participants wear FFA Official Dress for this event.
- Any participant in possession of an electronic device, except a calculator, in the event area is subject to disqualification.

Event Format

The event will be composed of four parts. Individual scores will include the written exam, individual sales activity and a customer service call. The team score will comprise the team activity and all individual scores.

The product(s) utilized in the event any relevant company policy and activity examples will be announced during the summer before the convention on the CDE webpage. Provided product information may include appropriate company information and price lists.

Each participant will be responsible for bringing a 1-inch binder to the event containing the product information provided and any other information gathered by the participant. This product information will not otherwise be provided to the students during the event.

Individual Written Exam (120 points)

The written exam evaluates an individual's knowledge of sales skills. The listed resources will be used as basic resources, but the questions will be generated based on basic sales concepts. The test will not exceed 40 questions and 45 minutes. The questions will consist of multiple-choice, fill-in-the-blank, short answer and essay formats. Point values will be assigned to each question based on the skill level of the questions.

Team Activity (175 points)

The Team Activity will be 30 minutes total, with 10 minutes allotted for a team discussion and 20 minutes for individual questions. You will be judged during the entire 30 minutes.

Team members will utilize teamwork, group dynamics, problem-solving, data analysis, decision making and oral communication skills to prepare themselves to individually answer questions. These individual questions will be utilized to determine a team's grasp of sales principles and the ability to apply those principles to real world situations while also ensuring all members are participating.

The team will be provided with paper and pencils to take notes. No presentation equipment will be allowed, such as laptops, flipcharts or dry-erase boards. Individuals will be allowed to use their 1-inch binder during the Team Event.

The team will be given the profile of a customer and will have 10 minutes to interact and discuss a pre-call plan (utilizing the product(s) released before the event) in preparation to sell the product(s) in a face-to-face sales call to that customer.

After the 10 minutes, team members will have 20 minutes to answer questions individually from the judges. Judges will address questions to specific individual team members. Questions will be related to the product(s), the provided customer and the application of selling principles to both. In addition, clarifying questions will be asked to ensure they can accurately assess each answer/team member.

- Students will answer individually, without assistance from their team members.
- Students cannot use the same answer a teammate has previously given.
- Please note this is not a presentation. A brief introduction at the beginning with the state being represented and each team member's name will suffice.
- Any notes taken and the Customer Profile will be left with the judges after your Team Event ends.

Individual Sales (130 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 it before meeting with the 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 during the sales call. Participants will have 20 minutes to interact with the judge(s). Participants may use their 1-inch product information binder during the individual activity.

Customer Service Call (100 points)

Customer service is the support and assistance provided to customers before, during, and after they purchase or use a product or service. It aims to ensure customer satisfaction, resolve issues, answer questions, and build positive relationships to encourage loyalty and repeat business.

Participants will directly interact with a customer judge(s) who has questions or problems with their respective products or services sold to them. Students will be given a preliminary customer profile and will have at least five minutes to review it before meeting with the judge(s). The judge(s) will act as the customer. Participants will have to establish communication, ask probing questions to determine the customer's situation and clarify customer information while working within the given policy, resolve the situation and/or build the customer relationship. Participants will have 20 minutes to interact with the judge(s). Participants can use their 1-inch product information binder during the customer service call activity.

Scoring

Activities	Individual Points	Team Points
Written exam	120	480
Individual sales call	130	520
Customer service call	100	400
Team activity		175
TOTAL POSSIBLE SCORE	350	1,575

Tiebreakers

In the event of a tie, the following components will be used to determine award recipients:

Individual

1. Written exam
2. Individual sales call
3. Customer service call
4. Team activity

Team

1. Written exam total
2. Team activity
3. Total individual sales activity total
4. Customer service call total

Awards

Awards will be presented to individuals and teams at the awards ceremony based on their rankings. Advisors of cash award recipients will receive information about claiming their award following the convention. Guidelines for amounts and recipients of cash awards can be found [here](#).

References

This list of references is not intended to be all-inclusive.

Other sources may be utilized, and teachers are encouraged to use the best instructional materials available. Make sure to use discretion when selecting website references by using only proven sites. The following list contains references that may prove helpful during event preparation. The most current edition of resources will be used.

- Past CDE materials and other resources are available on FFA.org.
- ProSelling: A Professional Approach to Selling in Agriculture and Other Industries, W. Scott Downey, ISBN-13: 978-0978895211
- Professional Selling, Rebecca L. Morgan, ISBN 0-931961-42-4
- Sales Training Basics, Elwood N. Chapman, ISBN 1-56052-119-8
- Ditzenberger and Kidney, Selling-Helping Customers Buy, South-Western Publishing Company, Cincinnati, Ohio, 1992, 1-800-543-7972, ISBN 0538605316

Team Rubric

175 POINTS

Chapter		State		Team Number	
Indicator	Very strong evidence of skill	Moderate evidence of skill	Weak evidence of skill	Points Possible	Points Earned
Effective listening	7–10 points	4–6 points	0–3 points	10	
Oral communication	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		
	6–8 points	3–5 points	0–2 points	8	
	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 the conversation		
	Demonstrated cooperation	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		
Respect	7-10 points	4-6 points	0-3 points	10	
	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	
	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 form the primary team, no other members participate		
Completing Team Goal					
Rapport	11-15 points	6-10 points	0–5 points	15	
	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	11-15 points	6-10 points	0–5 points	15	
	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.		

Indicator	Very strong evidence of skill	Moderate evidence of skill	Weak evidence of skill	Points Possible	Points Earned
Questions to identify wants and needs	11-15 points	6-10 points	0–5 points	15	
	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.		
Determine wants and needs	11-15 points	6-10 points	0–5 points	15	
	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	11-15 points	6-10 points	0–5 points	15	
	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.		
Product Knowledge/ Scenario Clarifying Questions	17-24 points	8-16 points	0-7 points	24	
	All team members questioned were able to provide applicable and correct answers for the customer and the products..	Half of the team members questioned were able to provide applicable and correct answers for the customer and the products.	No team member was able to provide applicable and correct answers for the customer and the products		
	21-30 points	11-20 points	0–10 points	30	
	All individual answers were satisfactory.	Most individual answers were satisfactory.	Individual answers were less than satisfactory or inappropriate.		
TOTAL POINTS EARNED OUT OF 175 POSSIBLE					

Individual Sales Call Rubric

130 POINTS

Indicator	Very strong evidence of skill	Moderate evidence of skill	Weak evidence of skill	Points Possible	Points Earned
First impression	4–5 points	2–3 points	0–1 point	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	4–7 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.		
Clarifying questions	11–14 points	6–10 points	0–5 points	14	
	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.		
	8–10 points	4–7 points	0–3 points	10	
	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	7–9 points	4–6 points	0–3 points	9	
	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.		
	7–9 points	4–6 points	0–3 points	9	
Features and benefits	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.		

Indicator	Very strong evidence of skill	Moderate evidence of skill	Weak evidence of skill	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	6–8 points	3–5 points	0–2 points	8	
	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	8–10 points	4–7 points	0–3 points	10	
	Individual listens and clarifies customers objections.	Individual mostly listens and clarifies customers objections.	Individual 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	
	Individual closes or attempts to close the sale.	Individual mostly closes or attempts to close the sale.	Individual poorly closes or attempts to close the sale.		
Active listening	8–10 points	4–7 points	0–3 points	10	
	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 EARNED OUT OF 130					

Customer Service Call Rubric

100 POINTS

Indicator	Very strong evidence of skill	Moderate evidence of skill	Weak evidence of skill	Points Possible	Points Earned
Introduction and Personal rapport	7-9 points	4-6 points	0-3 points	9	
	Individual utilizes given information and asks questions, utilizing the answers and past interaction with the customer in an attempt to build and/or maintain personal rapport.	Individual mostly utilizes given information and asks questions, utilizing the answers and past interaction with the customer in an attempt to build and/or maintain personal rapport.	Individual poorly utilizes given information and asks questions, poorly utilizing the answers and past interaction with the customer in an attempt to build and/or maintain personal rapport.		
Determining Issues	7-9 points	4-6 points	0-3 points	9	
	Individual asks questions to learn about the customer's situation.	Individual mostly asks questions to learn about the customer's situation.	Individual poorly asks questions to learn about the customer's situation.		
Clarify Information	6-8 points	3-5 points	0-2 points	8	
	Individual asks questions to confirm and clarify preliminary customer information.	Individual mostly asks questions to confirm and clarify preliminary customer information.	Individual poorly asks questions to confirm and clarify preliminary customer information.		
Confirming and Summarizing	6-8 points	3-5 points	0-2 points	8	
	Individual confirmed and summarized and the customer situation.	Individual mostly confirmed and summarized and the customer situation.	Individual poorly confirmed and summarized and the customer situation.		
Solution Development	7-9 points	4-6 points	0-3 points	9	
	Individual develops and introduces solution.	Individual partially develops and introduces solution.	Individual poorly develops and introduces solution.		
Customer Feedback	7-9 points	4-6 points	0-3 points	9	
	Individual allows customer to express their thoughts and feelings on the proposed solution.	Individual partially allows customer to express their thoughts and feelings on the proposed solution.	Individual does not allow customer to express their thoughts and feelings on the proposed solution.		
Acknowledge Concerns	7-9 points	4-6 points	0-3 points	9	
	Individual listens and clarifies customer's solution concerns.	Individual partially listens and somewhat clarifies customer's solution concerns.	Individual does not listen and poorly clarifies customer's solution concerns.		

Indicator	Very strong evidence of skill	Moderate evidence of skill	Weak evidence of skill	Points Possible	Points Earned
Summarized Solution and Addressed Concerns	7-9 points	4-6 points	0-3 points	9	
	Individual summarizes and discusses the solution to address the customers concerns.	Individual mostly summarizes and discusses the solution to address the customers concerns.	Individual fails to summarize and discuss the solution to address the customers concerns.		
Close situation	7-9 points	4-6 points	0-3 points	9	
	Individual obtains customer agreement and/or acknowledgement of the resolution.	Individual mostly obtains customer agreement and/or acknowledgement of the resolution.	Individual fails to obtain customer agreement and/or acknowledgement of the resolution.		
Relevant Application	9-12 points	5-8 points	0-4 points	12	
	Individual correctly applied the company's policy.	Individual partially applied the company's policy.	Individual did not apply the company's policy.		
Relationship Maintenance	7-9 points	4-6 points	0-3 points	9	
	Individual actively listened and worked with the customer to maintain the relationship.	Individual partially listened and worked with the customer to maintain the relationship.	Individual poorly listened and worked with the customer to maintain the relationship.		
TOTAL POINTS EARNED OUT OF 100					