



Lesson Plan

Entering the Sales World

Created: 09/2024 by the National FFA Organization

Description of Lesson: *The agriculture industry is filled with sales representatives. This lesson will introduce students to the skills someone in this position will need, especially when working for a global agricultural company such as Bayer.*



Student Learning Objectives:

After completing these activities, students will ...

1. Explore and understand the role of sales in the agriculture industry.
2. Identify the key skills needed for a successful career in agricultural sales such as understanding the customer and researching products.
3. Develop and practice creating sales presentations using strategies used in the industry.

Suggested Grade Level:

Grades 9 and 10 (This lesson is written so instructors can scale up or down based on class needs.)

Suggested Time: 180 minutes (*Time requirements may vary based upon student understanding and class schedule.)

Resources/References:

1. Website: AgExplorer – Sales Representative: Food, Seed, Feed, Fuel, AgExplorer.FFA.org/career/sales-representative-food-seed-feed-fuel/
2. Website: AgExplorer – Sales Representative: Feed and Animal Health, AgExplorer.FFA.org/career/sales-representative-feed-and-animal-health/
3. Website: AgExplorer – Sales Representative: Equipment and Agricultural Systems, AgExplorer.FFA.org/career/sales-representative-equipment-and-agricultural-systems/
4. Resource: Content Presentation, <https://ffa.box.com/s/7skazassyg3wuvfnqurq80vnebjyhhx>
5. Resource: Product and Consumer Cards, <https://ffa.box.com/s/dogsrferdthfmx2zgrjbr5oy95u7h7>
6. Resource: Bayer Products, <https://ffa.box.com/s/2oqr6ywf9pzdldz55dubla72xvcypnit>
7. Website: Bayer Products, <https://www.bayer.com/en/agriculture/products>
8. Website: Bayer (One activity will require students to visit a website for a Bayer product. Those links are below.)
 - a. TriVolt Herbicide, <https://www.cropscience.bayer.us/d/trivolt-herbicide>
 - b. Movento Insecticide, <https://www.cropscience.bayer.us/d/movento-insecticide>
 - c. Roundup PowerMax 3 Herbicide, <https://www.cropscience.bayer.us/d/roundup-powermax-3-herbicide>
 - d. Delaro Complete Fungicide, <https://www.cropscience.bayer.us/d/delaro-complete-fungicide>
 - e. Luna Experience Fungicide, <https://www.cropscience.bayer.us/d/luna-experience-fungicide>
 - f. FieldView, <https://www.cropscience.bayer.us/tools/fieldview>
 - g. Finish 6 PRO Harvest Aid, <https://www.cropscience.bayer.us/d/finish-6-pro-harvest-aid-for-cotton-plant-growth-regulator>
 - h. Deltapine 1829 B3XF, <https://www.cropscience.bayer.us/d/deltapine-dp-1820-b3xf-cotton>
 - i. Deltapine West Texas Tough, <https://youtu.be/eTAiSiUzbFQ?si=EDYW5zMxkGrVmRyz>
9. Video: 2018 Elevator Pitch Winner, <https://youtu.be/SA5eYjdijvI?si=5la62lxWu3X7l4kP>
10. Video: Shark Tank 10-Year-Old Entrepreneur, <https://youtu.be/BaUkusz7dg?si=ImtGUiR6OjeW5bOb>
11. Video: Career Day for Wintergreen Intermediate, https://youtu.be/N6-14vITl4s?si=Yw3_vSNGjbtZj8lk
12. Website: Sales Steps in the Sales Process, <https://www.nasp.com/blog/sales-steps-in-the-sales-process/>

Related Resources:

1. Bunge Lesson 2: <https://FFA.box.com/s/mr0uownl1eh95iakh6xe790l4l4hpmhn>
2. Floriculture Unit 4: <https://FFA.box.com/s/fljtjv84rvt5sgbdldsuf6f05x7sbsg2>
3. Soft Skills Integration – Making a Sale Lesson: <https://FFA.box.com/s/4oq994g5aaknfg22cti7qfb5t3vplaqk>

Equipment and Supplies Needed:

1. A copy of the “Inside the Sales Representative” worksheet for each student
2. A copy of the “Elevator Pitches” worksheet for each student
3. A copy of the “The Art of Sales” worksheet for each student
4. A copy of the “Entering the Sales World” guided notes for each student
5. Two candy bars of different brands/varieties/types (e.g., one chocolate bar and one sour candy)
6. Note cards for the Bell Ringer
7. Preferred format created ahead to share suggested content from the lesson, such as slides or notes
8. Content Presentation
 - a. <https://FFA.box.com/s/oth5j2pq9tm0tc3llenah7aeaysd8exq>
9. Product/Consumer Cards printed and cut out (two or three sets, depending on class size)
 - a. <https://FFA.box.com/s/a96mw6s2iel0our2ltgo13n8zrcaglnz>
10. Bayer Products PowerPoint (Slides are ready to share with students.)
 - a. <https://FFA.box.com/s/jpoe9ltgk7lrqinz7ypt4svsoutqxciv>
11. Internet access to play videos in real time or embed it in a PowerPoint ahead of time

Vocabulary:

1. Bayer
2. Client
3. Consumer
4. Elevator Pitch
5. Intangible
6. Objections
7. Product
8. Prospects
9. Responsibilities
10. Sale
11. Sales Presentation
12. Sales Representative
13. Services
14. Tangible

Cross-Curricular Connections:

English/Language Arts	Technology
• Compare and contrast the responsibilities for three sales representative careers. • Create an elevator pitch for a product aimed at a given audience. • Research and develop a sales presentation about a product for a given audience.	• Create a sales presentation.

SAE and FFA Connections

1. Ag Sales CDE, FFA.org/participate/cdes/agricultural-sales/
2. SAE Testimonial Videos, FFA.org/ffa-video-center/saes-inspiring-careers/
 - a. Keely Sears | Senior Sales Representative | Elanco, <https://vimeo.com/showcase/10945156/video/908294435>
 - b. Amir Faghih | Sales Excellence Manager | Corteva, <https://vimeo.com/showcase/10945156/video/908293182>

Student Activity Sheets:

Direct access to student activity sheets without lesson plan or answer key for easy upload to a learning management system or printing for classwork.

<https://ffa.box.com/s/914siq75k26o3bfdxwtjcsu8cziwmiu9> (Word | PDF)

<https://drive.google.com/drive/folders/1d9iaFnmhRx0SToCc7LFpsBq6sgrXxKQG?usp=sharing> (Google)

These Activities Are Aligned to the Following Standards:

AFNR Performance Element

- CS.01. Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster
- CS.02. Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster and the role of agriculture, food and natural resources (AFNR) in society and the economy.
- CS.05. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources career pathways.

FFA Precept

- FFA.PL-A.Action: Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- FFA.PL-B.Relationship: Build relationships, work as a team player and appreciate the talents of others.
- FFA.PL-F.Continuous Improvement: Accept responsibility for learning and personal growth.
- FFA.PG-H.Social Growth: Successfully interact with others and adapt to various social situations.
- FFA.PG-I.Professional Growth: Assume responsibility for attaining and improving upon the skills needed for career success.
- FFA.PG-J.Mental Growth: Embrace cognitive and intellectual development relative to reasoning, thinking and coping.
- FFA.CS-M.Communication: Effectively interact with others in personal and professional settings.
- FFA.CS-N.Decision Making: Analyze a situation and execute an appropriate course of action.
- FFA.CS-P.Technical/Function Skills in Agriculture: Obtain knowledge and skills needed for a career in agriculture and related industries.

Common Career Technical Core

- AG1 Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster.
- AG2 Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster and the role of agriculture, food, and natural resources (AFNR) in society and the economy.
- AG5 Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources Career Pathways.

NASDCTEc

- AGC09.02 Select, research and examine critical aspects of career opportunities in one or more AFNR career pathways in order to gain an understanding of the breadth of occupations within this cluster.

AFNR Cluster Skills

- CS.01. Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster.
- CS.05. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources career pathways.
- CS.06. Analyze the interaction among AFNR systems in the production, processing and management of food, fiber and fuel and the sustainable use of natural resources.

Common Core – Reading: Informational Text

- CCSS.ELA-LITERACY.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Common Core – Writing

- CCSS.ELA-LITERACY.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- CCSS.ELA-LITERACY.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- CCSS.ELA-LITERACY.W.9-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Common Core – Speaking and Listening

- CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- CCSS.ELA-LITERACY.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- CCSS.ELA-LITERACY.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- CCSS.ELA-LITERACY.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

AFNR Career Ready Practices

- CRP.01. Act as a responsible and contributing citizen and employee. Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others.
- CRP.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.
- CRP.06. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization.
- CRP.07. Employ valid and reliable research strategies. Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies.
- CRP.08. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem.
- CRP.12. Work productively in teams while using cultural/global competence. Career-ready individuals positively contribute to every team, whether formal or informal.

Partnership for 21st Century Skills

- Collaboration
- Communication
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Information, Communications and Technology Literacy
- Implement Innovations
- Initiate and Self-direction
- Leadership and Responsibility
- Productivity and Accountability
- Think Creatively
- Work Creatively With Others

Lesson Plan:

1. **Bell Ringer:** You will need two different types of candy. Have them sitting out when students enter, which will pique their curiosity. Once students are in your classroom, hold up the two pieces of candy and explain to the class that they need to choose one type of candy and create a 15- to 30-second pitch on why someone should buy that type of candy. Pass out note cards they can write their pitches on, as they will need this at the end of the lesson. After students have time to develop a short pitch, take volunteers to share their pitches. Either by teacher choice or by class vote, whoever has the best pitch for each piece of candy will get to keep the candy.

Note: The provided PowerPoint begins with the Bell Ringer: <https://ffa.box.com/s/7skazassyg3wuvffngurq80vnebjyhxx>.

2. **Introduction:** Begin the discussion by reviewing the winning pitches from the Bell Ringer activity. Ask students to share reasons why the winning pitches were so successful. Write key words that are shared on the board or on a piece of chart paper.

Now move the discussion to Walmart and how they choose what brands to sell in their stores. You can also use a store that is local to your community and more frequented by your students, if Walmart is not applicable. Ask your class to take out a sheet of paper and write down a brand that they can find in Walmart (e.g., Real Tree, Reebok, Crest, Apple, etc.) Next, ask them to write down how they think those brands earned their shelf space at Walmart. Allow students to share, if time allows.

Tell students, *"Companies must have great sales and marketing representatives to help them earn space on shelves of big box stores such as Walmart or even Tractor Supply. Earning that space helps a company get their products into the hands of consumers more easily. Companies within the agriculture industry have sales representatives also, which helps companies get their products on shelves of farm retail stores or directly into the hands of farmers and producers. Today, we will learn about agricultural sales and sales representatives, and you will get to practice skills that these sales representatives need to have."*

Before transitioning into the student activities, teach the content below about agricultural sales in whatever method is comfortable for your class. A PowerPoint and guided notes have been developed to accompany this content.

PowerPoint: <https://ffa.box.com/s/7skazassyg3wuvffngurq80vnebjyhxx>

- o What is a "sale"? The exchange of a commodity for money; the action of selling something
- o There are two areas of sales within the agriculture industry:
 - Selling to farmers and ranchers: Companies sell products to the farmer or rancher that they need for production (Ex. animal feed, seeds, equipment, etc.).
 - Selling for farmers and ranchers: Companies sell products that the farmer or rancher produced (Ex. produce in a market, products in a feed store, products for further processing, etc.).
- o There are two types of products within the agriculture industry.
 - Tangible: animals, fiber, crops, machinery, seeds, plants, tools, lumber, etc.
 - Intangible: insurance, pricing, educational publications, training, weather services, etc.
- o Sales Representatives in Agriculture
 - Sell agricultural products and services to a farm or ranch.
 - Travel to locations within their assigned territories or regions.
 - Serve as the connection between the farm or ranch and the company when orders are placed.
 - Educate customers about the products/services and how to use them.

Transition into the student activities.

3. **Activity 1:** Each student needs a copy of the worksheet "Inside the Sales Representative." Working individually, students will explore three sales representative careers on AgExplorer (Sales Representative: Food, Seed, Feed, Fuel; Sales Representative: Feed and Animal Health; Sales Representative: Equipment and Agricultural Systems). Students will compare the list of responsibilities for all three careers and create a common list. Discussion questions following the comparison will highlight that the skills of a sales representative are very similar, no matter what part of agriculture the position is in, as well as sales representatives outside of agriculture.
4. **Activity 2:** Each student needs a copy of the worksheet "Elevator Pitches." Before students work on this part, it is important to host a class discussion about what an elevator pitch is. Tell your students, *"An elevator pitch is a brief way of introducing yourself, getting across a key point or two, and*

making a connection with someone. In this activity, you will work with a partner to practice creating elevator pitches based on the product and who the customer is. You each will play the role of the sales representative and the role of the consumer.”

Show this example of an elevator pitch: <https://youtu.be/SA5eYjdijvI?si=WcYOgLjhCU1M6mK2>.

Have the 12 “Product Cards” and “Consumer Cards” cut out and ready for students to use. (It is recommended that you print them twice, to cover your class.) The products will include everyday items they should be familiar with. The consumer cards will be types of people who might use the products. Once they have a partner, one student will draw a product card, and one student will draw a consumer card. Students with the consumer cards will tell their partners about their consumer. Students with the product cards will create an elevator pitch to attempt to sell their product to the consumers. Then students will switch roles and draw new cards. The accompanying student worksheet has instructions for the students and space to record their pitches and feedback.

5. **Activity 3:** Each student needs a copy of the worksheet “The Art of Sales.”

Prior to this activity, go over The Six Steps of the Sales Process content below compiled from the [National Association of Sales Professionals](#). Students will be put into groups of three or four students to create a sales presentation. Each group will be assigned a Bayer product and given a target audience that is ideal for the product (see Appendix 1). Using the outline provided on the worksheet and the Bayer website, groups will develop a sales presentation. Groups will deliver their sales presentations in class, which will be graded with the attached rubric. After all groups have delivered their presentations, have students answer the reflection questions.

Show this example of a sales presentation: https://youtu.be/BaUkuszb7dg?si=O46h_7gfKHCWYl8R.

Please teach the content below in whatever method is comfortable for your class. A PowerPoint and guided notes have been developed to accompany this content.

PowerPoint: <https://ffa.box.com/s/7skazassyg3wuvffngurq80vnebjyhxx>

- The Six Steps of the Sales Process (National Association of Sales Professionals)
 - Prospecting: This step involves identifying and connecting with promising leads for prospective clients to see if they might need your product or service.
 - Qualifying Prospects: Determine whether your prospective client is customer material and whether they’re likely to show interest in what you are offering based on budget, authority, need and timing (BANT).
 - Budget: Do they have the ability to spend?
 - Authority: Do we know who the decision maker is?
 - Need: Does the prospect have an urgent business problem to address?
 - Timing: Do we know a time frame in which they will need a solution?
 - Researching Prospects: Conduct more research to arm yourself with all the necessary information to be an effective sales representative.
 - You need to understand your prospective client’s objectives, values, challenges and needs.
 - Product Presentation: Build a presentation to make a lasting impression on your prospective client by tailoring your presentation to the client specifically, highlighting all the ways in which your product or service will serve their needs.
 - Handling Objections: Be prepared to resolve the objections from your prospective client by practicing active listening and understanding what the objections are based on.
 - The Close: Close the deal and make the sale to your prospective client, turning them, hopefully, into a customer for life

6. **Follow-up:** Show the video “[Career Day for Wintergreen Intermediate](#)” from YouTube in class. Tell students to write down the skills they hear in the video that a sales representative would need. After the video, hold a class discussion about the skills they heard and connecting those with the skills they experienced while completing the activities in this lesson.

7. **Optional – Extended Learning Opportunities (Not factored into time requirement):**

Your class has been asked by your state FFA association to create an educational booth about agricultural sales representatives. Students will research one of the three careers from Activity 1 in greater depth. This can be done in groups or pairs. They will identify the key products, potential customers, market trends and local businesses in their community that relate to their chosen career. The goal of the booth is to educate FFA members about the career, from a sales standpoint. Have groups or pairs set their booths up for other agriculture classes to visit.

8. **Exit Ticket:** Thinking back to the candy bar activity at the beginning of this lesson, challenge students to rewrite their sales pitch for their preferred candy bar using the knowledge they have gained about sales in this lesson. If time allows, have students share their new pitches with their neighbor or the class.

Name: _____

Inside the Sales Representative

Directions:

Using [AgExplorer](#), explore three sales representative careers within the agriculture industry. Complete the prompts below as you learn about each career.

Sales Representative: Food, Seed, Feed, Fuel

[AgExplorer.FFA.org/career/sales-representative-food-seed-feed-fuel/](#)

Fill in the missing responsibilities for this career:

- Maintain and grow _____ with regional clients.
- Outline and achieve distribution and growth objectives.
- Reach out to customer _____ through cold calling, email and visits.
- Introduce new _____ to new and potential customers.
- Promote improved distribution of products.
- Develop sales _____, objectives and sales targets.
- Conduct cost-benefit and needs analysis of existing and potential customers to meet their _____.
- Recommend programs for brand building and line expansion of existing brands.
- Stay aware of industry trends and changes.
- Analyze sales, _____ and status reports.
- Develop key _____ with clients.
- Recognize new opportunities within each account.
- Keep a record of distribution products and points of _____ with potential and current clients.
- Provide educational _____ to accounts through seminars and trade events.
- Build and develop the _____ and confidence of the retailers and clients.
- Conduct sales meetings for area distributors.

Sales Representative: Feed and Animal Health

[AgExplorer.FFA.org/career/sales-representative-feed-and-animal-health/](#)

Fill in the missing responsibilities for this career:

- Share technical information with veterinarians or related animal health personnel.
- Execute _____ plans to achieve goals and increase profitability.
- Implement sales, marketing and consulting processes for products and _____.
- Maintain and grow the market share within a specific sales _____.
- Execute marketing meetings with sales, marketing and consulting teams.
- Participate in _____ forecasting.
- Attend regional, annual and vendor meetings.
- Work with supplier representatives to install _____ or products.
- Attend training programs and education workshops to ensure customer _____.
- Remain educated on ongoing developments within the animal _____ industry.
- Build and maintain positive working _____ with customers and potential customers.

Name: _____

Sales Representative: Equipment and Agricultural Systems

AgExplorer.FFA.org/career/sales-representative-equipment-and-agricultural-systems/

Fill in the missing responsibilities for this career:

- Oversee retail sales and promotion of _____.
- Develop and maintain _____ relationships with customers.
- _____ customers on company products and services.
- Recommend equipment and other products at competitive prices based on customer _____.
- Conduct sales calls and _____.
- Monitor competitive activities and be alert to industry _____.
- Implement marketing tools and maintain public relations through customer _____ and promotion of new products and services.
- Identify areas of improvement and develop strategies with the intention of expanding business options.
- Manage _____ of new and used equipment and parts.
- Maintain relationships within dealer guidelines and provide after-sale product _____ as well as equipment operations support as needed.
- Attend industry trade shows and events to represent products and _____ with customers in person.
- Coordinate with billing or accounting staff to ensure accurate invoicing.
- Monitor _____ conditions and changes.
- Develop and implement a _____ process.

Now, go back through the responsibilities lists for all three sales representative careers. Circle or highlight all the responsibilities that are similar between ALL THREE CAREERS. Combine those into a master sales representative list of responsibilities below, and then answer the discussion questions on the next page.

Sales Representative Master List of Responsibilities

Name: _____

Reflection

1. Explain the importance of each of the three common themes of responsibilities from the three sales representative careers.
 - a. Research and knowledge of the product being sold:
 - b. Understanding who the customer is and their needs:
 - c. Closing the deal through a sales presentation or pitch:
2. How do you think a sales representative can help farmers, ranchers and agricultural businesses?
3. Identify three non-agricultural industries that also need sales representatives.
 -
 -
 -
4. Name three responsibilities that all sales representatives share, regardless of the industry they work in.
 - ❖
 - ❖
 - ❖
5. Do sales representatives need to have in-depth knowledge of their specific industry to be successful or are general sales skills more important? Why?

Name: _____

Elevator Pitches

Directions:

You and your partner will be creating elevator pitches based on the Consumer and Products Cards that you are given. You each will get a turn acting as the sales representative and consumer. Follow the instructions below and fill in the prompts to complete this activity.

Round 1

Instructions: One person will start as the sales representative and will draw a Product Card, while the other person will be the consumer and will draw a Consumer Card. The consumer will explain their role to the sales representative. The sales representative will have one minute to create an elevator pitch that will help them sell their product to the consumer. After the minute is over, the sales representative will deliver their elevator pitch to the consumer, who will score their pitch.

Name of Sales Representative:

Name of Consumer:

Sales Representative Product: Elevator Pitch: (Remember to be brief and make a connection with the consumer.) Two key points: Connection to consumer: Write out pitch (if needed):	Consumer Type of Consumer: Rubric: Offered two key points about the product _____/10 points Made a clear connection between the product and your consumer role _____/10 points Pitch was brief, clear and convincing. _____/10 points Total: _____/30 points Feedback about the pitch:
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Name: _____

Round 2

Instructions: Same instructions as Round 1, but trade roles.

Name of Sales Representative:

Name of Consumer:

Sales Representative Product: Elevator Pitch: (Remember to be brief and make a connection with the consumer.) Two key points: Connection to consumer: Write out pitch (if needed):	Consumer Type of Consumer: Rubric: Offered two key points about the product _____/10 points Made a clear connection between the product and your consumer role _____/10 points Pitch was brief, clear and convincing. _____/10 points Total: _____/30 points Feedback about the pitch:
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Reflection

Answer the following questions with your partner and record your answers below.

1. In what ways do you think a sales representative helps bridge the gap between the companies who are creating products and the clients/consumers?
2. How can a strong relationship between the sales representative and client/consumer impact business?

Name: _____

The Art of Sales

Directions:

Working as a team, create a formal sales presentation to present in class. Your group will be assigned a Bayer product and given a scenario of a client. Using the slide provided for you with information about your Bayer product as well as your own research, create a formal sales presentation using The Six Steps of the Sales Process. The client scenario may not answer all the questions directly, but your group should treat the client as a match for your product. You may do additional research on what types of clients would use your product to fill in holes. Use the guided worksheet below to get started. Then, create a presentation based on instructions from your teacher (slides, posters, etc.).

The Six Steps of the Sales Process

Name of Product:

1. Prospecting	
Describe your client:	
Where is your client located?	
What is your client growing/producing?	
2. Qualifying Prospects	
Budget: Can your client afford your product?	
Authority: Is this person the person in charge of making buying decisions?	
Need: Does your client have a real need for your product? How?	
Timing: When does the client need the solution to their problem?	
3. Researching Prospects	
What are your client's objectives?	What are your client's values?
What are your client's challenges?	What are your client's needs?

Aligned to the following standards: CS.01; CS.02; CS.05; FFA.PL-A; FFA.PL-B; FFA.PL-F; FFA.PG-H; FFA.PG-I; FFA.PG-J; FFA.CS-M; FFA.CS-N; FFA.CS-P; AG1; AG2; AG5; AGC09.02; CS.01; CS.05; CS.06; CCSS.RI.9-10.1; CCSS.RI.9-10.8; CCSS.W.9-10.1; CCSS.W.9-10.4; CCSS.W.9-10.7; CCSS.W.9-10.8; CCSS.W.9-12.9; CCSS.SL.9-10.1; CCSS.SL.9-10.2; CCSS.SL.9-10.4; CCSS.SL.9-10.5; CCSS.SL.9-10.6; CRP.01; CRP.04; CRP.06; CRP.07; CRP.08; CRP.12

Name: _____

4. Product Presentation

List three advantages of your product that can help your client's specific needs.

- 1.
- 2.
- 3.

What two unique things about your product will you share?

- 1.
- 2.

What is one feature about your product that you think will help "seal the deal"?

What will each person in your group contribute to the presentation?

5. Handling Objections

Identify three objections or concerns that your client might have with this product.

- 1.
- 2.
- 3.

Identify two questions your client could ask about your product.

- 1.
- 2.

6. The Close

While taking your client's feelings and needs into consideration, how will you close the presentation?

Do you feel you have enough information about your product and client to make a sale? Explain.

Name: _____

Use this space to make additional notes for your presentation before creating slides or posters (if applicable).

Name: _____

Sales Presentation Rubric

Area	7-10 points	4-6 points	0-3 points	Points Earned
Prospecting	The group has a clear understanding of who their client is, where they are located and what they are growing/producing.	The group has a slight understanding of who their client is, where they are located and what they are growing/producing.	The group has no understanding of who their client is, where they are located and what they are growing/producing.	
Qualifying Prospects	The presentation clearly explains the BANT details of the client.	The presentation slightly explains the BANT details of the client.	The presentation does not explain the BANT details of the client.	
Researching Prospects	The presentation clearly identifies the client's objectives, values, challenges and needs.	The presentation slightly identifies the client's objectives, values, challenges and needs.	The presentation does not identify the client's objectives, values, challenges and needs.	
Product Presentation	The group delivered a presentation that clearly demonstrates how the product will meet the client's needs and highlights unique qualities of the product.	The group delivered a presentation that slightly demonstrates how the product will meet the client's needs and highlights unique qualities of the product.	The group delivered a presentation that does not demonstrate how the product will meet the client's needs and highlight unique qualities of the product.	
Handling Objectives	At least two objections are shared during the presentation and includes an explanation of how the product will overcome those objections.	Only one objection is shared during the presentation and includes an explanation of how the product will overcome that objection.	No objections are shared during the presentation.	
The Close	The group has created a presentation that will be very successful in selling their product to the client.	The group has created a presentation that will be somewhat successful in selling their product to the client.	The group has created a presentation that will not be successful in selling their product to the client.	
Group Effort	All group members had a part in the presentation.	At least half of the group members had a part in the presentation.	Only one group member had a part in the presentation.	

Total Points Earned: _____/70

Name: _____

Reflection

After all presentations are completed, answer the reflection questions below.

Identify three skills you already have that are needed to be a sales representative.

1.	2.	3.
----	----	----

List two ways you could prepare for a career as a sales representative.

1.	2.
----	----

Name one thing you learned about sales representatives that could be applied to another career.

1.

Name: _____

Entering the Sales World

Guided Notes

Directions:

Complete these guided notes throughout the lesson at the direction of your teacher.

What is a “sale”?

The exchange of a _____ for _____; the action of selling something

Two Areas of Sales in Agriculture

- ❖ Selling to farmers and ranchers: Companies sell products _____ the farmer or rancher that they need for _____.
 - Animal Feed
 - _____
 - Equipment
- ❖ Selling for farmers and ranchers: Companies sell products that the farmer or rancher _____.
 - Produce in a market
 - Products in a _____
 - Products for further processing

Two Types of Products in Agriculture

- ❖ _____
 - Animals
 - Fiber
 - _____
 - Machinery
 - _____
 - Plants
 - Tools
 - _____
- ❖ _____
 - Insurance
 - _____
 - Educational _____
 - Training
 - Weather services

Sales Representatives in Agriculture

- ❖ Sell agricultural products and _____ to a farm or ranch.
- ❖ _____ to locations within their assigned _____ or regions.

Name: _____

- ❖ Serve as the _____ between the farm or ranch and the company when _____ are placed.
- ❖ Educate customers about the products/services and how to _____ them.

Elevator Pitches

An elevator pitch is a _____ way of introducing yourself, getting across a _____ point or two and making a _____ with someone.

Six Steps of the Sales Process

1. Prospecting
 - a. _____ and connecting with promising leads for _____ clients to see if they might need your _____ or service
2. _____ Prospects
 - a. Determine whether your _____ client is customer material and whether they're likely to show _____ in what you are offering based on BANT.
 - i. _____: Do they have the ability to spend?
 - ii. _____: Do we know who the decision maker is?
 - iii. _____: Does the prospect have an urgent business problem to address?
 - iv. _____: Do we know a time frame in which they will need a solution?
3. _____ Prospects
 - a. Conduct more research to arm yourself with all the necessary _____ to be an effective sales representative.
 - i. You need to _____ your prospective client's _____, values _____ and needs.
4. Product _____
 - a. Build a presentation to make a lasting _____ on your prospective client by _____ your presentation to the client specifically, highlighting all the ways in which your _____ or service will serve their needs.
5. Handling _____
 - a. Be prepared to resolve the objections from your prospective client by practicing active _____ and understanding what the _____ are based on.
6. The _____
 - a. Close the deal and make the _____ to your prospective client, turning them, hopefully, into a _____ for life.

Name: _____

Appendix 1

Teacher Resources

Lesson Content

- [Content Slides](#)

Use these slides to help teach content provided in the lesson. Guided notes are also provided in the student worksheets.

Activity 2

- [Product and Consumer Cards](#)

Print and cut these cards for your class. Students will be in pairs, but each student will need one of each card throughout the activity. It is suggested that you print and cut two or three sets of the cards, depending on your class size.

Activity 3

- [Bayer Products informational PowerPoint](#)

This PowerPoint can be downloaded and uploaded into any LMS or shared with students. The information compiled on the slides will be helpful for groups to use as research for their products.

- [Bayer Products and Client Scenarios](#)

Below is a table with the Bayer products listed and their accompanying client scenario. Assign a product/scenario pair to each group for the sales presentation. The table can be printed and cut.

TriVolt Herbicide	A corn grower in Kansas is dealing with common lambsquarter in their fields. These weeds are competing with the corn crop for nutrients, sunlight and water, which is reducing the yield and cuts into profits. Other herbicides have been used but require multiple frequent applications. The grower is also looking for a herbicide to work in a variety of weather conditions.
Movento Insecticide	A fruit grower in Florida who manages a large grapefruit farm is struggling with pests like mites and aphids that are hard to control with traditional insecticides. They're looking for a systemic solution that provides two-way movement within the trees, giving long-lasting protection and reducing the need for multiple sprays.
Roundup PowerMax 3 Herbicide	A large-scale popcorn farmer in Nebraska is dealing with a tough to control weed, cheatgrass, which is impacting their yield. They need a highly effective herbicide that works well under a range of conditions to protect their crops from competition while ensuring minimal crop injury.
Delaro Complete Fungicide	A corn and soybean farmer in South Carolina is dealing with a frequent gray leaf spot and tar spot problem, due to the increase in humidity. They've noticed a drop in their yields in recent years due to this disease pressure. They are looking for a broad spectrum fungicide that offers preventative and curative properties while providing a boost to overall plant health. Yield protection is their top priority.
Luna Experience Fungicide	A vineyard owner growing grapes for wine production in California is struggling with powdery mildew and botrytis bunch rot. They want a fungicide that provides long-lasting protection and enhances crop quality. The grower is particularly concerned about ensuring their grapes remain healthy throughout the growing season.
FieldView	A progressive row crop farmer in Indiana managing over 2,000 acres of corn, wheat and soybeans is looking to integrate data into their operation for better decision-making. They want to track real-time field conditions, optimize their planting and application practices and analyze yield data to improve efficiency. The farmer is particularly interested in the ability to monitor moisture levels and input application rates.

Name: _____

Finish 6 PRO Harvest Aid	A cotton farmer in Mississippi is looking for a solution to prepare their crop for harvest. They've had issues in previous years with inconsistent boll opening and they need a product that helps ensure uniform crop maturity. Timing is crucial because they want to make the most of their equipment and avoid delays in harvesting. They are also looking for something that speeds up the drying process, enabling them to harvest more efficiently.
Deltapine 1829 B3XF	A cotton grower in West Texas is looking for a high-yielding variety that is resistant to key pests and diseases while also offering excellent fiber quality. They want a variety that can thrive in their challenging environmental conditions, including heat and drought stress. The grower is also looking for something that is resistant to bacterial blight, as this has been a problem in their fields before.

Name: _____

Key: Inside the Sales Representative

Directions:

Using [AgExplorer](#), explore three sales representative careers within the agriculture industry. Complete the prompts below as you learn about each career.

Aligned to the following standards: CS.01; CS.02; CS.05; FFA.PL-A; FFA.PL-B; FFA.PL-F; FFA.PG-H; FFA.PG-I; FFA.PG-J; FFA.CS-M; FFA.CS-N; FFA.CS-P; AG1; AG2; AG5; AGC09.02; CS.01; CS.05; CS.06; CCSS.RI.9-10.1; CCSS.RI.9-10.8; CCSS.W.9-10.1; CCSS.W.9-10.4; CCSS.W.9-10.7; CCSS.W.9-10.8; CCSS.W.9-12.9; CCSS.SL.9-10.1; CCSS.SL.9-10.2; CCSS.SL.9-10.4; CCSS.SL.9-10.5; CCSS.SL.9-10.6; CRP.01; CRP.04; CRP.06; CRP.07; CRP.08; CRP.12

Sales Representative: Food, Seed, Feed, Fuel

[AgExplorer.FFA.org/career/sales-representative-food-seed-feed-fuel/](#)

Fill in the missing responsibilities for this career:

- Maintain and grow **sales** with regional clients.
- Outline and achieve distribution and growth objectives.
- Reach out to customer **leads** through cold calling, email and visits.
- Introduce new **products** to new and potential customers.
- Promote improved distribution of products.
- Develop sales **goals**, objectives and sales targets.
- Conduct cost-benefit and needs analysis of existing and potential customers to meet their **needs**.
- Recommend programs for brand building and line expansion of existing brands.
- Stay aware of industry trends and changes.
- Analyze sales, **trends** and status reports.
- Develop key **relationships** with clients.
- Recognize new opportunities within each account.
- Keep a record of distribution products and points of **contact** with potential and current clients.
- Provide educational **training** to accounts through seminars and trade events.
- Build and develop the **trust** and confidence of the retailers and clients.
- Conduct sales meetings for area distributors.

Sales Representative: Feed and Animal Health

[AgExplorer.FFA.org/career/sales-representative-feed-and-animal-health/](#)

Fill in the missing responsibilities for this career.

- Share technical information with veterinarians or related animal health personnel.
- Execute **sales** plans to achieve goals and increase profitability.
- Implement sales, marketing and consulting processes for products and **services**.
- Maintain and grow the market share within a specific sales **territory**.
- Execute marketing meetings with sales, marketing and consulting teams.
- Participate in **brand** forecasting.
- Attend regional, annual and vendor meetings.
- Work with supplier representatives to install **programs** or products.
- Attend training programs and education workshops to ensure customer **satisfaction**.
- Remain educated on ongoing developments within the animal **health** industry.
- Build and maintain positive working **relationships** with customers and potential customers.

Name: _____

Sales Representative: Equipment and Agricultural Systems

AgExplorer.FFA.org/career/sales-representative-equipment-and-agricultural-systems/

Fill in the missing responsibilities for this career.

- Oversee retail sales and promotion of **products**.
- Develop and maintain **effective** relationships with customers.
- **Educate** customers on company products and services.
- Recommend equipment and other products at competitive prices based on customer **needs**.
- Conduct sales calls and **presentations**.
- Monitor competitive activities and be alert to industry **trends**.
- Implement marketing tools and maintain public relations through customer **education** and promotion of new products and services.
- Identify areas of improvement and develop strategies with the intention of expanding business options.
- Manage **inventory** of new and used equipment and parts.
- Maintain relationships within dealer guidelines and provide after-sale product **follow-ups** as well as equipment operations support as needed.
- Attend industry trade shows and events to represent products and **communicate** with customers in person.
- Coordinate with billing or accounting staff to ensure accurate invoicing.
- Monitor **market** conditions and changes.
- Develop and implement a **sales-call** process.

Now, go back through the responsibilities lists for all three sales representative careers. Circle or highlight all the responsibilities that are similar between ALL THREE CAREERS. Combine those into a master sales representative list of responsibilities below, and then answer the discussion questions on the next page.

Sales Representative Master List of Responsibilities

Answers will vary.

Name: _____

Reflection

1. Explain the importance of each of the three common themes of responsibilities from the three sales representative careers.
 - a. Research and knowledge of the product being sold: *Answers will vary.*
 - b. Understanding who the customer is and their needs: *Answers will vary.*
 - c. Closing the deal through a sales presentation or pitch: *Answers will vary.*
2. How do you think a sales representative can help farmers, ranchers and agricultural businesses?

Answers will vary.

3. Identify three non-agricultural industries that also need sales representatives.
 - *Answers will vary.*
 -
 -
4. Name three responsibilities that all sales representatives share, regardless of the industry they work in.
 - *Answers will vary.*
 -
 -
5. Do sales representatives need to have in-depth knowledge of their specific industry to be successful or are general sales skills more important? Why?

Answers will vary.

Name: _____

Key: Elevator Pitches

Directions:

You and your partner will be creating elevator pitches based on the Consumer and Products Cards that you are given. You each will get a turn acting as the sales representative and consumer. Follow the instructions below and fill in the prompts to complete this activity.

Round 1

Instructions: One person will start as the sales representative and will draw a Product Card, while the other person will be the consumer and will draw a Consumer Card. The consumer will explain their role to the sales representative. The sales representative will have one minute to create an elevator pitch that will help them sell their product to the consumer. After the minute is over, the sales representative will deliver their elevator pitch to the consumer, who will score their pitch.

Name of Sales Representative: *Answers will vary.*

Name of Consumer: *Answers will vary.*

Sales Representative	Consumer
Product: <i>Answers will vary.</i>	Type of Consumer: <i>Answers will vary.</i>
Elevator Pitch: (Remember to be brief and make a connection with the consumer.)	Rubric:
Two key points:	Offered two key points about the product _____/10 points
	Made a clear connection between the product and your consumer role _____/10 points
Connection to consumer:	Pitch was brief, clear and convincing. _____/10 points
	Total: _____/30 points
Write out pitch (if needed):	Feedback about the pitch:

Name: _____

Round 2

Instructions: Same instructions as Round 1, but trade roles.

Name of Sales Representative: *Answers will vary.*

Name of Consumer: *Answers will vary.*

Sales Representative Product: <i>Answers will vary.</i> Elevator Pitch: (Remember to be brief and make a connection with the consumer.) Two key points: Connection to consumer: Write out pitch (if needed):	Consumer Type of Consumer: <i>Answers will vary.</i> Rubric: Offered two key points about the product _____/10 points Made a clear connection between the product and your consumer role _____/10 points Pitch was brief, clear and convincing. _____/10 points Total: _____/30 points Feedback about the pitch:
--	---

Reflection

Answer the following questions with your partner and record your answers below.

1. In what ways do you think a sales representative helps bridge the gap between the companies who are creating products and the clients/consumers?

Answers will vary.

2. How can a strong relationship between the sales representative and client/consumer impact business?

Answers will vary.

Name: _____

Key: The Art of Sales

Directions:

Working as a team, create a formal sales presentation to present in class. Your group will be assigned a Bayer product and given a scenario of a client. Using the slide provided for you with information about your Bayer product as well as your own research, create a formal sales presentation using The Six Steps of the Sales Process. The client scenario may not answer all the questions directly, but your group should treat the client as a match for your product. You may do additional research on what types of clients would use your product to fill in holes. Use the guided worksheet below to get started. Then, create a presentation based on instructions from your teacher (slides, posters, etc.).

The Six Steps of the Sales Process

Name of Product: Answers will vary.

1. Prospecting	
Describe your client: Answers will vary.	
Where is your client located?	
What is your client growing/producing?	
2. Qualifying Prospects	
Budget: Can your client afford your product? Answers will vary.	
Authority: Is this person the person in charge of making buying decisions?	
Need: Does your client have a real need for your product? How?	
Timing: When does the client need the solution to their problem?	
3. Researching Prospects	
What are your client's objectives? Answers will vary.	What are your client's values?
What are your client's challenges?	What are your client's needs?

Aligned to the following standards: CS.01; CS.02; CS.05; FFA.PL-A; FFA.PL-B; FFA.PL-F; FFA.PG-H; FFA.PG-I; FFA.PG-J; FFA.CS-M; FFA.CS-N; FFA.CS-P; AG1; AG2; AG5; AGC09.02; CS.01; CS.05; CS.06; CCSS.RI.9-10.1; CCSS.RI.9-10.8; CCSS.W.9-10.1; CCSS.W.9-10.4; CCSS.W.9-10.7; CCSS.W.9-10.8; CCSS.W.9-12.9; CCSS.SL.9-10.1; CCSS.SL.9-10.2; CCSS.SL.9-10.4; CCSS.SL.9-10.5; CCSS.SL.9-10.6; CRP.01; CRP.04; CRP.06; CRP.07; CRP.08; CRP.12

Name: _____

4. Product Presentation

List three advantages of your product that can help your client's specific needs.

1. *Answers will vary.*

2.

3.

What two unique things about your product will you share?

1.

2.

What is one feature about your product that you think will help "seal the deal"?

What will each person in your group contribute to the presentation?

5. Handling Objections

Identify three objections or concerns that your client might have with this product.

1. *Answers will vary.*

2.

3.

Identify two questions your client could ask about your product.

1.

2.

6. The Close

While taking your client's feelings and needs into consideration, how will you close the presentation?

Answers will vary.

Do you feel you have enough information about your product and client to make a sale? Explain.

Name: _____

Use this space to make additional notes for your presentation before creating slides or posters (if applicable).

Answers will vary.

Name: _____

Sales Presentation Rubric

Area	7-10 points	4-6 points	0-3 points	Points Earned
Prospecting	The group has a clear understanding of who their client is, where they are located and what they are growing/producing.	The group has a slight understanding of who their client is, where they are located and what they are growing/producing.	The group has no understanding of who their client is, where they are located and what they are growing/producing.	
Qualifying Prospects	The presentation clearly explains the BANT details of the client.	The presentation slightly explains the BANT details of the client.	The presentation does not explain the BANT details of the client.	
Researching Prospects	The presentation clearly identifies the client's objectives, values, challenges and needs.	The presentation slightly identifies the client's objectives, values, challenges and needs.	The presentation does not identify the client's objectives, values, challenges and needs.	
Product Presentation	The group delivered a presentation that clearly demonstrates how the product will meet the client's needs and highlights unique qualities of the product.	The group delivered a presentation that slightly demonstrates how the product will meet the client's needs and highlights unique qualities of the product.	The group delivered a presentation that does not demonstrate how the product will meet the client's needs and highlight unique qualities of the product.	
Handling Objectives	At least two objections are shared during the presentation and includes an explanation of how the product will overcome those objections.	Only one objection is shared during the presentation and includes an explanation of how the product will overcome that objection.	No objections are shared during the presentation.	
The Close	The group has created a presentation that will be very successful in selling their product to the client.	The group has created a presentation that will be somewhat successful in selling their product to the client.	The group has created a presentation that will not be successful in selling their product to the client.	
Group Effort	All group members had a part in the presentation.	At least half of the group members had a part in the presentation.	Only one group member had a part in the presentation.	

Total Points Earned: _____/70

Name: _____

Reflection

After presentations are completed, answer the reflection questions below.

Identify three skills you already have that are needed to be a sales representative.

1. <i>Answers will vary.</i>	2. <i>Answers will vary.</i>	3. <i>Answers will vary.</i>
------------------------------	------------------------------	------------------------------

List two ways you could prepare for a career as a sales representative.

1. <i>Answers will vary.</i>	2. <i>Answers will vary.</i>
------------------------------	------------------------------

Name one thing you learned about sales representatives that could be applied to another career.

1. <i>Answers will vary.</i>

Name: _____

Key: Entering the Sales World

Guided Notes

Directions:

Complete these guided notes throughout the lesson at the direction of your teacher.

What is a “sale”?

The exchange of a **commodity** for **money**; the action of selling something

Two Areas of Sales in Agriculture

- ❖ Selling to farmers and ranchers: Companies sell products **to** the farmer or rancher that they need for **production**.
 - Animal Feed
 - **Seeds**
 - Equipment
- ❖ Selling for farmers and ranchers: Companies sell products that the farmer or rancher **produced**.
 - Produce in a market
 - Products in a **feed store**
 - Products for further processing

Two Types of Products in Agriculture

- ❖ **Tangible**
 - Animals
 - Fiber
 - **Crops**
 - Machinery
 - **Seeds**
 - Plants
 - Tools
 - **Lumber**
- ❖ **Intangible**
 - Insurance
 - **Pricing**
 - Educational **publications**
 - Training
 - Weather services

Sales Representatives in Agriculture

- ❖ Sell agricultural products and **services** to a farm or ranch,
- ❖ **Travel** to locations within their assigned **territories** or regions.
- ❖ Serve as the **connection** between the farm or ranch and the company when **orders** are placed.

Name: _____

- ❖ Educate customers about the products/services and how to **use** them.

Elevator Pitches

An elevator pitch is a **brief** way of introducing yourself, getting across a **key** point or two and making a **connection** with someone.

Six Steps of the Sales Process

1. Prospecting
 - a. **Identifying** and connecting with promising leads for **prospective** clients to see if they might need your **product** or service
2. **Qualifying** Prospects
 - a. Determine whether your **prospective** client is customer material and whether they're likely to show **interest** in what you are offering based on BANT.
 - i. **Budget**: Do they have the ability to spend?
 - ii. **Authority**: Do we know who the decision maker is?
 - iii. **Need**: Does the prospect have an urgent business problem to address?
 - iv. **Timing**: Do we know a time frame in which they will need a solution?
3. **Researching** Prospects
 - a. Conduct more research to arm yourself with all the necessary **information** to be an effective sales representative.
 - i. You need to **understand** your prospective client's **objectives**, values, **challenges** and needs.
4. Product **Presentation**
 - a. Build a presentation to make a lasting **impression** on your prospective client by **tailoring** your presentation to the client specifically, highlighting all the ways in which your **product** or service will serve their needs.
5. Handling **Objections**
 - a. Be prepared to resolve the objections from your prospective client by practicing active **listening** and understanding what the **objections** are based on.
6. The **Close**
 - a. Close the deal and make the **sale** to your prospective client, turning them, hopefully, into a **customer** for life.