

THE EFFECTS OF FFA AGRICULTURAL SALES CDE TRAINING MODULES ON THE
DEVELOPMENT OF CONTENT KNOWLEDGE AND ARGUMENTATION SKILL

By

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To my Dad

ACKNOWLEDGMENTS

When I reflect on my educational experiences and think of all the individuals who have helped me achieve my goals, I know I am truly blessed beyond measure. I am thankful God has blessed me with incredible individuals who have helped shape and mold me into the woman I am today.

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TABLE OF CONTENTS

	<u>page</u>
ACKNOWLEDGMENTS.....	4
LIST OF TABLES.....	12
LIST OF FIGURES.....	13
LIST OF ABBREVIATIONS.....	14
ABSTRACT.....	15
CHAPTER	
1 INTRODUCTION.....	17
Background and Current U.S. Student Performance.....	17
Employers Perceptions of Student Performance.....	20
Impact of Career and Technical Education.....	23
Statement of Problem.....	25
Purpose of the Study.....	26
Statement of Objectives.....	26
Research Question and Statement of Hypotheses.....	26
Research Question.....	26
Hypotheses.....	26
Significance of the Study.....	27
Definition of Terms.....	28
Limitations of the Study.....	29
Assumptions of the Study.....	29
Summary.....	29
2 REVIEW OF LITERATURE.....	31
Theoretical Framework.....	31
Constructivism.....	31
Situated Cognition.....	32
Conceptual Model.....	34
Previous Research.....	37
Teacher Variables.....	37
Professional development.....	37
Prior knowledge/experience/ability.....	38
Available resources.....	41
Relationship with the student.....	42
Student Variables.....	42
Student motivation.....	43
Prior knowledge/experience.....	44

Relationship with teacher	44
Situated Cognition	45
Salesperson Variables	47
Selling-related knowledge	48
Degree of adaptiveness	48
Role ambiguity	49
Cognitive aptitude	50
Work engagement.....	50
Critical Thinking.....	51
Learner Outcomes.....	52
Argumentation skill.....	52
Content knowledge	54
Student performance	56
Summary	57
3 METHODS.....	58
Research Design	59
Population and Sample.....	64
Instrumentation	65
Training Modules.....	65
Content Knowledge Achievement Assessment Instrument	66
Argumentation Skill	67
Agricultural Sales Practicum.....	68
Data Collection	69
Data Analysis.....	70
Summary	71
4 RESULTS	73
Objective One: Describe the Ethnicity, Gender, and Year in School of Agriculture Secondary School Students who Participate in the Agricultural Sales Practicum in Florida.....	77
Ethnicity.....	77
Gender	77
Grade Level.....	78
Objective Two: Ascertain the Relationship between the Use of Training Modules and the Development of Student Argumentation Skill, Content Knowledge Achievement, and Performance in an Agricultural Sales Practicum.	79
Content Knowledge Achievement	79
Student Argumentation Skill	80
Performance in an Agricultural Sales Practicum	80
Objective Three: Examine the Relationships among Argumentation Skill, Content Knowledge Achievement, Performance in an Agricultural Sales Practicum, Ethnicity, Gender, and Year in School of Agriculture Secondary School Students who Participate in the Agricultural Sales Practicum.....	82
Test of Hypotheses.....	83

Hypotheses Related to Content Knowledge Achievement	84
Hypotheses Related to Argumentation Skill	85
Hypotheses Related to Performance in an Agricultural Sales Practicum	86
Summary	87
5 SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS.....	89
Objectives	90
Research Question and Hypotheses	91
Research Question.....	91
Hypotheses	91
Methods.....	91
Summary of Findings	93
Objective One.....	94
Objective Two.....	94
Objective Three	96
Null Hypothesis One.....	96
Null Hypothesis Two.....	97
Null Hypothesis Three	97
Conclusions	99
Implications.....	100
Objective One: Describe the ethnicity, gender, and year in school of agriculture secondary school students who participate in the agricultural sales practicum in Florida.....	100
Objective Two: Ascertain the relationship between the use of training modules and the development of student argumentation skill, content knowledge achievement, and performance in an agricultural sales practicum.....	101
Objective Three: Examine the relationships among argumentation skill, content knowledge achievement, performance in an agricultural sales practicum, ethnicity, gender, and year in school of agriculture secondary school students who participate in the agricultural sales practicum.	102
Hypothesis One: There is no significant difference in student content knowledge achievement based upon the type of training module.	104
Hypothesis Two: There is no significant difference in student argumentation skill based upon the type of training module.	105
Hypothesis Three: There is no significant difference in performance in the agricultural sales practicum based upon type of training module.	106
Discussion	108
Recommendations for Practitioners.....	113
Recommendations for State FFA Staff/State CDE Coordinators	113
Recommendations for Further Research	114
Summary	114
APPENDIX	
A ARGUMENTATION INFUSION	116

B	AGRICULTURAL SALES TRAINING MODULES	123
C	AGRICULTURAL SALES PRETEST AND POSTTEST	280
D	PRETEST/POSTTEST MATRIX	290
E	ARGUMENTATION SCORING RUBRIC	291
F	ARGUMENTATION INSTRUMENT	292
G	AGRICULTURAL SALES PRACTICUM: COMPANY INFORMATION	295
H	AGRICULTURAL SALES PRACTICUM: TEAM SALES SCENARIO	306
I	AGRICULTURAL SALES PRACTICUM: TEAM SALES SCENARIO SCORING RUBRIC	318
J	AGRICULTURAL SALES PRACTICUM: INDIVIDUAL SALES SCENARIO	319
K	AGRICULTURAL SALES PRACTICUM: INDIVIDUAL SALES SCENARIO SCORING RUBRIC	324
L	INTRODUCTION LETTER FOR TEACHERS	325
M	ARGUMENTATION INFORMATION FOR TEACHERS	326
N	IRB APPROVAL	327
O	INFORMED CONSENT FOR PARENTS	329
P	INFORMED CONSENT FOR STUDENTS	330
	LIST OF REFERENCES	331
	BIOGRAPHICAL SKETCH	341

LIST OF TABLES

<u>Table</u>	<u>page</u>
4-1 Treatment Group Membership Totals.....	75
4-2 Treatment Group Participant Totals.....	75
4-3 Response Rates for Data Collection Components (<i>n</i> =37).....	76
4-4 Participant Ethnicity (<i>n</i> =37).....	77
4-5 Participant Gender (<i>n</i> =37).....	78
4-6 Participant Grade level (<i>n</i> =37).....	78
4-7 Participant Mean Pretest Scores (<i>n</i> =37).....	79
4-8 Participant Mean Posttest Scores (<i>n</i> =37).....	79
4-9 Participant Mean Argumentation Scores (<i>n</i> =37).....	80
4-10 Participant Practicum Performance Scores (<i>n</i> =37).....	81
4-11 Correlations Between Variables	83
4-12 Content Knowledge Posttest Score by Treatment (<i>n</i> =37).....	84
4-13 Univariate Analysis of Treatment Effect for Content Knowledge	84
4-14 Argumentation Posttest Score by Treatment (<i>n</i> =37).....	85
4-15 Univariate Analysis of Treatment Effect for Argumentation Skill.....	85
4-16 Practicum Performance Scores by Treatment (<i>n</i> =37).....	87
4-17 Univariate Analysis of Treatment Effect for Argumentation Skill.....	87

LIST OF FIGURES

<u>Figure</u>	<u>page</u>
2-1 Conceptual model for teaching agricultural sales, guiding the development of argumentation skill, content knowledge, and performance.....	36
3-1 Variation of the nonequivalent control group design used in this study.	59
3-2 Nonequivalent design for this study.....	60

LIST OF ABBREVIATIONS

CDE	Career Development Event
CTE	Career and Technical Education
FFA	National FFA Organization
ILO	International Labour Organization
NCEE	National Center for Excellence in Education
OECD	The Organisation for Economic Co-operation and Development
TIMSS	Trends in International Mathematics and Science Study
USDE	United States Department of Education

Abstract of Thesis Presented to the Graduate School
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The purpose of this study was to determine the effects of the type of training module on argumentation skill, student content knowledge achievement, and performance in an agricultural sales practicum completed by secondary school agriculture students. This study was conducted using a quasi-experimental design. The group that acted as the control received agricultural sales training modules without argumentation infused while the treatment group received agricultural sales training modules with argumentation infused. A convenience sample was selected according to the interest of the teacher for participation in the Agricultural Sales CDE.

Correlations of variables in the study were used to uncover relationships due to the type of training module used. Both the content knowledge posttest score and the team sales scenario in the agricultural sales practicum had moderate relationships with the treatment. The argumentation posttest had a moderate relationship with performance in the individual sales call. Moderate correlations were also seen between the individual sales call, grade level, and gender.

Univariate analysis of covariance were conducted to determine the influence of the type of training module. Significant differences were seen in content knowledge and performance in the team sales scenario of the agricultural sales practicum. Students that received argumentation infused training modules performed better in the team sales scenario than students in the control group. However, students in the control group (training modules without argumentation infusion) performed better on the content knowledge achievement assessment. Results indicated increases in content knowledge and argumentation skill regardless of the type of training module. Increases in argumentation skill regardless of treatment may be due to the natural presence of argumentation within the Agricultural Sales CDE. Recommendations were presented for secondary agriculture teachers, state FFA staff members, and future research. Agriculture teachers may not need to purposefully infuse argumentation instruction in this CDE in order to develop argumentation skill, but should evaluate incorporation of argumentation instruction within other CDEs, state FFA staff should develop training modules for CDEs in order to standardize expectations and increase participation, and future research should include experimental studies in CDE preparation to determine the skills acquired by students from CDE participation.

CHAPTER 1 INTRODUCTION

Background and Current U.S. Student Performance

In 1983, A Nation At Risk reported that the current educational system in the United States promoted a “rising tide of mediocrity” (National Center for Excellence in Education, “A Nation At Risk,” para. 1) that threatened the future of the United States. The report highlighted the rise in efficiency of production and knowledge possessed by other countries, suggesting that the United States would soon fall behind if the educational system was not reformed (NCEE, 1983). Furthermore, the report identified the issue was beyond just industry and commerce and focused on the need for intellectual and moral strength from the American people. A Nation At Risk highlighted the fact that the United States as a whole was not only underperforming on the world stage in industry, but also in education (NCEE, 1983). Evidence of this underperformance was indicated in several arenas. On an international level U.S. students ranked last in student achievement among industrialized nations, the average achievement of high school students on standardized tests was lower than it was 26 years prior, and 23 million U.S. adults were functionally illiterate (NCEE, 1983). The results of this report projected the current generation of students would not surpass their parent’s educational skills, as had been the case with every previous generation, if the trend continued (NCEE, 1983). This report painted a dim picture of the U.S. educational system and called for a resurgence in education that would provide justice to the country and its educational foundation (NCEE, 1983).

Nearly thirty years later, the United States has found itself in a similar situation. The National Commission on Mathematics and Science Teaching for the 21st Century

called the educational situation dismal, which suggested that students' level of performance in mathematics and science is unacceptable (USDE, 2000). The Condition of Education 2012 reported that 76% of eighth grade students were performing at the basic level in reading, and only 34% were proficient in reading (basic was defined as "partial mastery of fundamental skills" and "proficient indicate[d] demonstrated competence over challenging subject matter" USDE, 2012, p. 62). Additionally, 73% of eighth graders were performing at a basic level in mathematics, while only 35% were proficient in mathematics performance. Results for fourth and twelfth graders were similar, suggesting that just over one-third of the nation's students were proficient in reading, and just over one-third were proficient in mathematics (USDE, 2012).

An international examination suggested that the current prognosis has not gotten much better. According to the Trends in International Mathematics and Science Study (TIMSS) 2007, the United States ranked eleventh in fourth-grade mathematics skills and eighth in eighth-grade mathematics skills when compared to other nations. Furthermore, only 10% of U.S. students in the fourth-grade and six percent of students in the eighth-grade were performing at or above the advanced international mathematics benchmark. Countries such as Singapore and Hong Kong had 41% and 40% of fourth-grade students performing at or above the advanced international mathematics benchmark, respectively (USDE, 2009). In terms of science, the TIMSS 2007 reported the United States ranked eighth in fourth-grade science and eleventh in eighth-grade science compared to other nations. When comparing U.S. students on the basis of the advanced international benchmark in science, only 15% of fourth-grade students performed at or above the benchmark, while only 10% of eighth-grade

students performed at or above the benchmark. This can be compared to Singapore that reported 36% and 32% of fourth-grade and eighth-grade students performing at or above the advanced international benchmark in science, respectively. As depicted by the TIMSS (2007) report, the U.S. has been falling behind in educational performance on an international scale.

In addition to the current educational situation with regards to mathematics, reading, and science, there has been concern over students' development of transferable skills. Transferable skills are skills that can be acquired and applied in a variety of settings. Examples of transferable skills include communication skills, problem solving and analytical skills, and teamwork (USC, 2012). As far back as the A Nation At Risk report, students have not possessed higher order thinking skills or problem solving skills to draw inferences from written materials. The report argued that schools might have been placing too much emphasis on reading and mathematics at the expense of learning skills such as comprehension, analysis, and problem solving (NCEE, 1983). Currently, there is still concern over students' development of transferable skills. Warren and Alston (2006) suggested that it is not enough for students to possess only technical skills; students also need to possess other skills that can be employed in multiple settings. In 2003, a special assessment in problem solving indicated that the U.S. ranked 29th out of 40 countries when comparing the problem solving abilities of 15-year-old students (Partnership for 21st Century Skills, 2009). Moreover, the International Labour Organization (ILO) (2005) claimed that in order to obtain employment, individuals needed core skills, such as teamwork, problem solving, and

learning skills. The ILO suggested that many youth do not possess this skill set, and this has created a disadvantage for graduates when applying for employment.

Employers Perceptions of Student Performance

High school graduates have been lacking in both academic proficiency and transferable skills. Unfortunately, government reporting agencies have not been the only groups that have reported data which indicate a trend towards weakened U.S. academic proficiency. In a study conducted by The Conference Board, Corporate Voices for Working Families, Partnership for 21st Century Skills, and the Society for Human Resource Management, employers stated that both basic and applied skills are critical for new hires to be successful in the 21st century U.S. workforce (Casner-Lotto, 2006). Basic skills included the ability to speak and comprehend English, as well as knowledge in grammar, mathematics, science, government/economics, humanities/arts, foreign languages, and history/geography (Casner-Lotto, 2006). Applied skills included critical thinking/problem solving, oral communications, written communications, teamwork/collaboration, diversity, information technology application, leadership, creativity/innovation, lifelong learning/self-direction, professionalism/work ethic, and ethics/social responsibility (Casner-Lotto, 2006).

Recently, employers have noted the lack of skills in young hires (Casner-Lotto, 2006). Although employers have been expecting new hires to possess these skills, students have not been meeting these expectations (Casner-Lotto, 2006). Employers cited high school graduates as deficient in mathematics, reading comprehension, written communications, critical thinking/problem solving, and professionalism/work ethic (Casner-Lotto, 2006). Employers stated that high school graduates had adequate level of skills in information technology/application, diversity and teamwork/collaboration

(Casner-Lotto, 2006). More than 40% of employers stated that new hires with a high school diploma were deficient in overall preparation for an entry-level job (Casner-Lotto, 2006). Roe (2001) attributed this problem to the “country’s agrarian-age education system, unhinged from the needs of the business world [which] fails to prepare students in the primary and secondary grades for twenty-first-century work” (p. 32).

In 2001, Roe purported that corporations have been requiring a new type of worker. Since the 1970s, computerization in the workplace has increased, taking the place of many manual tasks, which in turn has required employees to possess problem solving, communication, and management skills for more analytical tasks (Partnership for 21st Century Skills, 2008). Roe (2001) referred to this new type of worker as a gold-collar worker—“a highly skilled multidisciplinary who combines the mind of the white-collar worker with the hands of the blue-collar employee” (p. 32). Employers have been seeking to hire high school graduates with professionalism/work ethic, teamwork/collaboration, oral communications, ethics/social responsibility, and reading comprehension, and a solid foundation in mathematics and science (Casner-Lotto, 2006; Roe 2001). In a study conducted by Millennial Branding and Experience Inc., 98% of employers cited communication skills and 92% cited teamwork skills as being important when hiring for entry-level positions. However, 91% of employers stated that communication skills are the hardest to find when looking to hire, and 78% cited strategic thinking and analytical skills are the hardest to find when looking to hire (Schawbel, 2012).

Moreover, Billing (2003) conducted an international study of career skills sought by employers and discovered that problem solving was among the most highly

regarded. Additionally, critical thinking has been highlighted as essential for successful job performance (Casner-Lotto, 2006). The combination of problem solving and critical thinking has resulted in a skill termed “argumentation” (Cerbin, 1988). Cho and Jonassen (2002) defined argumentation as requiring individuals to identify problems, identify alternative viewpoints, and develop support for their solution, using facts and evidence. University of Cambridge (2011) cited argument and analysis as a transferable skill necessary for success in school and beyond.

Recently, education experts have cited the process of using evidence to make arguments and engaging in arguments as a skill that has substantial academic value (Lynn & Canter, 2012). Furthermore, this skill set is cited as one needed for success in college and beyond (Lynn & Canter, 2012). The benefits of this skill have prompted the incorporation of argumentation skill into the new Common Core State Standards. The Common Core State Standards denote a specific section in the newly written standards which highlights the place of argumentation in academia (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010). The National Governors Association Center for Best Practices (2010) stated the necessity of students to write sound arguments on important issues is critical for college and career readiness.

Argumentation encompasses qualities that employers have been seeking. However, students have not been able to construct well-structured arguments and have been unable to connect their claims to evidence, which is essential for problem solving (Cho & Jonassen, 2002). (OECD) (2007) reported that only 1.3% of students across the OECD were able answer questions that require use of knowledge to develop an

argument in support of decisions focused around global issues. Furthermore, only nine percent of students in the OECD were able to construct an argument based on evidence and critical analysis. Research indicated that only 20% of students entering college have possessed argumentation skills (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010). Employers have been seeking specific attributes and skills in new hires. However, students have not possessed the necessary skill sets to be successful in the workplace.

Impact of Career and Technical Education

Based on the aforementioned findings, students could benefit from instruction on how to develop transferable skills. Bancino and Zevalkink (2007) proposed that transferable skills should be taught in Career and Technical Education (CTE) programs. Furthermore, Levine (2007) stated that high school coursework should help students develop these types of skills. Since secondary CTE programs have been suggested as a vehicle to help students develop these skills, agricultural education ought to provide a context for students to learn transferable skills (Dailey, Conroy, & Shelley-Tolbert, 2001). The agricultural education mission has been to “prepare students for successful careers in the global agriculture, food, fiber, and natural resources systems” (National FFA Organization, 2012a, para. 1). Career preparation and success has been a large component of agricultural education and has been accomplished through classroom instruction and Career Development Events (CDEs) (National FFA Organization, 2012a). CDEs “help students develop the abilities to think critically, communicate clearly, and perform effectively in a competitive job market” (National FFA Organization, 2012b, para. 1). A CDE should reflect the current workforce needs in agriculture and natural resources; thus, students should be developing knowledge in a specified area of

agriculture (Scholer, 2012). The National FFA Organization offers CDEs in 24 unique areas of agriculture, such as livestock, agriculture mechanics, food science and technology, and agricultural sales (National FFA Organization, 2012b).

The National FFA Organization has highlighted careers in agribusiness and agricultural sales in several CDEs. Recently, agricultural business and agricultural sales have been emphasized as areas of economic importance and a critical part of society (Harvard Business School, 2008). In 1988, *Understanding Agriculture: New Directions for Education* recommended that agribusiness management and marketing be taught to secondary school agriculture students. Additionally, Radhakrishna and Bruening (1994) identified business and economic skills as important skills required for students pursuing careers in agribusiness. Furthermore, agribusiness leaders and secondary agricultural educators in Nebraska indicated that agribusiness knowledge and skills should be taught in junior high school, while more specific agribusiness principles such as economics, management, and accounting principles should be taught in high school (Blezek & Dillon, 1991).

The National FFA Organization stated that the goal of a Career Development Event is to accomplish the purposes of agricultural education while developing responsibility, teamwork, and communication skills, and promoting ethical competition and achievement (Scholer, 2012). Additionally, the National FFA Organization stated that activities in each CDE can include elements of problem solving, critical thinking, and teamwork skills, as well as focusing on the future needs of society (Scholer, 2012). Ultimately, students should have a base level of technical knowledge in an agricultural

field, as well as certain transferable skills which have been developed through participation in a CDE.

Statement of Problem

As the United States has continued to grow, and the American workplace has become increasingly globalized, education of citizens will be a key to success. An educated citizen group has been needed to support the growing nation and ensure the ability of the United States to continue to compete on the global stage (USDE, 2000). However, the lack of student knowledge in academic areas and the low argumentation skill capacity of students have not presented a promising picture for the United States. Employers reported trouble in finding enough employees that possess quality work habits and effective problem solving skills (Vanichkorn, 2012). Additionally, employers stated that positions were left unfilled due to the lack of qualified candidates (Vanichkorn, 2012).

As a result, employers have highlighted the skills required for entry-level positions, but many students have not possessed the level of academic and transferable skills that are required (Casner-Lotto, 2006; Partnership for 21st Century Skills, 2009; USDE 2009, 2012). Employers have also taken note of the need to bring jobs back to the United States from China; however, they site a lack of qualified employees available for hire (Dahl, 2012). Employers cited available jobs that do not require a four-year degree, but noted that eligible candidates either do not possess the technical skills or do not possess the soft skills (such as communication skills or argumentation skill) necessary to be successful in the position (Dahl, 2012). Therefore, the problem this study investigated was the lack of argumentation skill among secondary school students.

Purpose of the Study

The purpose of this study was to determine the effects of the type of training module on argumentation skill, student content knowledge achievement, and performance in an agricultural sales practicum completed by secondary school agriculture students. The specific objectives and hypotheses of this research were as follows:

Statement of Objectives

1. Describe the ethnicity, gender, and year in school of agriculture secondary school students who participate in the agricultural sales practicum in Florida.
2. Ascertain the relationship between the use of training modules and the development of student argumentation skill, content knowledge achievement, and performance in the agricultural sales practicum.
3. Examine the relationships among argumentation skill, content knowledge achievement, performance in an agricultural sales practicum, ethnicity, gender, and year in school of agriculture secondary school students who participate in the agricultural sales practicum.

Research Question and Statement of Hypotheses

Research Question

Does argumentation skill development, content knowledge achievement, or performance in the agricultural sales practicum have a relationship with the ethnicity, gender, or year in school of a student?

Hypotheses

For the purpose of statistical analysis, the other research questions were posed as null hypotheses. All null hypotheses were tested at the .05 significance level.

H₀₁— There is no significant difference in student content knowledge achievement based upon the type of training module (argumentation infused vs. no argumentation infusion).

H₀₂— There is no significant difference in student argumentation skill based upon the type of training module (argumentation infused vs. no argumentation infusion).

H₀₃— There is no significant difference in performance in the agricultural sales practicum based upon the type of training module (argumentation infused vs. no argumentation infusion).

Significance of the Study

First and foremost, this study sought to add to the body of knowledge concerning student participation in CDEs and skill development based on CDE participation. This knowledge can contribute to the debate of the value of student participation in out-of-school activities and the use of the school day for intra-curricular FFA events. This could be particularly informative for local, regional, state, and university educational leaders.

This study also had significance for secondary school agriculture teachers interested in the area of agricultural sales. Through this study, materials and information for the field of agricultural sales were compiled for use in classroom instruction or CDE preparation. In addition, this study could provide valuable insight into the effectiveness of using training modules to preparing CDE teams. This information could be used by curriculum developers, state FFA associations, and the National FFA Organization.

Finally, this study answered the call by the National Research Agenda set forth by the American Association for Agricultural Education by adding literature to the following priority areas:

- Priority 3: Sufficient scientific and professional workforce that addresses the challenges of the 21st century
- Priority 5: Efficient and Effective Agricultural Education Programs. (Doerfert, 2011, p. 9-10)

Definition of Terms

The following terms were operationally defined for the purpose and use of this study:

- Agricultural Sales: “the process of selling agricultural products [which] is essential for production and marketing of agricultural products” (Florida FFA Association, 2011, p. 23).
- Argumentation skill: the ability to develop statements that provide support for a conclusion (Halpern, 1989). In this study, argumentation skill was defined as the score on a scoring rubric developed by Schen (2007).
- Career Development Event (CDE): a competitive FFA event that “help[s] students develop the abilities to think critically, communicate clearly, and perform effectively in a competitive job market” (National FFA Organization, 2012b, para. 1).
- Content knowledge: “knowledge about the actual subject matter that is to be learned” (Mishra & Koehler, 2006, p. 1026). In this study, content knowledge was the subject matter tested following treatment which measures the level of correct responses from content presented during preparation for the practicum.
- Culture (as it relates to situated cognition): where “ideas are exchanged and modified and belief systems developed and appropriated through conversation and narratives” (Brown, Collins, & Duguid, 1989, p. 40); culture in this study was operationalized as the practices used in the field of agricultural sales.
- Ethnicity: in this study students were categorized as White, Black, Hispanic, or Other.
- Practicum: “a course involving activities emphasizing the practical application of theory, as on-the-job experience in a field of study” (Agnes, 2003, 506). In this study, the practicum consists of three components (written exam, individual sales activity, and a team activity) which were developed by the state’s extension specialist in agricultural business.
- Performance in practicum: in this study, performance will be determined by the student’s scores on the team activity and the individual sales activity in the agricultural sales practicum.
- Situated cognition: learning is specific to the situation in which it occurs (Anderson, Reder, & Simon, 1996), “knowledge and skills learning are integrated in their social and functional contexts” (Jimenez-Aleixandre & Erduran, 2008, p. 6); in this study, the situation or context used was the Agricultural Sales CDE.

- Training Modules: in this study, the researcher developed training modules that were used by secondary school agriculture teachers in a specified format to prepare an Agricultural Sales CDE team.

Limitations of the Study

The conclusions and implications drawn from this study were subject to the following limitations:

- The data were limited to the convenience sample of students of teachers participating in this Agricultural Sales CDE training. Therefore, the generalizability of the results of this study was limited to the degree to which those groups matched the population.
- The applicability to other Career Development Events was limited to the extent in which components and objectives of the CDE match those of the Agricultural Sales CDE.

Assumptions of the Study

The following assumptions were made for the purposes of this study:

- The students involved in the study performed to the best of their ability.
- Teachers delivered the argumentation treatment accurately.
- Teachers followed the prescribed preparation time schedule accurately.

Summary

This chapter provided evidence of students' continued underperformance in education and the lack of transferable skills that students possess. Specifically, argumentation skill was highlighted as a transferable skill essential for both academic learning and career success. Employers have been seeking to hire graduates that possess knowledge in academic areas and who possess transferable skills, such as argumentation; however, recent studies have illustrated the lack of these skills, leaving employers to hire unqualified candidates, or leave the position unfilled. Due to the lack of academic knowledge and transferable skills in U.S. students, particularly

argumentation skill, the focus of this study was to determine the effects of training modules on students' development of argumentation skill and content knowledge.

Literature indicated that Career and Technical Education has been a viable option to teach both technical and content knowledge as well as transferable skills. Therefore, this study used an agricultural education context to evaluate the development of technical and transferable skills through participation in a CDE. Objectives were identified that look specifically at the development of content knowledge and argumentation skill within the agricultural education context. Chapter 1 also operationalized terms important to this study and recognized limitations and assumptions of the study.

The results of this study could contribute to the body of knowledge concerning student participation in CDEs and the skills that are developed through participation. This information could be useful for education leaders and could contribute to the debate over student participation in CDEs. Additionally, this study could provide educational materials to agriculture teachers interested in the field of agricultural sales. The following chapter will describe the theoretical and conceptual framework of this study.

CHAPTER 2 REVIEW OF LITERATURE

Chapter 1 provided a background on the deficiency of academic knowledge and transferable skills in high school students today, illustrating the lack of employability of high school graduates. The principle focus for this study was to measure the effects of training modules in the development of argumentation skill and content knowledge.

This chapter describes the theoretical and conceptual framework that guided this study. The review of literature focused on research in the following areas: teacher and student variables related to learning, situated cognition, salesperson variables, argumentation skill development, content knowledge achievement, and performance.

Theoretical Framework

Constructivism

Constructivism was the overarching theory guiding this study. Constructivism focuses on the interactions between people and situations, and the acquisition of knowledge based upon experiences (Schunk, 2004). According to Doolittle and Camp (1999),

constructivism acknowledges the learner's active role in the personal creation of knowledge, the importance of experience (both individual and social) in this knowledge creation process, and the realization that the knowledge created will vary in its degree of validity as an accurate representation of reality. (p. 5)

Both Schunk (2004) and Simpson (2002) argued that constructivism is not a theory by definition, but rather an explanation about the nature of learning. Simpson (2002) stated that "constructivism is an epistemology, a philosophical explanation about the nature of knowledge" (p. 347), rather than an instructional method or theory. Doolittle and Camp (1999) agreed that constructivism is not a theory, but suggested that constructivism is

more like a continuum. Assumptions associated with constructivism vary along a continuum, which has resulted in multiple types of constructivism: cognitive constructivism, social constructivism, and radical constructivism. Cognitive constructivism claims that “reality is knowable to the individual” (Doolittle & Camp, 1999, p. 6) and that knowledge is developed from active thinking by the learner. Social constructivism emphasizes the social nature of learning, suggesting that knowledge is a “socially constructed and agreed upon truth” (Doolittle & Camp, 1999, p. 7). In radical constructivism, knowledge is constructed from experiences of the learner; however the knowledge is not an accurate representation of the external world because reality is unknowable to the individual (Doolittle & Camp, 1999).

Constructivism assumes that “people are active learners and must construct knowledge for themselves” (Schunk, 2004, p. 287). In a constructivist approach, knowledge is not imposed from the outside, but rather constructed based upon the learners own understanding. Schunk (2004) purported that constructivism is founded in the Sociocultural Theory of Vygotsky (Vygotsky, 1978) and Piaget’s Theory of Cognitive Development (Piaget, 1972).

Situated Cognition

This study was based on situated cognition. Situated cognition suggests that learning is specific to the situation in which it occurs (Anderson, Reder, & Simon, 1996). Much of situated cognition is focused around using cognitive apprenticeships where “knowledge and skills learning are integrated in their social and functional contexts” (Jimenez-Aleixandre & Erduran, 2008, p. 6). During situated cognition, learning is a by-product of a learner being engaged within a context where knowledge is naturally embedded (Choi & Hannafin, 1995). Brown, Collins, and Duguid (1989) argued that the

activity in which knowledge is developed is not separate from learning and cognition, but rather an integral part of what is learned. The authors contended that situations produce knowledge through activity (Brown, Collins, & Duguid, 1989).

Situated cognition contains four dimensions that must be considered when designing situated learning environments: context, content, facilitation, and assessment. First, the context in which instruction occurs should be meaningful in order for effective learning to occur (Choi & Hannafin, 1995). Brown, Collins, and Duguid (1989) argued that the learning context must be authentic, in such a way that the activities used for instruction are common practices of the culture. When common practices are used, students are able to develop the skills used by experts in the culture (Choi & Hannafin, 1995).

Secondly, the content determines the authenticity of what is learned in situated cognition (Choi & Hannafin, 1995). Content taught using situated cognition should be presented as a function of the culture (Choi & Hannafin). Brown, Collins, and Duguid (1989) stated that the activity the learner performs, the concept being taught, and the culture that the activity naturally occurs in, are interdependent. Thus, in order for learning to occur, the activity, concept, and culture must be taught together. Furthermore, Brown, Collins, and Duguid suggested using cognitive apprenticeships for situated cognition. “Cognitive apprenticeship methods try to enculturate students into authentic practices through activity and social interaction in a way similar to that evident—and evidently successful—in craft apprenticeships” (Brown, Collins, & Duguid, 1989, p. 37). Cognitive apprenticeships allow students to learn by developing tools equal to those used by the culture (Brown, Collins, & Duguid, 1989).

Next, facilitation is an aspect to consider in situated cognition. Since situated cognition is rooted in constructivism, student learning occurs through personal constructions of reality; therefore students need support through facilitation to construct meaning from their experiences (Choi & Hannafin, 1995). “Facilitation provides learners with opportunities for internalizing information, thereby promoting the higher-order, metacognitive skill development” (Choi & Hannafin, 1995).

The final aspect of situated cognition is assessment. Choi and Hannafin (1995) suggested that assessment be appropriate in both measures and methods that are relevant to what has been learned. Assessment for situated cognition should not be in the form of traditional tests but rather a student-centered assessment that emphasizes cognitive growth rather than student achievement (Choi & Hannafin, 1995).

Conceptual Model

Figure 2-1 depicts the conceptual model developed to guide this study. The model presents the components of the study, including the variables, the outcomes, and the theory utilized to guide this study. The overarching theory used to guide the study, constructivism, encompasses the entire model.

Various teacher and student variables affect how well content is presented and learned. Teachers will all have a base-line level of knowledge because training modules were used. The training modules were a researcher-developed teaching material to be used by the agriculture teacher to instruct students about agricultural sales (further described in Chapter 3). Specific teacher and student variables also have an effect on the outcomes being measured. Teacher prior knowledge or experience, ability, resources, and the relationship with the student have the ability to influence student outcomes. Student motivation, prior knowledge or experience, ability, relationship with

the teacher, demographic variables, and other variables (critical thinking ability, communication skills, and analytical skills) all have the ability to affect the learner outcomes. These variables then will influence the preparation for and performance in the practicum, which is developed around situated cognition. Situated cognition recognizes the need for instruction within the context in which the knowledge is naturally embedded. There are four aspects of situated cognition, namely context, content, facilitation, and assessment, all of which are associated with components of this study. The context for learning is developed based upon the structure of the modules. The content for learning is set around agricultural sales. The modules developed were used as a method to facilitate learning. The assessment of learning is based on the outcomes of the study: argumentation skill development, content knowledge achievement, and performance in the practicum.

The next portion of the model presents the salesperson variables which could affect the outcomes of the study. Each variable represents a characteristic of the salesperson which is directly correlated to success in selling. Selling-related knowledge pertains to how well the salesperson understands the product being sold. Degree of adaptiveness is concerned with a salesperson's ability to alter his/her behavior in a sales situation in order to interact with the customer. Role ambiguity is related to the salesperson's understanding of his/her purpose or role, and the information needed to perform that role. Cognitive aptitude is the salesperson's ability to utilize knowledge to meet the needs of the customer. Work engagement is a state of work-related well-being that affects how well a salesperson performs in the job. The level of these variables can affect how well a student performs in the practicum. The learner outcomes in this study

were argumentation skill, content knowledge, and performance in the agricultural sales practicum based upon instruction with the use of training modules.

In this study, only learner outcomes and demographic variables were specifically measured, using situated cognition as the guiding theory. The listing of other variables in the model was to illustrate other factors that could influence the development of argumentation skill, content knowledge, and student performance.

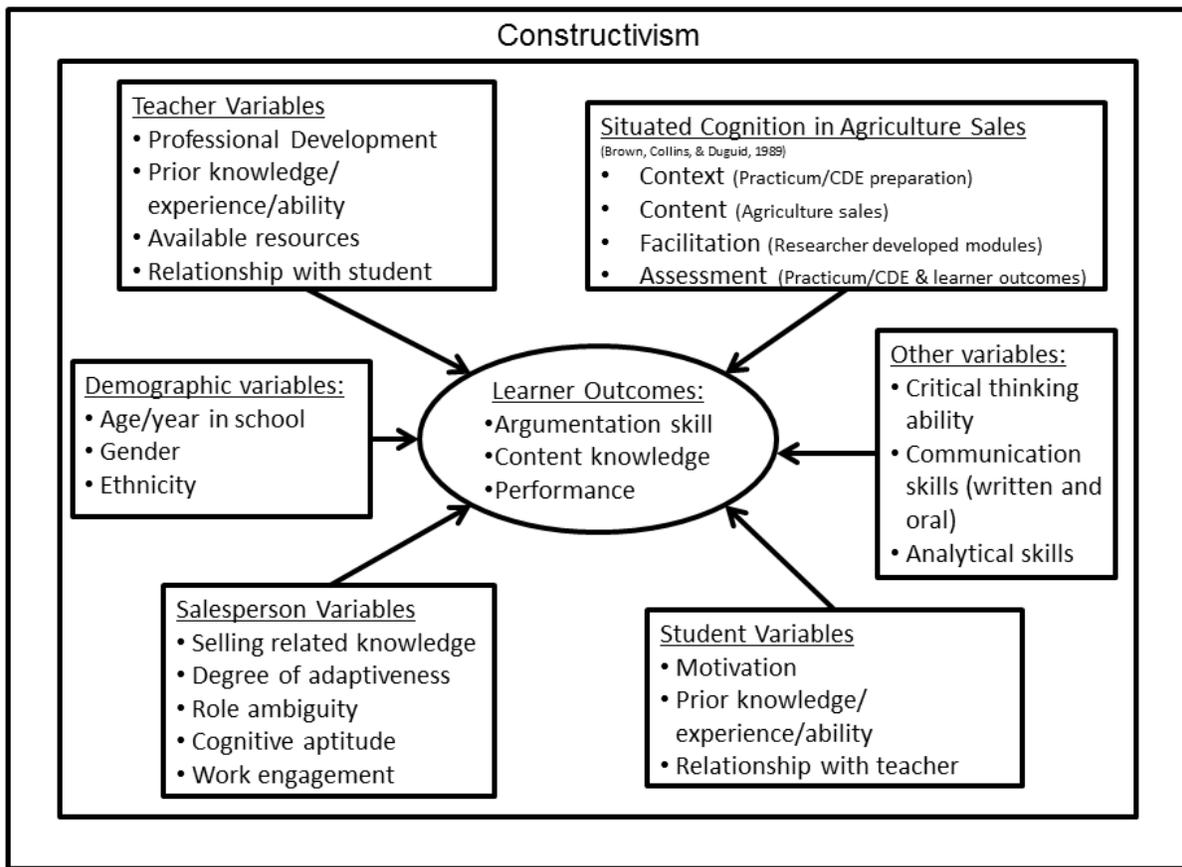


Figure 2-1. Conceptual model for teaching agricultural sales, guiding the development of argumentation skill, content knowledge, and performance.

Previous Research

Teacher Variables

The first component of the conceptual model is teacher variables. Teacher variables were listed that could have a relationship with the learner outcomes being measured. Literature was examined about the following teacher variables: professional development, prior knowledge/experience/ability, available resources, and relationship with the student.

A review of the literature resulted in few factors that aligned with teacher preparation and preparedness for participation in FFA Career Development Events (CDE) (For the purpose of this study, and clarity/transferability to other educational contexts, the author chose to use the term practicum. Practicum was chosen because the culminating event was not the Florida FFA sponsored Agricultural Sales CDE, see definition in Chapter 1). First, Roberts and Dyer (2004) sought to determine the effective characteristics of agricultural educators. Through the use of the modified Delphi technique, the participants indicated that effectively preparing students for CDE teams was a necessary characteristic of agriculture teachers (Roberts & Dyer, 2004). Ricketts, Duncan, Peake, and Uessler (2005) found that Georgia agriculture teachers rated preparing FFA CDE teams as important, ranking within the top ten most important competencies for agriculture teachers.

Professional development

Ricketts et al. (2005) also found that teachers indicated they felt somewhat competent in preparing CDE teams and that in-service in this area was somewhat important. Although teachers indicated some competence and did not indicate a severe need for in-service, teachers still indicated the importance of CDE preparation and the

need for in-service in this area (Ricketts et al., 2005). Furthermore, Harris (2008) conducted a study in 2008 that found that 83.3% of Kansas agriculture teachers were interested in receiving professional development for preparing specific CDE teams. These agriculture teachers ranked CDEs based upon the interest in receiving professional development. The Agricultural Sales CDE was the highest ranked CDE for professional development. Harris also recommended that researchers identify ways to provide professional development in CDE preparation for teachers.

Moreover, several studies have been conducted to determine the in-service needs of secondary school agriculture instructors. In a study conducted by Joerger (2002) to determine in-service needs of agriculture teachers, one cohort of teachers indicated the need for further education in agribusiness. Peake, Duncan, and Ricketts (2007) examined the level of importance of selected technical competencies that Georgia agriculture teachers believe agriculture teachers should possess. Results indicated the high importance of competence in agribusiness relative to technical competence in other areas.

Prior knowledge/experience/ability

The aforementioned information suggested that teachers have been interested in receiving professional development and training in CDEs in order to gain more knowledge about the CDE. Flanagan, Kieth, and Lockaby (2000) surveyed 142 beginning teachers in Texas and found that teachers desired more information and experience in CDEs. The researchers recommended that teacher education classes at the university level be specifically designed to address training CDE teams. Additionally, students in the teacher preparation program should be involved with CDEs while still in

the program, and teacher preparation programs should include information about CDEs (Flanagan, Kieth, and Lockaby, 2000).

Weeks (2000) sought to determine the impact of a professional development workshop in agricultural communications and leadership on agriculture teachers. Thirteen teachers who taught agricultural communications in Oklahoma attended the workshop, while 17 teachers who also taught agricultural communications did not attend the workshop. Weeks found that teachers who attend the workshop taught a significantly higher number of days on communications and internet applications. Those teachers who did not attend the workshop taught a significantly higher number of days on public speaking. Weeks concluded that workshop attendance was effective at influencing teachers to incorporate more instruction in communications and internet resources.

Looking beyond the scope of agricultural education and at the greater picture of education, Shulman (1986) presented three categories of teacher subject knowledge that are necessary for teaching: content knowledge, pedagogical content knowledge, and curriculum knowledge. Content knowledge “refers to the amount and organization of knowledge...in the mind of the teacher” (Shulman, 1986, p. 9). Pedagogical content knowledge “goes beyond knowledge of subject matter...to the dimension of subject matter for teaching” (Shulman, 1986, p. 9). Curriculum knowledge refers to how topics are arranged within the school year, ways of utilizing curriculum resources, and organizing a program of study for students (Shulman, 1986). Shulman suggested that it is not only a teacher’s knowledge of the subject, but a teacher’s knowledge of how to teach the subject that influences the instructional effectiveness.

Hill, Rowan, and Ball (2005) sought to determine the effects of teachers' level of mathematics knowledge on student achievement in mathematics. The researchers collected information from students and teachers at 115 elementary schools, 89 of which were participating in a comprehensive school reform program. The study followed two groups of students for three years. Data on student achievement were collected from student assessments and parent interviews, while data on teachers was gathered using a teacher log and an annual questionnaire. Hill, Rowan, and Ball found that teacher content knowledge for teaching mathematics was a significant predictor of student gains on assessments (Hill, Rowan, and Ball, 2005).

A meta-analysis regarding teacher characteristics and student achievement conducted by Wayne and Youngs (2003) suggested that student achievement was positively influenced by teacher experience. Wayne and Youngs also stated that the generalization of teacher experience findings were limited, due to external factors that affect teacher experience. However, Archibald (2006) found that teacher performance is positively related to student achievement. Harris and Sass (2007) measured the effects of teacher experience and professional development on student achievement. The researchers found that professional development in mathematics at the middle school and high school levels had positive effects on teacher productivity. Harris and Sass attributed these positive effects to the increased exposure to content-focused training through professional development and suggested more resources should be focused on training teachers in content area professional development programs (Harris & Sass, 2007). Finally, the study indicated that increased teaching experience at the high school level has little impact on a teacher's effectiveness (Harris and Sass, 2007).

The meta-analysis by Wayne and Youngs (2003) yielded information concerning the effects of degree subject and degree level on student achievement. Results in several subjects (English, history, and science) were indeterminate, suggesting the uncertainty that a teacher with a master's degree is more effective than a teacher with a bachelor's degree. However, in mathematics, results indicated that high school students learned more from teachers with additional mathematics coursework and degrees (Wayne & Youngs, 2003).

In terms of teacher certification, evaluated by the Wayne and Youngs(2003) meta-analysis, much research is also indeterminate. As a whole, Wayne and Youngs concluded that students perform better in mathematics from teachers who are certified to teach mathematics, as opposed to teachers who hold no certification or a certification in other areas. Research in other subjects (science, history, and English) was inconclusive.

Available resources

Harris (2008) found that agricultural teachers did not have a specific set of resources they used to prepare students for CDE teams, but rather used various Internet resources. Consequently, Harris stated a need to determine the types of resources agriculture teachers need. Poskey, Igo, and Waliczek (2003) investigated the use of resources used by Texas agriculture teachers when preparing a nursery/landscape CDE team. Results indicated that the most widely used resource was videos or slides, followed closely by a greenhouse or garden center. Other resources used for nursery/landscape CDE preparation included textbooks, living laboratories, and the CDE website.

Looking beyond the scope of CDEs to evaluate the use of resources in teaching, Greenwald, Hedges, and Laine (1996) indicated that school resources are positively related to student achievement. The researchers also found that smaller schools, with smaller classes, were positively related to student achievement. The authors noted that smaller schools and smaller classes could indicate the availability of resources within the school or school district (Greenwald, Hedges, and Laine, 1996). Archibald (2006) corroborated these findings and suggested that per-pupil spending at the school level is positively related to student achievement, signifying that the level of educational resources available does affect student achievement.

Relationship with the student

In a modified Delphi study, Roberts and Dyer (2004) sought to determine the characteristics of effective agriculture teachers. Results indicated several characteristics related to the relationship that the teacher forms with the student. In round one of the Delphi panel, respondents reported characteristics such as “encourages, counsels, and cares for students,” (Roberts & Dyers, 2004, p. 85) and “motivates students” (Roberts & Dyer, 2004, p. 86) among the list of characteristics of effective agriculture teachers. In the end, at least 90% of respondents agreed that an effective agriculture teacher “encourages, counsels, and advises students,” “effectively motivates students,” and “cares for students” (Roberts & Dyer, 2004, p. 89-90).

Student Variables

Student variables have been identified that can influence the development of knowledge and skills related to participation in CDEs and agriculture education. Those variables identified were student motivation, prior knowledge/experience, and the

relationship with the teacher. Research was examined that was found to influence the development of the learner outcomes.

Student motivation

In a study conducted by Croom, Moore, and Armbruster (2009), 2,145 students were asked about their participation in a National FFA Career Development Event (CDE). When students were asked about their motivation to participate in CDEs, students ranked the relation of the CDE to their career choice as the highest motivating reason for participation in the CDE. Other reasons for participation, in ranked order included: opportunity for leadership development, scholarships and awards, travel and fun, and competition.

In 2009 a qualitative study was conducted to determine Oklahoma students' motivation for participating in CDEs. The researchers used eight teachers who had won the most CDEs at annual FFA events. Results indicated six main themes:

1. drawing upon the traditions and successes of the chapter,
2. providing opportunities for students to compete,
3. promising students that they will gain life skills,
4. enabling students to have fun,
5. actively recruiting members who show potential for doing well with CDEs, and
6. making CDEs an integral part of the classroom curriculum. (Russell, Robinson, and Kelsey, 2009, p. 108)

Results indicated that students are more likely to participate in CDEs if they expect to succeed and if they value the activity. The more relevant and meaningful a teacher can make a CDE for a student, the more likely the student is to participate. Lastly, the

researchers indicated that students are more willing to participate if the FFA chapter has a rich tradition for success in a particular CDE (Russell, Robinson, and Kelsey, 2009).

Prior knowledge/experience

Boone (1990) sought to determine if the problem solving approach to teaching had an effect on student achievement and retention of agricultural knowledge. There was a total of 99 freshman students enrolled in production agriculture in Ohio who were used in the study, based upon a purposive selection of their teachers. Results from the study indicated that student achievement in a vocational agriculture unit is affected by the student's prior knowledge (Boone, 1990).

Relationship with teacher

Klem and Connell (2004) purported that students need to feel that teachers are involved and care. Research suggested that students who have caring and supportive environments at school have positive academic attitudes and are more satisfied with their school experiences (Klem and Connell, 2004).

Voelkl (1995) investigated the views of 13,121 eighth grade students in public schools concerning school warmth and student achievement. Results indicated that students' perceptions of school warmth were significantly related to academic achievement. Additionally, the relationship between perceived warmth and student participation was significant. The findings suggested that environments perceived as warm created greater levels of student participation. Furthermore, a positive relationship exists between student participation and academic achievement. This finding suggested that more engaged students tend to have higher levels of academic achievement (Voelkl, 1995).

Moreover, Klem and Connell (2004) found that students reported that they were more engaged in school when they perceived teachers as caring and that the teachers exhibited clear expectations. As reported by Voelkl (1995), higher engagement in school resulted in greater student achievement, which was verified by Klem and Connell (2004).

Situated Cognition

The context in which learning occurs is an integral part of what is learned (Brown, Collins, & Duguid, 1989). Buriak, McNurlen, and Harper (1996) stated that agriculture teachers should develop lesson plans based upon authentic application rather than compartmentalized, content driven models. Buriak et al. suggested that students should learn to use knowledge in multiple contexts, which occurs through instruction that applies concepts in multiple contexts.

Griffin (1995) conducted a study to determine the effects of traditional instruction compared to situated cognition. Griffin used map reading skills as the basis for instruction. One group of students received instruction in a traditional manner (guided instruction inside the classroom), while the other group of students left the classroom and used maps to determine routes and find destinations (situated cognition group). In order to measure student learning, all students participated in a performance assessment where students had to read a map and arrive at a specified location. Results indicated that there was a significant difference in posttest scores between the traditional instruction group and the situated cognition group. Students who received information through situated cognition were more likely to have higher scores on the posttest performance assessment.

Hendricks (2001) sought to determine the effects of instructional strategy on student achievement. Seventh grade science students ($N= 220$) were split into two groups; one received abstract instruction while the other received situated instruction. The abstract instruction group received information in a lecture format where the teacher provided brief explanations and definitions, and then students were given practice in determining the correct answers. The situated instruction group was engaged in discussion of research, the teacher used modeling, relevant terms were discussed, and teachers used actual studies where they coached students to help them determine the correct answers. Students were assessed using a posttest. Results indicated that there was a significant difference between students in the abstract instruction group and students in the situated instruction group. Those students who were in the situated instruction group out-performed the students in the abstract instruction group.

Akpinar (2007) studied 61 eighth grade students to determine the effects of situated cognition on their understanding of photosynthesis and respiration and found results similar to those reported by Griffin (1995) and Hendricks (2001). Students were taught for three weeks. Half of the students received situated learning instruction while the other half received traditional instruction. A pretest and posttest were administered to the students. The pretest was identical to the posttest and covered concepts related to photosynthesis and respiration. The pretest indicated no significant difference between the two groups of students. The results of the posttest indicated there was a significant difference between students taught using situated learning and students taught using traditional instruction. Students who were taught through situated learning

showed greater achievement than the control group on a knowledge based assessment. Furthermore, the results indicated that those students in the experimental group (situated learning) had fewer misconceptions about photosynthesis than those in the control group (Akpinar, 2007).

Unal and Inan (2010) sought to understand the perceptions of middle school students towards situated learning. In order to do this, the researchers selected a science class with 25 students. The students were taught using traditional teaching methods. Following the traditional teaching methods, the students were then taught through situated learning. A co-teacher was used, and students learned by actively working on science activities. Following the one-week period of situated learning, students were asked about their perceptions concerning the different teaching methods. Twenty of the 25 students noticed a difference in the instructional method, and 22 students preferred the situated learning method over the traditional method. The observations by the two instructors indicated that in the situated learning environment students were more motivated to learn and the teachers indicated that the students asked more questions (Unal & Inan, 2010).

Salesperson Variables

Salesperson variables were identified that are applicable to the development of the learner outcomes measured in this study. Five sales person variables are presented based upon previous research.

Verbeke, Dietz, and Verwall (2011) conducted a meta-analysis of research on salesperson performance by reviewing articles published from 1982-2008. After excluding articles that did not fit within the specifications, 268 studies were examined. The analysis resulted in five main factors that were identified as drivers of sales

performance: selling-related knowledge, degree of adaptiveness, role ambiguity, cognitive aptitude, and work engagement (Verbeke et al., 2011).

Selling-related knowledge

Selling-related knowledge described the knowledge of the product and of the customer. Salespeople with selling-related knowledge understand the products/services of the company and can match those to the needs of the customer (Verbeke et al, 2011). Piercy, Cravens, and Morgan (1999) conducted a study of sales units in the United Kingdom. Questionnaires were distributed to sales managers who then evaluated the salespeople within the unit. Results indicated technical knowledge of the product positively correlated with salesforce outcome performance (Piercy, Cravens, & Morgan, 1999). Work by Szymanski (1988) indicated that salesperson knowledge directly affects the salesperson's ability to accurately identify the customer's needs.

Degree of adaptiveness

Degree of adaptiveness is characterized as a salesperson's ability to alter sales behavior when interacting with customers (Weitz, 1981). An adaptive salesperson matches selling strategies with the client's needs in order to make the sale. Two types of knowledge are necessary for a salesperson to be adaptive: declarative knowledge and procedural knowledge (Verbeke et al., 2011). Weitz, Sujan, and Sujan (1986) defined declarative knowledge as "the set of facts associated with the category" (p. 178), where the category is the type of selling situation. Procedural knowledge was defined as "action sequences associated with the category" (Weitz, Sujan, and Sujan, 1986, p. 178), such as a sales approach used in a specific sales situation. Weitz et al. (1986) proposed that a salesperson's adaptiveness increases when the number of sales situation categories in the long-term memory increases. This results in an increase in

declarative knowledge. Weitz et al. proposed that adaptiveness increased when a salesperson hierarchically organized category knowledge, which is again associated with declarative knowledge. Weitz et al. also projected that as a salesperson's level of procedural knowledge increased, the salesperson's degree of adaptiveness would also increase. Piercy et al. (1999) found that adaptive selling was highly correlated with selling performance. Similarly, Babakus, Cravens, Grant, Ingram, and LaForge (1996) found a positive association between adaptive selling and overall sales performance.

Role ambiguity

Unlike the previously mentioned factors affecting salesperson performance, role ambiguity is negatively correlated with sales performance. Role ambiguity is defined as "the perceived lack of information a salesperson needs to perform his or her role adequately" (Singh, 1998, p. 70). When role expectations are unclear, sales performance is worse than if role expectations were clear (Verbeke, et al., 2011). Role ambiguity is considered a factor that causes stress in a sales position; however, when role ambiguity is reduced, job performance can increase (Singh, 1998). Results from research conducted by Singh (1998) indicated that role ambiguity is negatively correlated with sales performance. Singh also found that role ambiguity was especially devastating to sales performance when the salesperson was not autonomous; however, a high level of autonomy was correlated with greater job performance and less role ambiguity. Johlke, Duhan, Howell, and Wilkes (2000) suggested that ambiguity could be decreased with greater communication practices between the sales manager and the salesperson. Results from research by Johlke et al. indicated that frequency of communication between the salesperson and the sales manager is positively related to

job performance. Thus, greater communication decreases ambiguity, which increases job performance (Johlke et al., 2000).

Cognitive aptitude

Cognitive aptitude in sales is associated with a salesperson's ability to transfer knowledge of the business to various customers' businesses in order to meet the customer's needs. Salespeople with high cognitive aptitude have the ability to present variations of the message in order to be more effective sellers (Sarvary, 2002).

Salespeople with cognitive aptitude have the ability to help customers understand needs and present data that will help meet those needs (Reibstein, Day, & Wind, 2009).

Schmidt and Hunter (2004) stated that those salespeople who acquire knowledge are more likely to perform better in their job due to the greater amount of knowledge that can be utilized, suggesting salespeople with high cognitive aptitude will excel in sales (Verbeke et al., 2011).

Work engagement

The final variable associated with effective sales is work engagement. Work engagement is defined as "a positive, fulfilling, affective-motivational state of work-related well-being that is characterized by vigor, dedication, and absorption" (Schaufeli, Salanova, Gonzalez-roma, & Bakker, 2002, p. 74). Work engagement is also developing personal networks that salespeople utilize to transfer knowledge (Verbeke et al., 2011). In a model proposed by Medhurst and Albrecht (2011), work engagement directly influences salesperson performance. Work engagement has been shown to positively influence job performance as well as a number of other factors; however, the exact relationship is unknown (Medhurst & Albrecht, 2011). Previous research has suggested that job resources, such as support from supervisors, performance feedback,

and autonomy are positively associated with work engagement (Baker & Demerouti, 2008). However, Bakker and Demerouti (2008) indicated that few studies have shown that work engagement is positively related to job performance. Nevertheless, recent studies have indicated that engaged employees receive higher ratings from their supervisors, which indicates an engaged employee's commitment to the job (Bakker, Demerouti & Verbeke, 2004). Bakker and Demerouti suggested that engaged workers perform better than non-engaged workers because of four main factors: positive emotions, better health, creation of own job and personal resources, and transfer of engagement to others.

Critical Thinking

Beyer (1987) stated that “critical thinking analyzes persistently, and objectively any claim, source, or belief to judge its accuracy, validity, or worth” (p. 33), and suggested that critical thinking is evaluative in nature. Beyer also stated that critical thinking should be a way of thinking that involves both analysis and evaluation. Beyer suggested that critical thinking is not a strategy with a set of procedures or sequence of operations, but rather critical thinking is collection of operations that are used individually or in combination to address a question, problem, or situation.

More specifically to this study, Beyer (1987) highlighted the use of argumentation in critical thinking. Beyer (1987) defined argumentation as “argument making and argument analyzing” (p. 34). Argumentation in critical thinking is concerned with a claim together with evidence, reasoning, or principles which support the claim.

Learner Outcomes

Specific learner outcomes were measured in this study: argumentation skill, content knowledge, and student performance. Previous research in these areas is presented that examines the development of each of these specific outcomes.

Argumentation skill

Osborne, Erduran, and Simon (2004) explained argumentation as “the coordination of evidence and theory to support or refute an explanatory conclusion, model, or prediction” (p. 995). Most literature discussed argumentation in relation to the development of scientific reasoning. Osborne et al. discussed argumentation in terms of scientific instruction. However, argumentation can be used to make personal and ethical decisions about a wide range of issues, based upon information provided through the media (Osborne, Erduran, & Simon, 2004). Using argumentation has two functions: to engage learners in conceptual understanding and to make thinking and reasoning evident for teacher assessment (Osborne et al., 2004).

Kuhn (1992) posited that there are two kinds of arguments. The first type of argument is a rhetorical argument which was defined as “a course of reasoning aimed at demonstrating truth or falsehood” (American Heritage Dictionary, 1981). In the second type, a dialogic argument, each person involved in the argument attempts to make a case by providing justification to rebut the other person (Kuhn, 1992). Kuhn suggested that the two types of arguments are closely related. An argument can only occur when there are two or more contrasting assertions (dialogic), thus both supportive and unsupportive evidence must be weighed to determine which assertion to support (rhetorical) (Kuhn, 1992). Through these two types of arguments, individuals are exposed to two opposing views in which a position must be developed based upon facts

(Kuhn, 1992). Kuhn suggested this is a form of discourse that must be explicitly taught through instruction and modeling.

In order to teach argumentation skill, Toulmin (2003) presented an argumentation pattern which has four components that an individual would use to develop an argument. First, data are presented to establish a claim. The claim is the conclusion which an individual is attempting to establish, based on the data. Next, a warrant is presented, which are reasons that justify the connection between the data and the claim. Finally, backing is utilized, which is information that supports the warrant. The combination of data, claim, warrant, and backing is the basic structure to present an argument.

Kuhn (1992) conducted an argumentation study of 160 individuals ranging in age from ninth grade to older adults and ranging in education level. Kuhn found that only 40% of individuals were able to generate genuine evidence to support their claim. There were no significant differences in ability to argue the claim among age levels. However, a greater percentage of individuals with a college education were able to generate genuine evidence in their argument as opposed to those without a college education (Kuhn, 1992).

Zohar and Nemet (2002) investigated argumentation skill development among ninth grade students at two different schools. Students in the control group were taught genetics concepts using conventional methods, while students in the experimental group were taught genetics concepts through the “Genetic Revolution” unit designed by the second author. The “Genetic Revolution-Discussions of Moral Dilemmas” unit was designed to foster the development of higher order thinking skills and scientific

argumentation in high school students. Results showed that students in the experimental group scored significantly higher than students in the control group on a test of genetics knowledge, and there was an increase in the number of justifications and the complexity of the arguments used by those students (Zohar & Nemet, 2002).

In the agricultural education profession, Thoron (2010) conducted a study of high school agriscience students whose teacher participated as a National Agriscience Teacher Ambassador. In total, 437 students of ten National Agriscience Teacher Ambassadors participated in the study. Students in the control group were taught using the subject-matter approach, while students in the treatment group were taught using inquiry-based instruction. Results indicated that students who were taught using inquiry-based instruction had higher argumentation scores than those who were taught using the subject matter approach (Thoron, 2010).

Content knowledge

Content knowledge in agricultural education has been examined through quasi-experimental studies in which students were given treatments that utilized different teaching methods. Flowers and Osborne (1988) compared the effects on student achievement between the problem solving approach and the subject matter approach in vocational agriculture. The researchers used a purposive sample of agriculture teachers in Illinois who were eligible for selection if they taught two or more introductory vocational agriculture courses. High school students were cluster sampled from the purposive sample. Flowers and Osborne found that there was no difference in student achievement between the problem solving approach to teaching and the subject matter approach (Flowers & Osborne, 1988).

Boone (1990) sought to determine if the problem solving approach to teaching had an effect on student achievement and retention of agricultural knowledge. Teachers were purposively selected based on their ability to teach the problem solving approach. Ninety-nine freshman students enrolled in production agriculture in Ohio participated in the study. Results from the study showed that the problem solving approach to teaching increased the level of student retention of agricultural knowledge. Since the problem solving approach allows students to solve real problems using the scientific method where students test the potential solutions and evaluate the results, there is a greater level of knowledge retention (Boone, 1990).

Burris (2005) looked at the development of content knowledge among 140 Missouri agriculture students whose teachers were purposively selected to participate in the study. Seventy-seven students received instruction via the problem-based learning method, while 63 students received instruction through the supervised study method. Burris found that supervised study method of instruction resulted in higher gain scores in content knowledge, but suggested that supervised study may not be the most efficient method for accomplishing education objectives that are assessed at higher levels of cognition (Burris, 2005).

Thoron (2010) also evaluated the content knowledge achievement of high school agriscience students in the study. Results indicated that students taught by inquiry-based instruction achieved significantly higher scores on all content knowledge exams over the 14 week study. Mean differences between the students who received the inquiry-based instructional approach and those who received the subject matter

approach on seven content knowledge exams ranged from 1.36 to 21.64 points on a 100 point scale (Thoron, 2010).

While a majority of the content knowledge studies conducted in the agricultural education profession have examined a method of instruction and its effects on student learning, this study focused on the development of argumentation skill and content knowledge in agriculture education, and ultimately measures the development of student content knowledge. This study did not compare two teaching methods, but rather used one approach, situated learning, which focuses on the relevance of the content and the manner in which it is taught so that it meets students' current and future needs.

Student performance

Bandura (1989) stated that self-efficacy is an individual's belief in his/her ability to perform well. The stronger an individual's perceived self-efficacy, "the higher the goals they set for themselves and the firmer their commitment to them" (Bandura, 1989, p. 1175). Furthermore, Graham and Weiner (1996) stated that self-efficacy is "individuals' beliefs about their capabilities to perform well" (p. 74). High self-efficacy has been linked to greater effort and persistence (Alfred, Hansen, Aragon, & Stone, 2006).

Alfred, Hansen, Aragon, and Stone (2006) suggested that high self-efficacy can result from participation in Career and Technical Student Organizations (CTSO). Alfred et al. sought to determine the effects of participation in CTSO's on students' high school experience. The study included 1,797 high school students from 10 different states across the nation. Schools for participation were selected with help from the national CTSO organization and state CTE directors. Each of the eight CTSO organizations was studied in at least two states. The researchers looked at students who were involved in

the CTSO, students who were in a Career and Technical Education (CTE) class but did not have the option to participate in a CTSO, and students who were not in a CTE class at all. Alfred et al. found that involvement in a CTSO resulted in higher levels of career self-efficacy compared to enrollment in a CTE class alone, and greater levels of involvement in a CTSO were positively correlated with a student's career self-efficacy. Results indicated that participation in competitive events had significantly positive effects on career-self efficacy (Alfred et al., 2006).

Summary

Chapter 2 described the theoretical and conceptual frameworks that guided this study. Additionally, this chapter provided a review of the literature related to the variables of this study. The literature review focused on the empirical research in the areas of situated cognition, argumentation, content knowledge achievement, student performance, teacher and student variables that affect learning, and salesperson variables that contribute to effective sales.

Several studies have indicated that situated cognition, when compared to a more traditional teaching method, results in greater student achievement scores. Teacher and student variables can impact student learning. Additionally, specific salesperson variables were highlighted to present the effective characteristics of a salesperson. A gap in the literature existed regarding the development of content knowledge, argumentation skill, and performance through the use of situated cognition in the agricultural education profession. Several related studies were included that highlighted the positive effects of situated cognition, and other studies were presented to highlight the development of content knowledge, argumentation skill, and student performance outside of the agricultural education context, but within education.

CHAPTER 3 METHODS

Chapter 1 provided information regarding students' continued underperformance in academic areas. Research has suggested that students lack employability skills due to a deficiency in technical and transferable skills, including argumentation skill. Therefore, the focus of this study was to determine the relationship between the use of training modules and the development of argumentation skill, content knowledge, and performance in an agricultural sales practicum. Additionally, the purpose of this study was outlined, along with specific objectives and hypotheses.

Chapter 2 described the theoretical and conceptual framework that guided this study. Relevant research was presented that addressed all elements of this study.

This chapter describes the research design and methods for this quantitative study. Chapter 3 also includes a description of the population and sample, instrumentation, data collection, and data analysis.

The independent variable in this study was the type of training modules developed for use in preparing an agricultural sales practicum team (or Agricultural Sales CDE team). The group that acted as the control received agricultural sales training modules without argumentation infused while the treatment group received agricultural sales training modules with argumentation infused. The modules were used to prepare a team of four students. The dependent variables in the study were argumentation skill, content knowledge achievement, and performance in an agricultural sales practicum.

Research Design

This study utilized a quasi-experimental design. This design was used because subjects could not be randomly assigned to treatment groups because teachers self-registered for participation in the agricultural sales professional development workshop. Additionally, intact groups were used because students could not be randomly assigned to agriculture teachers. The study followed a nonequivalent control group design (Campbell & Stanley, 1963). The treatment group received agricultural sales training modules with argumentation infused. The group that acted as the control received agricultural sales training modules without an infusion of argumentation. An overall achievement assessment compared the two groups of students on agricultural sales knowledge. An argumentation assessment was used to measure the student's thought process as he/she worked to determine a conclusion for a specific sales scenario. An agricultural sales practicum was used to compare the performance of students based upon the treatment that was received (further information on the practicum is explained in the Instrumentation section). The variation of the nonequivalent control group design used in this study appears as follows:

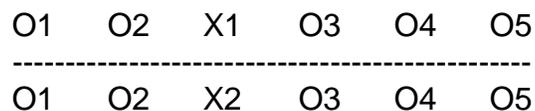


Figure 3-1. Variation of the nonequivalent control group design used in this study.

The first observation (O1) consisted of a pretest given to each student in the treatment and control groups to determine prior knowledge of the subject matter. The second observation (O2) was comprised of an argumentation skill pretest administered to each student. The treatment (X1 or X2) was administered after the first two

observations. The third observation (O3) consisted of a subject matter posttest administered to students. The fourth observation (O4) was the administration of an argumentation skill posttest to students. The final observation (O5) was the student's participation in the agricultural sales practicum. The design for the study was as follows:

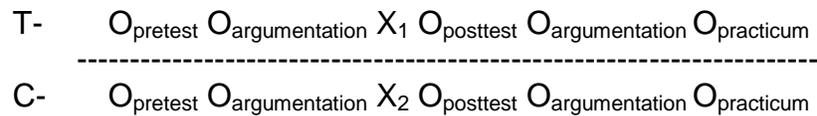


Figure 3-2. Nonequivalent design for this study.

Treatment levels were randomly assigned to the agriculture teachers who participated in the Agricultural Sales CDE training, thus, the treatment was randomly assigned to intact groups. Researcher developed training materials with no argumentation infusion acted as the control (C). Researcher developed training materials with argumentation infused were utilized as the treatment (T). Teachers utilized the materials from the training to prepare students for the practicum. The treatment occurred after the first two observations.

The first observation (O_{pretest}) consisted of a content knowledge pretest given to each student to determine their prior knowledge in agricultural sales. The second observation ($O_{\text{argumentation}}$) included the administration of an argumentation skills instrument to each student. The third observation (O_{posttest}) occurred directly following the treatment (training modules with or without argumentation infusion) and consisted of a content knowledge achievement posttest which was administered to each student. The fourth observation ($O_{\text{argumentation}}$), which was also administered to each student directly following the treatment, consisted of an argumentation skills instrument. The final observation ($O_{\text{practicum}}$) was the agricultural sales practicum administered directly

following the treatment, with participation from each student. Pretest and posttest questions were randomized, and the tests were administered approximately five weeks apart.

According to Campbell and Stanley (1963), the basic threats to internal validity in a nonequivalent control group design include history, maturation, testing, instrumentation, regression, selection, mortality, and interaction effects. The nonequivalent control group design controls for all threats to internal validity except regression and interaction effects. Campbell and Stanley stated that regression is avoidable and can be minimized if subjects are not selected on extreme scores. Since the treatment was randomly assigned, and intact groups were used, regression as a threat to internal validity was not a concern.

Interaction effects pose the largest threat to internal validity in this design type. Interaction effects are when other threats to internal validity interact with the selection of groups in quasi-experimental designs. These interactive effects could be mistaken for the effect of the treatment (Campbell & Stanley, 1963). Through the use of a pretest and posttest, interaction effects with history, maturation, testing, and instrumentation were controlled. The use of randomized treatment groups and anonymity of treatment assignments helped control for interaction effects in relation to internal validity. Each group was located at separate schools, thus controlling for any interaction which would identify those who received the treatment.

Threats to external validity were also taken into consideration in the design of the experiment. Ary, Jacobs, and Sorensen (2010) outlined five basic threats to external

validity which include: selection-treatment interaction, setting-treatment interaction, pretest-treatment interaction, subject effects, and experimenter effects.

Selection-treatment interaction indicates that the interaction between the subject and the treatment may not be found with a different set of subjects, suggesting that the subjects selected may not be representative of the larger population (Ary, Jacobs, & Sorensen, 2010). The population for this study was high school agriculture students; however, agriculture teachers self-selected to participate in this study. Therefore the students who participated may not be representative of the larger population. However, it should be noted agriculture teachers normally self-select to participate in the Agricultural Sales CDE, just as these teachers self-selected to participate.

Setting-treatment interaction occurs when the setting in which the study is conducted is artificial (Ary, Jacobs, & Sorensen, 2010). Since the agriculture teachers conducted the study in his/her normal environment, the setting in which the student received the treatment was not artificial. However, the students prepared for the agricultural sales practicum, not the state level CDE. Due to this factor, students may not have performed to the best of their ability, which was a limitation of the study.

Pretest-treatment interaction occurs when a pretest can increase or decrease a subject's responsiveness or sensitivity to the treatment. Pretest-treatment interaction could cause subjects to alter their behavior, because the pretest brought attention to the behavior being observed (Ary, Jacobs, & Sorensen, 2010). In this study, two pretests were administered. The first pretest was a content knowledge exam, which is a component of the state CDE. This was not a threat because it did not draw attention to a particular behavior and was viewed as a practice exam for the CDE. The second

pretest was an argumentation instrument that measured the student's thought process when working through a sales situation. This instrument could have drawn attention to the variable being measured. However, the situation presented was not different than what the student observed in the CDE; thus, the effects of pretest –treatment interaction were negated.

Subject effects occur when the participants react to participation in an experiment, which could cause greater or lesser treatment effects (Ary, Jacobs, & Sorensen, 2010). Although the students had knowledge of participation in an experiment, their participation was not different than what occurs in the state CDE. Therefore, subject effects were not a threat to external validity.

Finally, experimenter effects occur when the experimenter influences participants' performance, consciously or unconsciously (Ary, Jacobs, & Sorensen, 2010). Since the experimenter did not have direct contact with the participants, this was not a threat to external validity.

Additional threats exist when conducting a study of this nature. Both teaching ability and implementation of the training modules was a concern in this study. Boone (1988) recommended that professional development be provided to instructors in order to properly deliver the treatment. This study addressed Boone's recommendation by providing a one-day professional development session to the instructors on how to properly implement the training modules provided. Teaching ability of the agriculture teachers in the study was controlled using several methods. Agriculture teachers self-selected to participate in the study, which resulted in varying teaching abilities. Since teachers received professional development, and teachers were interested in the

material due to self-selection, differences in ability were buffered. Furthermore, selection into the treatment and control groups was randomized, which also addressed teacher ability in relation to effects of the treatment.

Population and Sample

The population of this study was Florida high school agriculture students. The accessible population was high school agriculture students of agriculture teachers who participated in the Agricultural Sales CDE professional development workshop in Florida. A convenience sample was selected according to the interest of the teacher for participation in the Agricultural Sales CDE. Since all teachers may not have an interest in this CDE, a simple random sample of teachers to participate in the study was not possible; therefore, convenience sampling was used which resulted in participation from 25 teachers. Randomization of intact groups for treatment (argumentation infused training modules) and control (training modules with no argumentation infusion) was used.

Teachers who participated in this study did not receive a monetary incentive for participation. Teacher incentives to participate in this study included training modules for the Agricultural Sales CDE and participation in an agricultural sales practicum.

For this study, the accessible population was a convenience sample, which was conceptualized as a slice in time (Oliver & Hinkle, 1981). Gall, Borg, and Gall (1996) indicated that convenience sampling is appropriate only if the researcher provides a detailed description of the sample used and the reasons for selecting this sample. The sample consisted of 37 secondary agriculture students, including 21 males and 16 females. The average age of the sample was 15.9 (SD=1.05) years old with a range of 14 to 18. The state's extension specialist in agricultural sales, who served as the state

coordinator for the Agricultural Sales CDE, identified this population as representative of past participants in the state CDE. This sample was selected because of the agriculture teacher's interest in the subject area. Since the teachers self-registered, there was a genuine interest in participation, which was equivalent to procedures used when teachers participated in state-sponsored CDEs.

Instrumentation

The researcher developed the training modules used to administer the treatment. The content knowledge achievement assessment instrument was developed by the state extension specialist in agricultural business. The argumentation skills instrument was developed by the researcher. Finally, the agricultural sales practicum was developed by the state extension specialist in agricultural sales with assistance from the researcher.

Training Modules

Eight training modules for this study that aligned with coursework in the area of agricultural sales were developed by the researcher. The content of the training modules was designed based upon the Agricultural Sales CDE. The researcher used content from the Selling Strategically course taught by Dr. Allen Wysocki at the University of Florida. This course was used as the basis for development of the Agricultural Sales CDE materials. The complete set of modules was developed, and then argumentation was infused within the set, which resulted in two different sets of training modules.

Training modules that were infused with argumentation contained an extra component for four of the eight modules (Appendix A). In the argumentation-infused modules, the agriculture teachers were provided with supplemental information and

questions to use with their students. Teachers were asked to lead a discussion, using the questions provided, which was based on the scenario that the student utilized in the module. The discussion and questions required students to evaluate the conclusions that were reached in the scenario, use facts from the scenario to evaluate alternative conclusions, and then determine the best solution based upon the facts presented. Scenarios presented in each module were different; however, the basis of the argumentation infusion was the same for each of the four modules.

The training modules (Appendix B) were evaluated for content validity by the state extension specialist in agricultural sales. This expert determined that the modules were appropriate for preparation for the CDE, and an appropriate length of time was provided to prepare the CDE team. The argumentation-infused training modules were evaluated for face and content validity by an expert in argumentation. The expert determined the argumentation infusion for the training modules followed an appropriate format to develop argumentation skill.

Content Knowledge Achievement Assessment Instrument

In order to measure student prior knowledge and establish base-line knowledge for each group, a content knowledge pretest and posttest were used (Appendix C). The pretest and posttest were developed by the state extension specialist in agricultural sales, based upon the Selling Strategically course taught at the University of Florida, which was used as the basis for the Agricultural Sales CDE. The pretest and posttest each consisted of 27 items, but the tests were not identical. Questions of similar type and kind were grouped together based on content in the module and then a random selection of questions was used to develop the pretest and posttest. Equal numbers of questions were taken from each group of questions using the developed matrix

(Appendix D). Each test was similar in design and difficulty to what would be utilized when competing in the state Agricultural Sales CDE. Since the assessment was developed by the specialist, content validity was not a concern; however the assessment was validated by an educational expert.

In order to determine the internal consistency of the content knowledge achievement assessment, a post hoc reliability analysis was conducted. Since the content knowledge exam was multiple choice, the instrument was analyzed using a Cronbach's alpha.

Argumentation Skill

A researcher-adapted scoring rubric originally developed by Schen (2007) (Appendix E) was utilized to assess argumentation skill. The scoring rubric was used in conjunction with a researcher-developed argumentation instrument (Appendix F). An argumentation instrument was developed which served as the pretest and posttest. The researcher scored each student response on the argumentation instrument using the argumentation scoring rubric. Scores on the rubric were assigned based on the quality of the response in the categories of claim made, grounds used, warrants given, counterarguments generated, and rebuttals offered. Face and content validity of the instruments was determined by an expert in argumentation from the Agricultural Education and Communication Department. The expert determined that the researcher-developed instruments were valid.

After completion of the researcher-scored argumentation instruments, an expert selected a random sample from each group (training modules and training modules with argumentation infused, pre- and post-) for a double blind review to obtain inter-rater reliability. Researcher scores were determined to be consistent.

Agricultural Sales Practicum

The agricultural sales practicum was developed by the state extension specialist in agricultural sales with assistance from the researcher. Each agriculture teacher who initially participated in the professional development training brought one team (four students) of high school agriculture students to participate in the agricultural sales practicum. The practicum consisted of a written exam (posttest), a team sales activity, and an individual sales call, completed by each student. The breakdown of points was: written exam- 100 points x 4 team members equaling 400 points total; team sales activity- 150 points; and the individual sales call- 150 points x 4 team members equaling 600 points; there was a total of 1150 points in the agricultural sales practicum. The structure of the practicum was identical to the state CDE in agricultural sales. The written exam was the content knowledge achievement exam posttest developed by the state's extension specialist in agricultural sales.

The team activity (Appendix H) required students to “demonstrate teamwork, group dynamics, problem solving, data analysis, decision making, and oral communications” (Florida FFA Career Development Event Handbook, 2011). The team event was scored by three undergraduate students using a scoring rubric (Appendix I). Students selected to judge were enrolled in the Selling Strategically course taught by Dr. Wysocki and were selected based on their superior performance in the course. This is the same manner in which judges are selected to score the state CDE. Each judge scored the team individually and then judges' scores were averaged to reach one score for each team.

The individual sales activity (Appendix J) required students to sell a product to a set of students in agricultural sales coursework who served as judges. Again, the

students selected to judge were enrolled in Dr. Wysocki's Selling Strategically course, and their selection was based on their superior performance in the course. The student was scored by the two judges using a rubric (Appendix K). Judges scored each student individually and then judges scores were averaged to determine one score for each student.

For both the team sales activity and the individual sales call, there were multiple pairs of judges. After all judging was completed, a calibration process was conducted to ensure that scores were equally assigned between judging rooms. Judges were asked to describe the performance of the student(s) that resulted in the score assigned. If similar performance was describe, scores were adjusted to ensure equality between judging rooms.

Data Collection

Boone (1988) recommended that professional development be provided to teachers when studies concerning teaching and teaching methods are conducted. He also identified the need to ensure the conformity to the teaching approach being investigated. Therefore, teachers in this study attended a one-day professional development training workshop prior to beginning the study. The training modules were provided to the teachers, and each module was reviewed so that the teacher could deliver each module effectively. Teachers who were randomly selected to participate in the treatment group (training modules with argumentation infusion) received additional training in argumentation skill development.

Teachers were required to complete a record sheet which was utilized to record the time to complete each module and the manner in which the module was taught

(during class, after school, or a combination). This record sheet was utilized to ensure that teachers followed the guidelines presented for the study.

Data collection began with each student signing an informed consent, which was approved by the Institutional Review Board at the University of Florida (Appendix N). Prior to beginning the training modules, each student completed a paper-based content knowledge achievement assessment pretest developed by the state extension specialist in agricultural sales and administered by the teachers. Each student also completed a paper-based argumentation skill pretest. Both pretests were returned to the researcher for scoring, along with the informed consent.

The total set of training modules was designed to require six weeks to complete, with teachers and students practicing twice a week for no more than two hours and 30 minutes per practice. Approximately one-half of the students received training through the training modules (control), while the other one-half received training through the training materials infused with argumentation (treatment) during the entire length of the study.

At the end of the six week period, agriculture teachers brought the four-person team of students to participate in the agricultural sales practicum. At the practicum students completed the content knowledge achievement assessment posttest and the argumentation skill posttest.

Data Analysis

Data were analyzed using the SPSS® version 20.0 for Windows™. Analysis of the first objective involved descriptive statistics and included frequencies, means and standard deviations. Objective two was examined using analysis of covariance (ANCOVA). Objective three was measured using correlations.

According to Shavelson (1996) the use of inferential statistics for this type of research is appropriate. Shavelson stated that inferential statistics are used to draw inferences about a population, based upon the data available from a representative subset. Huck (2008) stated that inferential statistics can be used to make inferences about an abstract population when a current sample is used. An abstract population is defined as present and future members (Huck, 2008). Huck (2008) stated that convenience samples that are described in detail can be used to conceptualize abstract populations. Additionally, Gall, Gall, and Borg (2003) corroborated the use of inferential statistics with a convenience sample. Gall et al. (2003) stated that “inferential statistics can be used with data collected from a convenience sample if the sample is carefully conceptualized to represent a particular population” (p. 176). Qualitative data from the coordinator of the state Agricultural Sales CDE confirmed that the sample was representative of the target population.

Summary

Chapter 3 presented the research design and procedures that will be utilized to address the research questions of this study. The population and sample was described, instrumentation and collection procedures were explained, and data analysis was also explained. Additionally, methods to address threats to internal and external validity were outlined for this quasi-experimental study.

The independent variable in this study was the type of training modules developed for use in the agricultural sales practicum, with the treatment group receiving training modules with an argumentation infusion. The dependent variables were argumentation skill, content knowledge achievement, and performance in an agricultural sales practicum.

The target population for this study was Florida high school agriculture students, with the accessible population being Florida high school agriculture students whose teacher participated in the agricultural sales professional development training. This accessible population was a convenience sample. The instrumentation utilized in this study and the procedures were outlined in order to measure the dependent variables of this population. Chapter 4 will present the results of the study based upon the objectives.

CHAPTER 4 RESULTS

Chapter 1 provided information regarding students' continued underperformance in academic areas. Research has suggested that students lack employability skills due to a deficiency in technical and transferable skills, including argumentation skill. Therefore, the focus of this study was to determine the effects of training modules on the development of argumentation skill, content knowledge, and performance in agricultural sales practicum.

Chapter 2 described the theoretical and conceptual framework that guided this study and presented relevant research that addressed elements of this study. Chapter 3 described the research design and methods for this quantitative study. Additionally, descriptions of the population and sample, instrumentation, data collection, and data analysis were included. In this chapter, findings from this study will be presented. Results will be presented based on objectives and hypotheses that were established earlier.

The independent variable in this study was the type of training modules developed for use in preparing an agricultural sales practicum team (or Agricultural Sales CDE team). The group that acted as the control received agricultural sales training modules without argumentation infused while the treatment group received agricultural sales training modules with argumentation infused. The modules were used to prepare a team of four students. The dependent variables in the study were argumentation skill, content knowledge achievement, and performance in an agricultural sales practicum.

Covariates were used to adjust treatment and control group means in an effort to compensate for previous knowledge in the subject of agricultural sales and previous development of argumentation skill. The covariate used was content knowledge pretest score and the argumentation pretest score.

Chapter 3 reported that a quasi-experimental design was utilized in this study. Random assignment of groups was not possible; therefore a quasi-experimental design was selected. Additionally, intact groups were used. The study followed a nonequivalent control group design (Campbell & Stanley, 1963). The treatment group received agricultural sales training modules with argumentation infused. The control group received agricultural sales training modules without an infusion of argumentation. Data collected were pretest scores, content knowledge achievement scores (posttest scores), argumentation skill pretest scores, argumentation skills posttest scores, individual and team performance in the practicum, student demographic information, and teacher log sheets. Data were analyzed using univariate analysis of covariance, means, standard deviations, frequencies, correlations, and post hoc analyses.

Chapter 4 presents the findings obtained by this study. The results address the objectives and hypotheses of this study in determining the influence of training module type, gender, ethnicity, and year in school, on student achievement, student argumentation skills, and student performance in an agricultural sales practicum.

The population used in this study consisted of Florida high school agriculture students. The accessible population was high school agriculture students of agriculture teachers who participated in the Agricultural Sales CDE professional development workshop in Florida. A convenience sample was selected according to the interest of

the teacher for participation in the Agricultural Sales CDE. A total of 25 teachers across the state of Florida opted to participate in the training. Since each teacher could bring a team of four students, there was a total of 100 students from which data were to be collected (Table 4-1). Intact groups were randomly assigned a treatment.

Table 4-1. Treatment Group Membership Totals

Treatment Group	# of Schools for Each Section	# of Students
Training Modules, no Argumentation	13	52
Training Modules, Infused with Argumentation	12	48
Total	25	100

Of the 25 teachers that originally opted to participate, nine teams participated in the study. Repeated contacts were made weekly with all teachers. During the study, the date for the agricultural sales practicum had to be changed due to circumstances beyond the researcher's control. Thus, many teachers were unable to complete the study due to a schedule conflict. Since no data were obtained, these students were removed from the study. A total of 63 students were removed from the study due to inability to complete the study (Table 4-2).

Table 4-2. Treatment Group Participant Totals

Treatment Group	# of Schools for Each Section	# of Students
Training Modules, no Argumentation	5	19
Training Modules, Argumentation	4	18
Total	9	37

As outlined in Chapter 3, to ensure that teachers involved in this study were following the training modules and appropriating the correct amount of time to teach

module, the teachers were required to complete a teacher log sheet. The log sheet documented the amount of time spent on each module. Based on the teacher log sheet, teachers spent 21 to 24 hours preparing students for the agricultural sales practicum.

Chapter three outlined the research design and data collection points throughout the study. Content knowledge was assessed prior to beginning the training modules and after beginning the training modules. The response rate for each collection was 100% (Table 4-3). Likewise, student argumentation skill was measured prior to beginning the training modules and following the completion of the training modules. The response rate for the argumentation instrument was 100%.

Table 4-3. Response Rates for Data Collection Components ($n=37$)

Data Collection Component	<i>N</i>	Response Rate
Content Knowledge Pretest	37	100%
Content Knowledge Posttest	37	100%
Argumentation Skill Pretest	37	100%
Argumentation Posttest	37	100%

As reported in Chapter 3, a post hoc reliability analysis was conducted in order to ensure the reliability of the content knowledge posttest. The content knowledge posttest yielded a Cronbach's alpha coefficient of .72. In addition, Chapter 3 reported that an argumentation skills instrument scoring rubric by Schen (2007) was utilized in the assessment of student argumentation skills. The researcher scored each student response, assigning a score based on the quality of the response in the categories of claim made, grounds used, warrants given, counterargument generated, and rebuttal offered. After completion of the researcher-scored response, a random sample was selected (pretest and posttest as well as no argumentation infusion and argumentation infusion) for a double blind review to obtain inter-rater reliability. The inter-rater

reliability for the argumentation skills instrument was a Pearson correlation coefficient of .979.

Objective One: Describe the Ethnicity, Gender, and Year in School of Agriculture Secondary School Students who Participate in the Agricultural Sales Practicum in Florida.

Ethnicity

Participant ethnicity was categorized into the groups of White, Black, Hispanic, Asian and Other. The majority of students in this study self-identified themselves as White (91.9%).

Table 4-4. Participant Ethnicity (*n*=37)

Ethnicity	Treatment Group				Total	
	Without		With Argumentation		<i>n</i>	%
	<i>n</i>	%	<i>n</i>	%		
White	17	89.5	17	94.4	34	91.9
Black	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Other	2	10.5	1	5.6	3	8.1

Note: Without= training modules without argumentation infused; with argumentation=training modules infused with argumentation

Gender

The majority of participants in this study (56.8%) were male. Gender among treatment groups varied from the overall sample (Table 4-5). Nearly 42% of the control group (without argumentation infused) was male compared to just over 72% in the treatment group (argumentation infused).

Table 4-5. Participant Gender ($n=37$)

Gender	Treatment Group				Total	
	Without		With Argumentation		n	%
	n	%	n	%	n	%
Male	8	42.1	13	72.2	21	56.8
Female	11	57.9	5	27.8	16	43.2

Note: Without= training modules without argumentation infused; with argumentation=training modules infused with argumentation

Grade Level

Of the 37 students who participated, 10.8% ($n=4$) were in ninth grade, 32.4% ($n=12$) were in tenth grade, 35.1% ($n=13$) were in eleventh grade, and the remaining 21.6% ($n=8$) were in twelfth grade (Table 4-6). Those participants in the control group had a grade level distribution that was similar to the overall sample. Those in the treatment group had a grade level distribution that varied from the overall sample, but each grade level was still represented.

Table 4-6. Participant Grade level ($n=37$)

Grade Level	Treatment Group				Total	
	Without		With Argumentation		n	%
	n	%	n	%	n	%
Ninth	1	5.3	3	16.7	4	10.8
Tenth	7	36.8	5	27.8	12	32.4
Eleventh	8	42.1	5	27.8	13	35.1
Twelfth	3	15.8	5	27.8	8	21.6

Note: Without= training modules without argumentation infused; with argumentation=training modules infused with argumentation

Objective Two: Ascertain the Relationship between the Use of Training Modules and the Development of Student Argumentation Skill, Content Knowledge Achievement, and Performance in an Agricultural Sales Practicum.

Content Knowledge Achievement

Each student’s content knowledge achievement was determined using the instruments developed by the state extension specialist in agricultural sales. The maximum possible score on the instruments was 100. Pretest data were collected from 37 participants with an overall mean of 35.97 (*SD*=10.77). The control and treatment groups achieved similar scores and standard deviations, with the control group achieving a higher pretest mean score (Table 4-7).

Table 4-7. Participant Mean Pretest Scores (*n*=37)

Instrument	Treatment Group				Total	
	Without		With Argumentation		<i>M</i>	<i>SD</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Pretest	36.89	11.57	35.00	10.1	35.97	10.77

Note: Without= training modules without argumentation infused; with argumentation=training modules infused with argumentation

Posttest data were collected from 37 students. The overall mean of the content knowledge achievement posttest was 52.54 (*SD*=9.23). Again, the control group had a higher mean score than the treatment group, but the treatment group had a lower standard deviation (Table 4-8).

Table 4-8. Participant Mean Posttest Scores (*n*=37)

Instrument	Treatment Group				Total	
	Without		With Argumentation		<i>M</i>	<i>SD</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Posttest	55.32	10.53	49.61	6.72	52.54	9.23

Note: Without= training modules without argumentation infused; with argumentation=training modules infused with argumentation

Student Argumentation Skill

The student argumentation skill instrument was used to determine the student's level of argumentation prior to the treatments and following the treatments (training modules without argumentation and training modules infused with argumentation). The overall mean score for the argumentation pretest was 3.53 ($SD=2.31$) of a possible 10. The overall mean score for the posttest was 5.59 ($SD= 1.85$) of a possible 10 (Table 4-9). Each student's argumentation skill was determined using Schen's (2007) scoring rubric to measure argumentation skill. The pretest mean was higher for the treatment group than the control group, but the mean score for the posttest was higher for the control group than for the treatment group.

Table 4-9. Participant Mean Argumentation Scores ($n=37$)

Instrument	Treatment Group				Total	
	Without		With Argumentation		<i>M</i>	<i>SD</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Pretest	3.37	2.41	3.71	2.26	3.53	2.31
Posttest	5.74	1.66	5.44	2.06	5.59	1.85

Note: Without= training modules without argumentation infused; with argumentation=training modules infused with argumentation

Performance in an Agricultural Sales Practicum

An agricultural sales practicum, identical in nature to the FFA Agricultural Sales CDE, was utilized as a context for measuring content knowledge and argumentation skill. The practicum consisted of a written exam (posttest), a team sales activity, and the individual sales call. The breakdown of points was: written exam- 100 points x 4 team members equaling 400 points total; team sales activity- 150 points; and the individual sales call- 150 points x 4 team members equaling 600 points; there was a total of 1150

points in the practicum. The practicum was used to determine the performance of student participants following the treatment (training modules without argumentation or training modules with argumentation).

The overall mean score for the individual sales call was 105.65 ($SD= 33.27$) out of a possible 150 points. Students in the control group earned higher achievement scores in the individual sales call and had a smaller standard deviation. The overall mean score for the team sales scenario was 124.51 ($SD=20.65$) out of a possible 150 points. Students in the treatment group earned higher achievement scores in the team sales scenario. The overall mean team scores for the entire practicum (content knowledge posttest, individual sales call, and team sales scenario of the whole team) was 757.22 ($SD=118.863$). Students in the treatment group earned a higher overall score in the agricultural sales practicum and had a smaller standard deviation (Table 4-10).

Table 4-10. Participant Practicum Performance Scores ($n=37$)

Practicum Event	Treatment Group				Total	
	Without		With Argumentation		<i>M</i>	<i>SD</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Individual Sales Call	108	30.01	103.17	37.11	105.65	33.27
Team Sales Scenario	117.74	25.73	131.67	9.81	124.51	20.65
Content Knowledge Exam	55.32	10.53	49.61	6.72	52.54	9.23
Overall Team Score	743.80	160.582	774.00	51.166	757.22	118.863

Note: Without= training modules without argumentation infused; with argumentation=training modules infused with argumentation

Objective Three: Examine the Relationships among Argumentation Skill, Content Knowledge Achievement, Performance in an Agricultural Sales Practicum, Ethnicity, Gender, and Year in School of Agriculture Secondary School Students who Participate in the Agricultural Sales Practicum.

Prior to any inferential analysis of the data, all variables were examined for correlations. For the purpose of this discussion, the terminology utilized by Davis (1971) was used to indicate the strength of the correlations. Davis defined correlations between .01 and .09 as considered negligible, .10 to .29 as low, .30 to .49 as moderate, .5 to .69 as substantial, .70 to .99 as very high, and 1.00 as perfect. Pearson Product Moment correlations were used to determine the relationships between the variables (Table 4-11).

The content knowledge posttest scores were found to have a moderate relationship with the practicum individual sales call ($r = .41$) and a substantial relationship with the overall team score ($r = .53$). The argumentation posttest reported low correlations with gender ($r = .22$) and moderate correlations with the individual sales call performance score ($r = .32$). The team sales scenario performance was correlated with the other practicum related scores; there were low correlations with the individual sales call ($r = .27$) and substantial correlations with the overall team score ($r = .57$). The team sales scenario performance also reported moderate correlations with the treatment variable ($r = .34$). The individual sales call performance score had substantial correlations with the overall team score ($r = .59$), and moderate correlations with grade level ($r = .31$) and gender ($r = .30$). The overall team score had low correlations with grade level ($r = .19$). Grade level, gender, and ethnicity did not have any correlations with the other demographic variables (Table 4-11).

Table 4-11. Correlations Between Variables

Variable	1	2	3	4	5	6	7	8	9
1. Content Knowledge Posttest	--	.23	.01	.41	.53	.17	.09	-.16	-.31
2. Argumentation Posttest		--	.02	.32	.18	-.16	.22	-.04	-.08
3. Team Sales Scenario			--	.27	.57	-.10	.01	-.08	.34
4. Individual Sales Call				--	.59	.31	.30	-.27	-.07
5. Overall Team Score					--	.19	.07	-.06	-.06
6. Grade Level						--	.01	.00	.00
7. Gender							--	.14	-.30
8. Ethnicity								--	-.09
9. Treatment									--

Test of Hypotheses

The dependent variables in the study were content knowledge, argumentation skill and performance in the agricultural sales practicum. All of these variables were interval data. The independent variable in this study was ethnicity, gender, year in school, and treatment group. All independent variables were categorical data. Covariates in this study were content knowledge pretest scores and argumentation instrument pretest scores. Covariates were interval.

To determine if significant differences existed in the content knowledge achievement assessment, argumentation skill, and performance in the practicum of the students taught in through training modules infused with argumentation or training modules without argumentation, hypotheses were formulated to guide this study. The decisions to retain or reject the null hypotheses (at the .05 level) were based upon the findings of the analysis of covariance procedures used to analyze data. Results of the tests of hypotheses are presented as they pertain to content knowledge achievement, argumentation skill score, and performance in the agricultural sales practicum.

Hypotheses Related to Content Knowledge Achievement

H₀₁— There is no significant difference in student content knowledge achievement based upon the type of training module (argumentation infused vs. no argumentation infusion).

Student content mean scores were analyzed between groups through analysis of covariance technique. Student pretest score was utilized as a covariate to adjust for achievement prior to the treatment. Following the treatment, students who were taught with the argumentation infused training modules reported a mean posttest score of 49.61 (*SD*=6.72) and those taught with the training modules without argumentation had a mean score of 55.32 (*SD*=10.53) (Table 4-12). This difference in posttest scores was found to be statistically significant $F(2,47) = 4.021, p = .023$ (Table 4-13). Based upon these findings, the null hypothesis of no significant difference in content knowledge achievement due to type of training method was rejected. Therefore students in the control group scored significantly higher than students in the treatment group in content knowledge achievement.

Table 4-12. Content Knowledge Posttest Score by Treatment (*n*=37)

Instrument	Treatment Group			
	Without		With Argumentation	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Posttest	55.32	10.53	49.61	6.72

Note: Without= training modules without argumentation infused; with argumentation=training modules infused with argumentation

Table 4-13. Univariate Analysis of Treatment Effect for Content Knowledge

	<i>df</i>	<i>F</i>	<i>p</i>
Content Knowledge Posttest	2	4.206	.023

Hypotheses Related to Argumentation Skill

H₀₂— There is no significant difference in student argumentation skill based upon the type of training module (argumentation infused vs. no argumentation infusion).

Students' argumentation skill score was calculated by the use of Schen's (2007) rubric. Student argumentation pretest score was utilized as a covariate to adjust for achievement prior to the treatment. Following the treatment, students who were taught with the argumentation infused training modules reported a mean posttest score of 5.35 ($SD=2.09$) and those taught with the training modules without argumentation had a mean score of 5.74 ($SD=1.66$) (Table 4-14). The univariate analysis of covariance [$F(2)=2.66$, $p=.09$] revealed there was not a statistically significant difference at the alpha level of .05 between the students taught with training modules infused with argumentation and training modules without argumentation infused (Table 4-15). Based upon these finding, the researcher failed to reject the null hypothesis. This indicated that there was not a significant difference in development of argumentation skill between the treatment and the control group.

Table 4-14. Argumentation Posttest Score by Treatment ($n=37$)

Instrument	Treatment Group			
	Without		With Argumentation	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Posttest	5.74	1.66	5.35	2.09

Note: Without= training modules without argumentation infused; with argumentation=training modules infused with argumentation

Table 4-15. Univariate Analysis of Treatment Effect for Argumentation Skill

	<i>df</i>	<i>F</i>	<i>p</i>
Argumentation Posttest	2	2.66	.09

Hypotheses Related to Performance in an Agricultural Sales Practicum

H₀₃— There is no significant difference in performance in the agricultural sales practicum based upon the type of training module (argumentation infused vs. no argumentation infusion).

Performance in the agricultural sales practicum was measured by the performance score for two components of the practicum (individual sales call and team sales scenario) and the overall team score for the event (which included the individual sales call, the team sales scenario and the content knowledge posttest for all four members of the team). A pretest was not used as a covariate for this analysis, therefore a simple analysis of variance was used with scores obtained following the treatment. In the individual sales call, students who were taught using the training modules infused with argumentation had a mean score of 103.17 ($SD=37.11$) and those taught using the training modules without argumentation had a mean score of 108 ($SD=30.01$) (Table 4-16). The analysis of variance [$F(2,16),=.19, p=.67$] revealed there was not a statistically significant difference between the treatment groups (Table 4-17), indicating there was not a significant difference in performance between the treatment and control group in the individual sales call portion of the agricultural sales practicum.

In the team sales scenario, students who were taught using the training modules infused with argumentation had a mean score of 131.67 ($SD=9.81$) and those taught using the training modules without argumentation had a mean score of 117.74 ($SD=25.73$) (Table 4-16). The analysis of variance [$F(1,794),=4.63, p=.04$] revealed there was a statistically significant difference between the treatment groups (Table 4-17), indicating that students in the treatment group performed better than students in the control group in the team sales activity of the agricultural sales practicum.

The overall team score (which included the content knowledge posttest, the individual sales call, and the team sales activity for all four members of the team), students who were taught using the training modules infused with argumentation had a mean score of 774.00 ($SD=51.166$) and those taught using the training modules without argumentation had a mean score of 743.80 ($SD=160.582$) (Table 4-16). The analysis of variance [$F(2027),=.13, p=.73$] revealed there was not a statistically significant difference between the treatment groups (Table 4-17). Based on the findings of the individual sales call, the team sales scenario and the overall team score, the null hypothesis failed to be rejected, indicating that there was no significant difference in performance in the agricultural sales practicum based upon treatment group.

Table 4-16. Practicum Performance Scores by Treatment (n=37)

Practicum Event	Treatment Group			
	Without		With Argumentation	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Individual Sales Call	108	30.01	103.17	37.11
Team Sales Scenario	117.74	25.73	131.67	9.81
Content Knowledge Exam	55.32	10.53	49.61	6.72
Overall Team Score**	743.80	160.582	774.00	51.166

Note: Without= training modules without argumentation infused; with argumentation=training modules infused with argumentation

Table 4-17. Univariate Analysis of Treatment Effect for Argumentation Skill

Practicum Event	<i>df</i>	<i>F</i>	<i>p</i>
Individual Sales Call	1	.19	.67
Team Sales Scenario	1	4.63	.04
Overall Team Score	1	.13	.73

Summary

This chapter presented the findings of the study. The findings were tailored to the objectives and hypotheses that guided this research. The objectives were: (1) Describe

the ethnicity, gender, and year in school of agriculture secondary school students who participate in the agricultural sales practicum in Florida; (2) Ascertain the relationship between the use of training modules and the development of student argumentation skill, content knowledge achievement, and performance in an agricultural sales practicum; and (3) Examine the relationships among argumentation skill, content knowledge achievement, performance in an agricultural sales practicum, ethnicity, gender, and year in school of agriculture secondary school students who participate in the agricultural sales practicum.

The null hypotheses tested in this study were: (1) There is no significant difference in student content knowledge achievement based upon the type of training module (argumentation infused vs. no argumentation infusion); (2) There is no significant difference in student argumentation skill based upon the type of training module (argumentation infused vs. no argumentation infusion); and (3) There is no significant difference in performance in the agricultural sales practicum based upon the type of training module (argumentation infused vs. no argumentation infusion).

The findings presented in this chapter will be discussed in greater detail in the next chapter. Chapter 5 will provide conclusions, recommendations, and implications regarding the findings as presented. Chapter 5 will also provide a discussion of the overall findings of the study.

CHAPTER 5 SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to determine the effects of the type of training modules on argumentation skill development, student content knowledge achievement, and performance in an agricultural sales practicum across gender, year in school, and socio-economic status of secondary school agriculture students. The independent variable in this study was the type of training module used when preparing the agricultural sales team. The control group received agricultural sales training modules without argumentation infused while the treatment group received agricultural sales training modules with argumentation infused. The modules were used to prepare a team of four students. The dependent variables in the study were argumentation skill, content knowledge achievement, and performance in an agricultural sales practicum. Covariates were used to adjust treatment group means in an effort to compensate for previous knowledge in the subject of agricultural sales and previous development of argumentation skill. Covariate measures were the content knowledge pretest and the argumentation pretest.

Chapter 1 discussed the justification for measuring the effect of argumentation infused agricultural sales training modules in secondary school agriculture students. Additionally, Chapter 1 described the national trends in academic performance among U.S. students which illustrated the lack of adequate performance in academic areas. Furthermore the chapter illustrated the lack of employability skills possessed by secondary school students, thus leaving employers without suitable employees. Finally, the chapter examined the role of Career and Technical Education as a vehicle for helping students develop employability skills—more specifically FFA Career

Development Events (CDE) as an opportunity to build both content knowledge and skills in a specified area of agriculture.

Chapter 2 described the theoretical and conceptual frameworks that guided this study. Relevant research was presented that addressed relevant elements of this study. The review of literature focused on empirical research in the following areas: situated cognition, critical thinking, argumentation skill development, student content knowledge achievement, and student performance.

In Chapter 3, methods used to address the research questions were discussed. This chapter reported the research design, procedures, population and sample, instrumentation, data collection procedure, and data analysis technique.

Chapter 4 presented the findings obtained in this study. The results address the objectives and hypotheses of the study in determining the influence of the type of training module on the development of argumentation skill, content knowledge achievement, and student performance.

This chapter will present a summary and conclusions based on the findings, and provide recommendations for future research and practitioners. The following research objectives and question guided this study.

Objectives

1. Describe the ethnicity, gender, and year in school of agriculture secondary school students who participate in the agricultural sales practicum in Florida.
2. Ascertain the relationship between the use of training modules and the development of student argumentation skill, content knowledge achievement, and performance in an agricultural sales practicum.
3. Examine the relationships among argumentation skill, content knowledge achievement, performance in an agricultural sales practicum, ethnicity, gender, and year in school of agriculture secondary school students who participate in the agricultural sales practicum.

Research Question and Hypotheses

Research Question

Does argumentation skill development, content knowledge achievement, or performance in an agricultural sales practicum have a relationship with the ethnicity, gender, or year in school of a student?

Hypotheses

For the purpose of statistical analysis, the other research questions were posed as null hypotheses. All null hypotheses were tested at the .05 significance level.

- H₀₁— There is no significant difference in student content knowledge achievement based upon the type of training module (argumentation infused vs. no argumentation infusion).
- H₀₂— There is no significant difference in student argumentation skill based upon the type of training module (argumentation infused vs. no argumentation infusion).
- H₀₃— There is no significant difference in performance in the agricultural sales practicum based upon the type of training module (argumentation infused vs. no argumentation infusion).

Methods

This study utilized a quasi-experimental design. This design was used because subjects could not be randomly assigned to treatment groups because teachers self-registered for participation in the agricultural sales professional development workshop. Additionally, intact groups were used because students could not be randomly assigned to agriculture teachers. The study followed a nonequivalent control group design (Campbell & Stanley, 1963). The control group received agricultural sales training modules without an infusion of argumentation. The treatment group received agricultural sales training modules with argumentation infused.

The population of this study was Florida high school agriculture students. The accessible population was high school agriculture students of agriculture teachers who participated in the Agricultural Sales CDE professional development workshop in Florida. A convenience sample was selected according to the interest of the teacher for participation in the Agricultural Sales CDE. Since all teachers may not have an interest in this CDE, a simple random sample of teachers to participate in the study was not possible; therefore, convenience sampling was used. Randomization of intact groups for treatment (argumentation infused training modules) and control (training modules with no argumentation infusion) was used.

The researcher developed the training modules used to administer the treatment. Eight training modules for this study that aligned with coursework in the area of agricultural sales were developed. The content of the training modules was designed based upon the Agricultural Sales CDE. The researcher used content from the Selling Strategically course taught by Dr. Allen Wysocki at the University of Florida. This course was used as the basis for development of the Agricultural Sales CDE materials. The complete set of modules was developed, and then argumentation was infused within the set, which resulted in two different sets of training modules. Training modules that were infused with argumentation contained an extra component for four of the eight modules. In the argumentation-infused modules, the agriculture teachers were provided with supplemental information and questions to use with their students.

The training modules were evaluated for content validity by the state extension specialist in agricultural sales and determined to be appropriate for preparation for the CDE. The argumentation-infused training modules were evaluated for face and content

validity by an expert in argumentation and were determined to be an appropriate format to develop argumentation skill.

Instruments to collect data for the variable of content knowledge were developed by the state extension specialist in agricultural sales. Since the assessment was developed by the specialist, content validity was not a concern; however the assessment was validated by an educational expert. A post hoc reliability analysis was conducted in order to ensure the reliability of the content knowledge posttest. The content knowledge posttest yielded a Cronbach's alpha coefficient of .72.

As reported in Chapters 3 and 4, the argumentation skills instrument scoring rubric by Schen (2007) was utilized to assess student argumentation skill. The researcher scored each student response, assigning a score based on the quality of response in the categories of claim made, grounds used, warrants given, counterargument generated, and rebuttal offered. After completion of the researcher-scored response, an expert selected a random sample (pretest/posttest and control/treatment) for a double blind review to obtain inter-rater reliability. The inter-rater reliability for the argumentation skills instrument was a Pearson correlation coefficient of .979.

Data were analyzed using the SPSS ® version 20.0 for Windows™. Analysis of the first objective involved descriptive statistics and included frequencies, means and standard deviations. Objective two was examined using analysis of covariance (ANCOVA). Objective three was measured using correlations.

Summary of Findings

The findings of this study are summarized according to the objectives and hypotheses presented in previous chapters. This study's sample size was 37 agriculture

students in the state of Florida. To achieve the study's goals, nine teachers taught the agricultural sales training modules. Of those, five teachers taught the training modules without argumentation and four teachers taught the training modules with argumentation. A total of 19 students were taught using the training modules without argumentation and 18 students were taught using the training modules with argumentation infused.

Objective One

The first objective sought to describe the sample of the study. The majority (91.9%) of students involved in the study were white, non-Hispanic. The remaining 8.1% of the participants classified their ethnicity as other. The majority of students were male (56.8%). Of the participants, 35.1% were in the eleventh grade. The second largest grade level represented was the tenth grade (32.4%), followed by twelfth grade (21.6%) and finally ninth grade (10.8%).

Objective Two

The second objective sought to ascertain the relationship between the use of training modules on the development of student argumentation skill, content knowledge achievement, and performance in an agricultural sales practicum. Student content knowledge was determined by using pretest and posttest instruments, each with a maximum possible score of 100, developed by the state extension specialist in agricultural sales. The overall pretest mean was 35.97 ($SD = 10.77$). The control group (training modules without argumentation) reported a higher pretest mean, however differences were negligible.

Content knowledge achievement posttest means were established from the instrument developed by the state extension specialist. The maximum possible score

was 100. The overall mean for the content knowledge posttest was 52.54 ($SD = 9.23$). Students taught using the training modules without argumentation scored higher than those using the training modules with argumentation infused. However, the standard deviation for the control group (training modules without argumentation) was higher than the standard deviation for the treatment group.

Student argumentation skill was determined by using a researcher developed pretest and posttest. The maximum possible score on the instrument was 10. The overall mean score on the pretest argumentation instrument was 3.53 ($SD = 2.31$) and the overall posttest score was 5.59 ($SD = 1.85$). The students' argumentation skill ability was determined using Schen's (2007) scoring rubric to measure argumentation skill. The mean posttest argumentation score for the training modules without argumentation was 5.74 ($SD = 1.66$), which was higher than the participants receiving training modules with argumentation ($M = 5.44$, $SD = 2.06$).

Performance in an agricultural sales practicum was also used to measure content knowledge achievement and the development of argumentation skill. There were three components to the agricultural sales practicum: content knowledge posttest (reported previously), individual sales call and team sales scenario. The overall mean score for the individual sales call was 105.65 ($SD = 33.27$) out of 150 points possible. Students in the control group ($M = 108$, $SD = 30.01$) achieved a higher mean and smaller standard deviation than those in the treatment group ($M = 103.17$, $SD = 37.11$). The overall mean score for the team sales scenario was 124.51 ($SD = 20.65$) out of 150 points possible. Students in the treatment group ($M = 131.67$, $SD = 9.81$) achieved a higher mean score with a smaller standard deviation than those in the control group (M

= 117.74, $SD = 25.73$). The overall mean team scores for the entire practicum (content knowledge posttest, individual sales call, and team sales scenario of the whole team) was 757.22 ($SD=118.863$). Students in the treatment group earned a higher overall score in the agricultural sales practicum and had a smaller standard deviation.

Objective Three

This objective sought to examine the relationship between content knowledge achievement, argumentation skill, performance in the agricultural sales practicum, ethnicity, gender, and year in school of agriculture secondary school students. The content knowledge posttest scores were found to have a moderate relationship with the practicum individual sales call ($r = .41$) and a substantial relationship with the overall team score ($r = .53$). The argumentation posttest reported low correlations with gender ($r = .22$) and moderate correlations with the individual sales call performance score ($r = .32$). The team sales scenario performance was correlated with the other practicum related scores; there were low correlations with the individual sales call ($r = .27$) and substantial correlations with the overall team score ($r = .57$). The team sales scenario performance also reported moderate correlations with the treatment variable ($r = .34$). The individual sales call performance score had substantial correlations with the overall team score ($r = .59$), and moderate correlations with grade level ($r = .31$) and gender ($r = .30$). The overall team score had low correlations with grade level ($r = .19$). Grade level, gender, and ethnicity did not have any correlations with the other demographic variables.

Null Hypothesis One

The first null hypothesis for this study was that there is no significant difference in student content knowledge based on the type of training module (argumentation infused

vs. no argumentation infusion). Student content mean scores were analyzed between groups through analysis of covariance technique. Following the treatment, students who were taught using the training modules without argumentation infused reported a mean posttest score of 55.32 ($SD = 10.53$) and students taught through the training modules with argumentation infused reported a mean posttest score of 49.61 ($SD = 6.72$). The difference in posttest scores was found to be statistically significant $F(247) = 4.021$, $p = .023$. Based upon these findings, the null hypothesis of no difference in content knowledge achievement due to type of training method was rejected. Therefore students in the control group scored significantly higher than students in the treatment group in content knowledge achievement.

Null Hypothesis Two

Students' argumentation skill scores were calculated using Schen's (2007) rubric. Students taught using the training modules without argumentation infused reported a mean argumentation skill posttest score of 5.74 ($SD = 1.66$) and students taught using the training modules with argumentation infused reported a mean argumentation skill posttest score of 5.35 ($SD = 2.09$). The univariate analysis of covariance [$F(2) = 2.66$, $p = .09$] revealed there was not a statistically significant difference at the alpha level of .05 between the treatment groups. Based on these findings, the researcher failed to reject the null hypothesis. This indicated that there was not a significant difference in development of argumentation skill between the treatment and the control group.

Null Hypothesis Three

Students' performance in an agricultural sales practicum was determined through the students' performance in the two components of the practicum: individual sales call and team sales scenario and the overall team score for the practicum. For the individual

sales call, students who were taught using training modules without argumentation infused achieved a mean of 108 ($SD = 30.01$) and those students who were taught using training modules with argumentation reported a mean of 103.17 ($SD = 37.11$). The analysis of variance [$F(216), = 19, p = .67$] revealed there was not a statistically significant difference between the treatment groups, indicating there was not a significant difference in performance between the treatment and control group in the individual sales call portion of the agricultural sales practicum. In the second component of the practicum, the team sales scenario, the students who received the training modules without argumentation infusion reported a mean score of 117.74 ($SD = 25.73$) and those who were taught using training modules with argumentation infused reported a mean score of 131.67 ($SD = 9.81$). The analysis of variance [$F(1,794), = 4.63, p = .04$] revealed there was a statistically significant difference between the treatment groups, indicating that students in the treatment group performed better than students in the control group in the team sales activity of the agricultural sales practicum.

The overall team score (which included the content knowledge posttest, the individual sales call, and the team sales activity for all four members of the team), students who were taught using the training modules infused with argumentation had a mean score of 774.00 ($SD=51.166$) and those taught using the training modules without argumentation had a mean score of 743.80 ($SD=160.582$). The analysis of variance [$F(2027),=.13, p=.73$] revealed there was not a statistically significant difference between the treatment groups. Based on the findings of the individual sales call, the team sales scenario and the overall team score, the null hypothesis failed to be

rejected, indicating that there was no significant difference in performance in the agricultural sales practicum based upon treatment group.

Conclusions

The sample used in this study was not randomly drawn from the population due to the use of intact groups. With this limitation in mind and based on the findings of this study, the following conclusions were drawn:

1. The majority of participants in this study were White (91.9%), male (56.8%), and in the eleventh grade (35.1%).
2. The ethnicity and grade level was similar between the treatment and control group.
3. Whether taught using training modules without argumentation infused or training modules infused with argumentation, students showed gains in content knowledge.
4. Whether taught using training modules without argumentation infused or training modules infused with argumentation, students showed gains in argumentation skill score.
5. Student demographic variables had low to negligible relationships with content knowledge achievement and argumentation skill score.
6. Grade level and gender had moderate correlations with the individual sales call in the Agricultural Sales practicum.
7. Performance in the team sales scenario and the individual sales call had substantial correlations with overall team score.
8. Students taught using training modules without argumentation infused scored higher on the content knowledge assessment than students taught using training modules infused with argumentation.
9. Students taught using training modules without argumentation scored higher on the argumentation skill instrument than students taught using training modules infused with argumentation.
10. Students taught using training modules without argumentation infused scored higher on the individual sales call than those taught using training modules infused with argumentation.
11. Students taught using training modules infused with argumentation scored higher on the team sales scenario than those taught using training modules without argumentation infused.

Implications

Objective One: Describe the ethnicity, gender, and year in school of agriculture secondary school students who participate in the agricultural sales practicum in Florida

Conclusion: The majority of participants in this study were White (91.9%), male (56.8%), and in the eleventh grade (35.1%). It was expected that the majority of participants in this study would be White. Membership in the National FFA Organization (2012c) is 73% White. The findings of this study are supported by Croom, Moore, and Armbruster (2009) in that 92.2% of students participating in a national CDE in 2003 were White. The finding that most participants in this study were male was not surprising. The majority (56%) of members in the National FFA Organization (2012c) are male. However, these findings are contradictory to Croom et al. (2009) which indicated that females held a slight majority over males in national CDE participation. It was expected that a majority of participants would be upperclassmen. The majority of students were in eleventh or twelfth grade, however the grade level for participants in this study was fairly even across all grades.

Conclusion: The ethnicity and grade level was similar between the treatment and control group. The finding that the treatment group contained similar demographics allows for groups to be compared. Thoron (2010) found the treatment groups to be similar, allowing comparisons to be made between groups across demographic categories. Although ethnicity and grade level were found to be similar, there were differences in gender between treatment groups. Since intact groups were used, differences in demographic variables could not be controlled.

Objective Two: Ascertain the relationship between the use of training modules and the development of student argumentation skill, content knowledge achievement, and performance in an agricultural sales practicum.

Conclusion: When taught using training modules without argumentation infused or training modules infused with argumentation, students showed gains in content knowledge. The finding that both groups showed content knowledge gains indicates that the training modules without argumentation infused and the training modules infused with argumentation were effective for the development of content knowledge. The findings of this study are consistent with both Myers' (2004) and Thoron's (2010) studies that reported content knowledge gain scores following treatments.

Conclusion: When taught using training modules without argumentation infused or training modules infused with argumentation, students showed gains in argumentation skill score. The finding that both groups showed argumentation skill score gains indicates that training modules without argumentation infused and the training modules infused with argumentation were effective treatments for developing argumentation skill. Additionally, this finding indicates that it may not be necessary to specifically infuse argumentation into agricultural sales training in order to develop argumentation skill. These findings are contradictory to those of Zohar and Nemet (2002) and Thoron (2010) which found that when specifically teaching for the development of argumentation skill, the treatment group developed greater argumentation skill compared to the control group which was not taught specifically for the development of argumentation skill. However, research by Kuhn (1992) indicated that only 40% of individuals are able to develop appropriate arguments.

It is important to note that the length of time for which this study was conducted have resulted in lower argumentation skill gain scores. Other researchers who have conducted research concerning the development of argumentation skill have utilized a longer period of instruction than what was utilized in this study. Thoron (2010) conducted a study over a twelve week period, Kuhn and Udell (2003) also conducted a study over a period of twelve weeks, and Yerrick (2000) conducted a study over a twelve month period. In each of the aforementioned studies, researchers saw significant treatment effects that indicated the development of argumentation skill among students when specifically taught about this skill. Since this study was conducted over a period of six weeks, this could be the cause of minimal treatment effects.

Objective Three: Examine the relationships among argumentation skill, content knowledge achievement, performance in an agricultural sales practicum, ethnicity, gender, and year in school of agriculture secondary school students who participate in the agricultural sales practicum.

Conclusion: Student demographic variables reported low to negligible relationships with content knowledge achievement and argumentation skill score.

The finding that demographic variables reported low or negligible relationships on the effect of content knowledge and argumentation assessments is reassuring. The findings of this study are contradictory to that of Tate (1997) which indicated that White and Asian students were performing at higher levels than Black and Hispanic students in mathematics achievement. Tate also found that males outperformed females in mathematics assessments, particularly with more advanced mathematics topics. Furthermore, Greenfield (1996) found that ethnicity affected student science performance, in that White and Japanese students outperformed Hawaiian and Filipino students. However, Greenfield did find that gender differences did not seem to affect

science performance in the magnitude that ethnicity did. Although variation of ethnicity in this study was minimal, there was variation among other demographic variables. Little variation of achievement scores between demographic variables suggests that the training modules developed do not present barriers for the development of content knowledge and argumentation skill based upon demographic variables.

Conclusion: Grade level and gender reported moderate correlations with the individual sales call in the Agricultural Sales practicum. The finding that gender was moderately correlated with the individual sales call is intriguing. Alfred et al. (2006) indicated that self-efficacy can be developed as a result of participation in Career and Technical Student Organizations. Furthermore the authors indicated that greater self-efficacy is a result of greater effort and persistence. Pajares (2002) stated that gender differences in self-efficacy are often reported. Girls tend to display more goal-setting strategies and self-monitor more frequently than boys (Pajares, 2002). In this study, the correlation between gender and the individual sales call was indicative of the higher performance of females than males in this event. The research by Pajares (2002) and Alfred et al. (2006) is supportive of the findings of this study concerning gender.

The finding that grade level had moderate correlations with the individual sales call is consistent with other research. Research by Bandura (1993) indicated that an individual's self-efficacy is influenced by the acquisition of skills. Theoretically, older students should have acquired more skills simply because of having more educational experiences. Furthermore, in the national CDE participant study conducted by Croom et al. (2009) nearly half of the students held the Chapter FFA Degree. In order to hold this degree, a student would have been in eleventh or twelfth grade. This indicates that

nearly half of the participants in a national CDE were upperclassman, supporting the findings in this study that older students performed better in the individual sales call portion of the agricultural sales practicum.

Conclusion: Performance in the team sales scenario and the individual sales call had substantial correlations with overall team score. The finding that the scores in the team sales scenario and the individual sales call were highly correlated with the overall practicum score (content knowledge exam, individual sales call, and corresponding team score) is not surprising. The score of the team sales scenario and the individual sales call are compiled to develop the overall score. Thus, if an individual performs well on either event, it will positively affect the overall score, and vice versa.

Hypothesis One: There is no significant difference in student content knowledge achievement based upon the type of training module.

Conclusion: Students taught using training modules without argumentation infused scored higher on the content knowledge assessment than students taught using training modules infused with argumentation. The findings of this study indicate that the intentional infusion of argumentation into the training modules did not lead to higher content knowledge scores. These findings are supported by the work of Flowers and Osborne (1988) which indicated that the use of two different teaching methods did not lead to a difference in student achievement. However, results from studies by Boone (1990), Burris (2005), and Thoron (2010) all indicated that the use of two teaching methods resulted in significantly higher achievement scores for the treatment group.

Although the treatment did not result in a greater increase in content knowledge, there was a content knowledge achievement increase across all participants. This

increase answers the call by employers to develop a more knowledgeable workforce. Employers have cited that high school graduates are deficient in workforce preparation, specifically a deficiency in content knowledge (Casner-Lotto, 2006). This knowledge gain in agricultural sales not only helps answer a call set forth by employers but also meets the needs identified by Radhakrishna and Bruening (1994) for students seeking jobs in agricultural business and sales.

Hypothesis Two: There is no significant difference in student argumentation skill based upon the type of training module.

Conclusion: Students taught using training modules without argumentation scored higher on the argumentation skill instrument than students taught using training modules infused with argumentation. The findings of this study indicate that specifically teaching argumentation within the context of agricultural sales was not necessary for the development of argumentation skill. Since there were gain scores for both groups, it is evident that argumentation skill does not need to be infused into instruction, but that it is naturally developed through instruction in agricultural sales. However, the lack of significance from the intentional teaching of argumentation is contradictory to the findings of Zohar and Nemet (2002) and Thoron (2010). Zohar and Nemet developed two variations of a genetic revolution unit for ninth grade students, one of which was specifically designed to teach higher order thinking skills and scientific argumentation. Those that received the unit intended to teach argumentation developed more justifications and more complex arguments than those who did not have the specifically designed curriculum. In the case of Thoron, the subject matter approach and inquiry-based instruction were used to teach secondary school agriculture students. Results indicated that those students who received inquiry-based instruction had higher

argumentation skill scores than those that received the subject matter approach. Inquiry-based instruction is credited with leading learners to thinking critically about a problem (Thoron, 2010). It is important to note a teacher may naturally teach in a manner that develops argumentation skill. Even though teachers were provided with professional development and modules for teaching the material, the way a teacher naturally teaches cannot be controlled. Lack of difference between the treatment and control groups could be a result of a teacher's specific teaching style.

Although the treatment was not effective in significantly increasing argumentation scores for the treatment group, there was an increase in argumentation skill score for all participants. This increase helps address the current U.S. workforce needs. Aside from a deficiency in content knowledge, employers have cited deficiencies in critical thinking and problem solving. The development of both argumentation skill and content knowledge helps develop the type of worker highlighted by Roe (2001)—the gold-collar worker who is both knowledgeable in a specified area but also has certain applied skills, such as argumentation skill, critical thinking, and teamwork abilities. Regardless of statistical significance, students are better prepared to enter the workforce based on skills developed from this practicum.

Hypothesis Three: There is no significant difference in performance in the agricultural sales practicum based upon type of training module.

Conclusion: Students taught using training modules without argumentation infused scored higher on the individual sales call than those taught using training modules infused with argumentation. Although students in the control group did have higher individual sales call scores than those in the treatment group, the difference was not statistically significant. However, the difference in score could be due to the

differences in gender. Although grade level and ethnicity were similar between treatment groups, there were more females in the control group. Based on research by Pajares (2002) that was previously mentioned, females tend to display more self-regulatory behaviors which lead to greater self-efficacy. Females may have exerted greater effort and persistence during the preparation for the event, resulting in higher performance scores.

Conclusion: Students taught using training modules infused with argumentation scored higher on the team sales scenario than those taught using training modules without argumentation infused. The finding that students taught using the training modules infused with argumentation outperformed the students taught using the training modules without argumentation infused was not a surprise. In fact, this was the outcome expected for all the hypotheses. Argumentation is the use of evidence to support or refute a conclusion (Osborne et al., 2004). Specifically teaching for the development of argumentation has resulted in greater argumentation skill ability and increased content knowledge (Thoron, 2010; Zohar & Nemet, 2002). The findings of these researchers support the findings of this study. It is interesting to note that specifically teaching for argumentation skill presented a significant difference in favor of the treatment in the team sales scenario of the agricultural sales practicum, but did not present a difference in favor of the treatment in the individual sales call in the agricultural sales practicum.

Furthermore, the development of argumentation skill through the use of training modules with argumentation supports the incorporation of argumentation skill into the Common Core State Standards (National Governors Association Center for Best

Practices, Council of Chief State School Officers, 2010). Many studies cite students' lack of ability to develop well-structured arguments (Cho & Jonassen, 2002; National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010; OCED, 2007). Moreover, employers have been seeking to hire employees with this type of skill, however, have been reluctant to find qualified applicants (Casner-Lotto, 2006). Thus, the development of argumentation skill highlighted in this study answers the call by many employers to prepare high school graduates for employment. The findings of this study support the work of Career and Technical Education programs which is to provide a context for students to learn transferable career skills. Finally, these findings support the mission of agricultural education which is to "prepare students for successful careers in the global agriculture, food, fiber, and natural resources systems" (National FFA Organization, 2012a, para. 1).

Discussion

This study presents findings which indicated that agricultural sales training modules are effective in developing content knowledge and argumentation skill among secondary agriculture students. However, this study also indicated that the treatment of infusing argumentation into the agricultural sales training modules was not effective in seeing additional gains in content knowledge and argumentation skill. In Thoron's (2010) study where the subject matter approach and inquiry-based instruction were compared based on students' development of content knowledge, argumentation skill, and scientific reasoning, treatment effects were present. In other studies (Flowers and Osborne, 1988; Myers, 2004) results based upon the use of two different teaching methods indicated mixed results. However, the parameters of this study were much different than the previously mentioned, thus the study yielded different results. This

section will address those differences and how it affected the outcomes of the study. Additionally, this section will discuss future directions for agriculture education in terms of Career Development Event participation.

As indicated previously, the parameters of this study were different than many teaching methodology studies. First, this study was not linked directly to a specific agriculture course. Teachers who elected to participate in this study prepared students for the practicum after school hours. Additionally, student participation in the study was voluntary. Since participation was voluntary and this was not a state-sponsored event, a student may not have felt it necessary to perform at the level in which they would for the official state CDE. In other studies, a student's performance had a direct effect on the student's grade, however, that was not the case in this study—there was no grade incentive/punishment for participation. This could also be a factor that affected a student's motivation to participation. In contrast, participation in this practicum allowed students' an opportunity to learn, practice, and compete in this CDE area without bearing on their performance. The ability to have a trial run could have motivated students to perform well for future CDE opportunities. Finally, the last component of the study which was unlike others was the length of time. The study was conducted over a six week period of time. Other studies that have seen significant treatment effects, such as Thoron (2010), conducted the study over a period of twelve weeks. Additionally, Thoron indicated that if the study was concluded at four weeks, there would have been no treatment effects, and after eight weeks, results would be mixed. Thus, the shorter time period is dissimilar to other studies, and it is a shorter period to seek treatment effects. However, after discussion with agriculture teachers, six weeks was determined

as an adequate amount of time to prepare a CDE team. Choosing a longer period of preparation time would not have been representative of the time that instructors typically spend in preparing CDE teams. Regardless of differences with other studies, in the short six week period, there was still an increase in the content knowledge and argumentation skill of students. If the study was conducted for a longer period of time, there may have been larger gains in content knowledge and argumentation skill.

The results of this study indicated an overall increase in student content knowledge and argumentation skill regardless of treatment. This suggests that argumentation does not need to be infused into agricultural sales training modules in order to see growth in content knowledge and argumentation skill. Although this was not an expected outcome, this outcome will be beneficial for both agriculture teachers and students. Since it is not necessary for agriculture teachers to infuse argumentation in agricultural sales for students to learn, the teacher can save planning time by not preparing to specifically teach argumentation. Furthermore, students have the opportunity to develop a valuable skill without specific instruction as to how to construct arguments. However, it is important to note that although gains in argumentation skill were seen, scores were still somewhat low. This could be indicative of the length of time in which this study was conducted. As indicated previously, other researchers (Kuhn & Udell, 2003; Thoron 2010; Yerrick, 2000) investigating argumentation skill over a longer period of time and found significant increases in argumentation skill. Based on the findings of other researchers and the results of this study, the length of time in which this study was conducted may not have been long enough to see significant increases in argumentation skill.

One major factor that may have affected the outcome of this study was teacher retention. As discussed in chapter four, there were originally 25 agriculture teachers that elected to participate in the study, however a series of events made it difficult to participate. First, the date for the practicum was scheduled for the first Friday in October. After all teachers agreed on this date, the state FFA association moved the date of an area leadership conference to the first Friday in October. Since many teachers that elected to participate in this study would be attending this conference with their students, it then became necessary to move the date of the practicum. After much deliberation, the second Friday of October was selected. It became apparent that this date was not going to work for each teacher, therefore there would be some teachers who would not be able to complete the study. Next, a university sponsored professional development event was previously scheduled to be on the second Friday in October, however, we chose not to move the date again because this was the date that was most accommodating for all teachers. Therefore, there were other teachers who were not able to participate in the practicum due to previous commitment to the university-sponsored professional development. Finally, there were other miscellaneous issues that arose which prevented teachers from participating: the practicum was scheduled during homecoming week, teacher/co-teacher left for maternity leave, and county fairs. In addition, there were some instructors who were unable to participate due to other school commitments, and this study was a low priority. Aside from many scheduling conflicts, the researcher could have had more regular communication with the participants. Since the teachers participated in this study voluntarily, the researcher did not want to be overbearing, but rather show appreciation for participation. Contact was

maintained with each teacher, and weekly emails were sent, however, contact should have been more individualized and a response should have been elicited to gauge the teachers' level of motivation for continued participation.

This particular Career Development Event was selected for use in this study for a number of reasons, mainly the potential for the development of argumentation and the potential for the development of various career skills from participation. However, further information indicated that there was discussion by the state FFA association to remove this CDE from the list of state sponsored CDEs, making this an event that was no longer available for students. This suggestion was made based upon the level of participation over the past five years. In this time frame, there was an average of ten teams competing in the CDE each year. The participation in the agricultural sales practicum was similar to that seen at the state CDE each year. However, those who participated in the practicum were mainly teachers who had never participated in the CDE previously. Therefore, participation is expected to increase at the state CDE this year, after the completion of this study. Additionally, the development of these training materials will provide agriculture teachers with guidelines for preparing an agricultural sales team.

The development of these training modules and students' participation in this practicum will aid in developing high school graduates who are prepared to enter the workforce. Much discussion has highlighted the lack of employability skills possessed by students, sometimes faulting public education for students' lack of preparation. The results of this study highlighted the development of knowledge, critical thinking skills, argumentation skill, and potentially other higher order thinking skills which will allow students to be successful in the workplace. Additionally, the components of this

practicum challenge students to develop effective communication and teamwork skills. Some (Bancino & Zevalkink, 2007; Dailey, Conroy, & Shelley-Tolbert, 2001) have suggested that Career and Technical Education and even specifically agricultural education be the vehicle for helping students develop employability skills. This study has illustrated the work of Career and Technical Education in preparing students for successful careers in the respective industries.

Recommendations for Practitioners

Based on the findings of this study, the following recommendations were made for practitioners in secondary school agriculture education:

1. Agriculture teachers should consider participation in Career Development Events that not only prepare students for a specific career but also develop other transferable skills.
2. Based on the findings of this study, argumentation would not need to be purposefully infused into preparation materials for agricultural sales. However, argumentation can be discussed as a method for approaching the components of the agricultural sales CDE.
3. Although further research would be necessary, instructors can include instruction on argumentation with other Career Development Events in an effort to promote the development of higher order thinking skills.
4. Based on the findings of this study, agriculture teachers should spend at least six weeks (21-24 hours) preparing a CDE team.

Recommendations for State FFA Staff/State CDE Coordinators

Based on the findings of this study, the following recommendations were made for state FFA staff and/or state CDE coordinators:

1. Training modules should be developed for CDEs in an effort to help agriculture teachers effectively prepare students for a CDE and to standardize participation in the CDE.
2. State Staff and/or CDE Coordinators should work with agriculture teachers in order to determine the CDEs in which training modules should be developed.

Recommendations for Further Research

While this study provides conclusions regarding its objectives and hypotheses, the study also developed recommendations for further research, including:

1. More experimental studies are needed in the area of Career Development Event preparation in order to prove the types of skills students are development from participation in these events.
2. Replication of this study using another group of teachers is needed to support the results found in this study (due to the low number of participants).
3. The timeframe in which this study was conducted should to be evaluated in future studies to confirm that six weeks is long enough to effectively deliver the treatment.
4. Future investigators should develop a timeline for communication with teachers before beginning the study and share this timeline with participants in order to effectively provide support for teachers participating in the study.
5. This study examined the effect of the teaching methods on content knowledge achievement and argumentation skill directly following instruction. This study should be replicated to investigate the effects of these treatments on long-term retention of content knowledge achievement and argumentation skill.
6. This study did not assess student attitude toward the training modules used in this study. Further research should be conducted to determine student attitudes toward these training modules.
7. Although the researcher gathered information from teachers about their participation in this study through discussion, there was no formal method of gathering teacher perceptions after participation in the study. Further research should be conducted to determine teachers' perceptions of participation in the study. Additionally, future studies should evaluate teachers' perceptions following the conclusion of the study.

Summary

This chapter presented a summary of the objectives and hypotheses that guided this study. This chapter also provided conclusions based on the findings and provided recommendations for agriculture teachers, state FFA staff/CDE coordinators and future research. This study presented the findings tailored to the objectives and hypotheses that guided this research. The objectives were: (1) describe the ethnicity, gender, and year in school of agriculture secondary school students who participate in the

agricultural sales practicum in Florida; (2) ascertain the relationship between the use of training modules and the development of student argumentation skill, content knowledge achievement, and performance in an agricultural sales practicum; and (3) examine the relationships among argumentation skill, content knowledge achievement, performance in an agricultural sales practicum, ethnicity, gender, and year in school of agriculture secondary school students who participate in the agricultural sales practicum. The null hypotheses tested in this study were: (1) there is no significant difference in student content knowledge achievement based upon the type of training module (argumentation infused vs. no argumentation infusion); (2) there is no significant difference in student argumentation skill based upon the type of training module (argumentation infused vs. no argumentation infusion); and (3) there is no significant difference in performance in the agricultural sales practicum based upon the type of training module (argumentation infused vs. no argumentation infusion).

The findings of this study indicated that it was not necessary to infuse argumentation into agricultural sales training modules in order to see growth in content knowledge and argumentation skill. The findings of this study also indicated that the infusion of argumentation into the training modules may not be necessary when preparing students for the components of the CDE. This chapter then presented recommendations for agriculture teachers, state FFA staff/CDE coordinators and future research.

APPENDIX A
ARGUMENTATION INFUSION

MODULE 1-ARGUMENTATION SUPPLEMENT

One piece of selling that is essential is recognizing the alternative products to what you are selling (we will call your product, Product A). As a salesperson, there is probably another company that sells a similar product that will certainly have features and benefits to purchasing (this will be called product B). As a salesperson, you need to be able to understand the benefits of Product B so that you know why the customer is currently purchasing it. Knowing the features and benefits of Product B will help you understand what features and benefits to share about Product A, and make the case for purchasing Product A.

However, knowing about Product B doesn't mean that you talk poorly about the product. It means that you acknowledge the positive aspects of Product B, but show how product A is still better.

For example: You are selling peppers. You represent a company (Company Q) that sells peppers that are only grown in the state of Florida. Therefore, you have a locally grown product that is always fresh. However, you can only sell your product 6 months out of the year. Your competitor, Company G, sells peppers year round. Their peppers are grown in Central and South America. You are attempting to sell your peppers to Publix. What could you say that would entice them to purchase your product?

The buyer at Publix may bring up the fact that they cannot purchase your peppers year-round, like they do with their current supplier.

“Yes, I understand that Company G can sell peppers year-round. I know that uniformity of product is very important to you, and Company G can provide that for you. That is a really great benefit they offer. However, I think that purchasing this Florida grown pepper will provide you with a product that is high quality. Because they are locally grown, they are on the plant longer, and are much fresher when they arrive at your distribution center. Granted, they cannot be purchased year-round like Company G, but I do think they are a quality product that you will be very satisfied with.”

As illustrated in that example, the salesperson recognized the benefits of purchasing from Company G, but then highlighted the reasons why purchasing from Company Q would be the best choice.

DIRECTIONS: As you prepare to sell the product that has been determined for this CDE, you will need to consider other companies that sell this same product. What are the features of the company? Why would someone purchase from them? Do they pride themselves on the highest quality product, are they the cheapest, do they fill order in 24 hours? When preparing to sell your product at the CDE, these are questions that you should consider.

As you work on preparing for this product today, you should research other companies that sell similar product, find out the features/benefits of those products and the company. You need to find at least one company. Then you should make a comparison between the two/three/etc. for your own use. Know what it is about the product that makes people want to buy it. This will be information you can use in your sales presentation (just like what was said in the example).

MODULE 4-ARGUMENTATION SUPPLEMENT

This is to be used with Module 4 after the students have completed each of the objection handling strategies. Once you have completed Module 4 use the following information and questions to lead a discussion about the scenario presented in the module. Have students think critically about what they were trying to sell to the customer. Example answers are provided—however these are just for the instructor to use as a reference. Do not reveal the answers to the students.

In the scenario, Mr. Burgess did not want to use multiple control measures because he was concerned that it would take more work than the chemical method he currently used.

- **What are the benefits of keeping this same method?**
 - *Mr. Burgess will not have to learn any new methods/procedures and he won't have to purchase new equipment*
 - *He can continue to do what he has always done and not change his method of operating, or time schedule in which he administers treatments—he won't have to break his routine*
- **Why does it matter that it takes more work?**
 - *To Mr. Burgess, more work might mean more time—therefore he would have to spend more time doing this, and less time on other tasks. This could affect his normal production schedule and he may not be able to accomplish these tasks in a reasonable amount of time. He might have to hire additional help, or he might have to forgo some of his current responsibilities.*

The salesperson was trying to explain the importance of multiple control methods.

- **Why is using this method a good idea?**
 - *As stated in the scenario, using multiple control methods is helpful in attacking all stages of the life cycle. This could mean greatly reducing the Small Hive Beetle population in a hive. A vast reduction in the population might mean that he has to visit the hive less often because the pest population is under control.*
- **What benefits will Mr. Burgess receive if he uses multiple control methods?**
 - *He will see a vast reduction in the pest population*
 - *Eventually, he will not have to visit the hive as often (as he does with the chemical control method) because the pest population will be under control.*
 - *Overall, his bees will be healthier because there will be less pests in the hives. Therefore his honey bees will produce more honey.*

Now thinking on the opposite end, what are the negative factors associated with each method?

- **Chemical control only?**

- *Does not control all the stages of the life cycle-therefore you have less of a chance of actually controlling the population*
- *Requires frequent visits for pesticide application*
- *Could have adverse effects on the bees*
- **Multiple control methods?**
 - *A larger time commitment in the beginning*
 - *Greater investment in equipment because multiple measures are being used*
 - *Will have to learn how to appropriately administer the new treatments—time and money invested into training*

Although you have already completed the objection handling scenario, think about some ways you could have validated his current method.

- **What would you say?**
- **How would you have compared the two methods without insulting his current operating procedures?**
- **Is there anything you would have done differently to handle the objection now that you have considered the benefits of both methods? If yes, what would you have said?**
- **If you were in this position, what decision would you make? Keep the same method or adopt the multiple control measures? Why?**

MODULE 7- ARGUMENTATION SUPPLEMENT

This is to be used with Module 7, after each student has completed the sales call with Pilgrim's Pride. Once the components of Module 7 have been completed, use the following information and questions to lead students through a discussion about the scenario presented in this module. Example answers are provided—however these are just for the instructor to use as a reference. Do not reveal the answers to the students.

In the scenario, Dr. von der Heyde was looking to purchase feed that was similar to the feed they already produce in their mills. He was considering purchasing FRM feed.

- **What are the benefits of using FRM feed?**
 - *Deliver every week to the area that Pilgrim's Pride operates within*
 - *Have product for multiple ages/stages of chicken development*
 - *Ingredients in the feed are very similar to the feed being produced in the plant*
- **What are other companies that could have been selected?**
 - *Student could population a lot of answers—examples below:*
 - *Nutrena*
 - *Purina*
 - *Feed mill in the area of the operation*
 - *Pilgrim's Pride could choose to bag their feed and deliver to central location which would then be distributed to farmers.*
- **What could be some general benefits from purchasing feed from these other companies?**
 - *Price*
 - *Ingredients/Nutritional value*
 - *Larger brand name, more reputable?*
 - *Availability—distribution location could be closer*
 - *Delivery schedule—could deliver more than once a week*
- **What is the one argument you would make that purchasing FRM is a better choice?**
- **If you were making the decision, what would you choose to do? Why?**

MODULE 8- ARGUMENTATION SUPPLEMENT

This is to be used with Module 8 after the students have completed the **first team sales situation**. Once you have completed the scenario about Hill's Pet Nutrition, use the following information and questions to lead a discussion about the scenario presented in this module. Have students think critically about the company they were representing and the competing companies. Example answers are provided—however these are just for the instructor to use as a reference. Do not reveal the answers to the students.

In the scenario, the student was representing Hill's Pet Nutrition, selling Science Diet canine and feline pet food. They were selling to three different customers (*Suburban Animal Hospital, Petsmart, and Jean's Grooming and Pet Supplies*).

- **What are the benefits of purchasing Science Diet for sale in their business?**
 - *High quality product with high quality ingredients*
 - *Because the product is high quality, it is better for the digestive health of the animal*
 - *Fairly well-known brand*
 - *The company conducts a lot of research to ensure they are always selling the best product—thus you know you are always going to get a quality product because of their dedication to research*
 - *More veterinarians recommend and feed their own pets Science Diet than any other pet food brand*
 - *Many options (bag size, pellet size, medicated, etc.)*
- **What are the reasons that customers may be apprehensive about purchasing Science Diet?**
 - *Price—expensive relative to other products*
- **What other companies could these customers have considered doing business with?**
 - *Purina*
 - *Iams*
 - *Pedigree*
 - *Wiskas*
 - *Etc.*
- **What would the benefits of these companies be?**
 - *Very well-known brands because they are sold in retail stores and frequently advertise*
 - *Price—much cheaper than Science Diet*
- **What would be reasons why the three specific customers might not want to sell Purina, Iams, etc.?**
 - *Not as nutritionally sound as Science Diet*
 - *Not as highly recommended/researched*
 - *Other brands can be bought anywhere, therefore they would have more competition to sell the products (argument mainly for animal clinic and small pet store)*

- **If one of the customers objected to Science Diet because of the price, what would you say? (Want the student to actually provide dialogue, below are examples of reasons)**
 - *List the nutritional benefits of the product relative to the other brands provided*
 - *Illustrate how highly veterinarians highly recommend Science Diet*
 - *Hill's dedication to research*
- **If you were in the position to sell Science Diet or another product, which product would you choose? Why?**

APPENDIX B
AGRICULTURAL SALES TRAINING MODULES

Estimated Time Module: 20 minutes Product Prep: 1 hr, 40

MODULE 1: INTRODUCTION TO THE AGRICULTURE SALES CDE



Before beginning this module it is important that you do 2 things:

- 1. Have each student complete the IRB form, and obtain a parent signature (if under 18)**
- 2. Administer the two pretests that were mailed to you.**

The purpose of this module is to provide a general overview of the Agriculture Sales CDE. We will review the components of the CDE and the set-up. However, if you have never competed in the CDE, it is recommend that you review the rules in the Florida FFA CDE Handbook, which are provided in the appendix.

In order to participate in this CDE, students must be in grades 9, 10, 11, or 12. This is a team event, with four members per team. The CDE is broken up into three components: 1) written exam, 2) individual sales call, and 3) team sales situation.

Prior to the CDE, the CDE coordinator will release information about the product that will be utilized in the CDE. The information will be appropriate company information and a price list. This product information will be used for both the team sales scenario and the individual sales call.

Written Exam

The written exam is designed to test the participant's knowledge of sales. It is based upon the list of references provided in the event rules (in Florida FFA CDE Handbook). Much of the exam knowledge is drawn from resources Dr. Allen Wysocki, University of Florida, has provided on the FFA Sales website. **Since we are asking you to use these training materials to prepare your team, please do not use those resources for this study.**

The exam will be no more than 30 questions, and the student will have 45 minutes to complete the exam. The exam can consist of multiple choice, fill in the blank, short answer, and essay questions. Each question will have a point value assigned to it, for a total of 100 points per student, 400 points per team.

Team Sales Scenario

In the team sales scenario, the team will be expected to develop a strategy to sell the products (which are provided prior to the CDE) in a face-to-face sales call. Team members should work together to demonstrate teamwork, problem solving, data analysis, and communication.

Each team member is allowed to bring a one inch binder containing information about the product (that was provided prior to the CDE) that they will be selling. When the team arrives for the team scenario, they will be expected to develop a strategy to sell the product to several different customers. However, the judges are acting as the immediate supervisors for the sales team. Thus, the presentation should be a strategy for selling to the different customers. The sales team IS NOT trying to sell the product to the judges. The team members will be provided with the customer profiles when they arrive for the team event.

The team will have 20 minutes to analyze the information and develop their presentation. They will then have 10 minutes to present their presentation, followed by 10 minutes for questions. All portions of the 40 minutes will be scored (preparation, presentation, and questions).

This event is worth 150 points.

Individual Sales Call

The students will use the information about the product (provided prior to the CDE) to conduct this component of the CDE. The individual sales call will take place after the team event, and will be based upon one of the customers presented in the team sales scenario. In this event, the student WILL BE selling directly to the judge, as this judge is one of the customers identified previously. The student should attempt to make a sale, but the judge may not purchase the product (just as in a real sales call). Students will have 20 minutes to interact with the judges. They may use their one inch binder if they desire.

This event is worth 150 points per student, for a total of 600 points per team.

These are the basics of how the Agriculture Sales CDE is conducted. Attached are the scoring rubrics for the individual sales call and the team sales scenario (which are also found within the modules).

Additional Information

As noted above, each team member is allowed to bring a one inch binder with information. This binder may contain a variety of information. There is nothing that is specifically suggested, however below are some ideas about what has been used in previous years.

- Price list provided by the CDE coordinator
- Order forms (can be a modified version of the price sheet)
- Business cards
- Brochures
- Testimonials
- Flyers
- Product information
- Additional company information
- Etc.

Really, the binder should contain information that will be helpful for both the team and individual activity. Since the student will attempt to make a sale in the individual activity, it would be beneficial if the student brought things with them that would aid in making the sale, and taking the order.

However, it is important to note that laptops, flipcharts, etc. cannot be used in the team sales presentation. Furthermore, they may not be appropriate for the individual sales call.

Product Preparation

As has been noted above, you will learn about the company/product prior to arriving at the CDE. For the purposes of this study, you will receive the product information about **five weeks** prior to the mock CDE.

With that being said, it is important that you spend time preparing to sell that product, in addition to completing the modules. Therefore, you should allot 30 minutes each practice to prepare for the product(s) that will be sold. This will be denoted at the top of each module, and will be 30 minutes per session, unless otherwise specified.

This time should be used to learn about the company and product(s) that will be sold. As you work through the modules, it becomes apparent that knowledge of the product is very important in order to sell effectively. Therefore, time should be spent familiarizing the students with the product(s). Additionally, this time should be spent preparing any materials that will be used during the CDE. This includes, **but is not limited to**, the items listed above that can be taken in as part of the one-inch binder.

Since this first module is mainly to review the CDE, once you finish reviewing the general information about the CDE (contained in this module), you should spend the remainder of the time reviewing the information about the company/product(s) that will be sold at the CDE. Use this time to begin learning the products and the company. Remember, knowledge about the product(s)/company is very important.

Also, you should consider potential customers when preparing for the CDE. Since you will be representing a specific company, it is important to know who your potential customers are so that you can prepare more effectively for the team sales scenario and

individual sales call. Think logically about the company you are representing and who the potential customers could be. Identifying potential customers will pay dividends for the students at the CDE.

Agricultural Sales CDE

Purpose

The purpose of the Agricultural Sales Career Development Event is to evaluate skills that are essential for an individual to be successful in the agricultural sales field. The process of selling agricultural products is essential for production and marketing of agricultural products.

Eligibility

The participant must be an active member of a chartered Florida FFA Chapter and enrolled in grades 9, 10, 11, or 12. Each Junior and Senior chapter may enter one team of four individuals. The event will be a team event consisting of four students. All four students' scores count toward the team total. A team may compete with less than four members.

Event Procedures

The event will be composed of three parts. Individual scores will be comprised of the written exam and individual sales activity. The team score will be comprised of the team activity and all individual scores.

The product(s) utilized in the event and activity examples will be announced by the CDE coordinator prior to the event. Provided product information may include appropriate company information and price list.

Event Format

Individual Written Exam - 100 points (400 points total)

The written exam is designed to evaluate an individual's knowledge of sales skills. The listed resources will be used as a basic resource but the questions will be generated based on basic sales concepts. The test will not exceed thirty (30) questions and forty-five (45) minutes. The questions will consist of multiple choice, fill in the blank, short answer and essay format. Point values will be assigned to each question based on the skill level of the question.

Team Activity - 150 points

Each participant will be allowed to bring a one-inch binder to the team activity containing the provided product

information and any other information gathered by the participant.

Team members will work together to demonstrate teamwork, group dynamics, problem solving, data analysis, decision making and oral communications.

The following information will be provided to the team at the event as if they were a group of salespeople working together to develop the pre-call planning prior to conducting a sales call.

1. Product information (before event)
2. Profiles of different customers

The team will be provided with paper and writing utensils. No presentation equipment such as laptops, flipcharts or dry erase boards will be allowed.

The team will then develop the strategy (for the product(s) provided prior to the event) necessary to sell the product(s) in a face-to-face sales call. This strategy should include but not be limited to:

- Determining potential customer needs and wants.
- Identify features and benefits of the product(s) that address the customer's needs and wants.
- Identify potential customer objections and prepare to address them.
- Identify possible related/complimentary products and their suggestive selling strategies.
- Develop information gathering questions to be utilized in clarifying the customer's needs and wants.

Teamwork and involvement of team members will be judged during this event. Students are expected to justify their decisions based on selling principles.

The team will be given twenty (20) minutes to analyze the information given and develop a presentation to provide the information listed above. During this twenty (20) minute period, the team will be judged using the team activity scorecard found in this chapter.

At the conclusion of the twenty (20) minutes, the team will present to the judges who are acting as the team's immediate supervisors. The presentation will be no longer than ten (10) minutes. At the conclusion of the presentation, the judges will have ten (10) minutes to ask

questions of all team members. The questions will be taken from all aspects of the team event.

Individual Sales Activity - 150 points

Information and product(s) from team activity will be used in the individual sales activity. (Individual activity will be conducted after the team activity.) Participants will directly sell the product(s) to judge(s). The judge(s) will fit one of the customer profiles identified in the team pre-call planning activity. The judge(s) will act as a real customer which may include not buying the product. Participants will have to establish rapport with the customer and ask probing questions to ensure they meet the customer's needs.

Participants will have twenty (20) minutes to interact with the judge(s). Participants are allowed to use their one-inch product information binder during individual activity.

Scoring

Written Exam	100 points
Individual Sales Activity	150 points
Team Activity	150 points

Tie Breakers

Ties will be broken using the following procedure, unless otherwise noted by the CDE Coordinator: In breaking a tie for a team the drop score will be used first, followed by team written exam total, and then by team placing class total. Individual ties will be broken by oral reasons first, followed by written exam, and then by a single placing class (chosen by CDE Coordinator). If any of these are absent from a CDE, (ie. oral reasons, written exam, etc), then the next highest point practicum will be used.

Awards

Awards will be presented at an awards ceremony. Awards are presented to teams as well as individuals based upon their rankings. Awards are sponsored by a cooperating industry sponsor(s) as a special project and/or by the general fund of the Florida FFA Foundation.

References

This list of references is not intended to be inclusive. Other sources may be utilized and teachers are encouraged to make use of the very best instructional materials available. The following list contains references that may prove helpful during event preparation.

- CRISP Publications, 1200 Hamilton Court, Menlo Park, CA 94025-1427 1-800-442-7477 FAX 650-323-5800)
- Professional Selling, Rebecca L. Morgan ISBN 0-931961-42-4
- Sales Training Basics, Elwood N. Chapman ISBN 1-56052-119-8
- Closing, Virden J. Thorton ISBN 1-56052-318-2
- Calming Upset Customers, Rebecca L. Morgan ISBN 1-56052-384-0
- Telephone Courtesy & Customer Service, Loyd Finch ISBN 1-56052-064-7
- Sales and Service, Mike Martin Ditzenberger and Kidney. Selling-Helping Customers Buy. South-Western Publishing Company, Cincinnati, Ohio, 1992, 1-800-543-7972) ISBN 0538605316
- Ditzenberger and Kidney, Selling-Helping Customers Buy, South-Western Publishing Company, Cincinnati, Ohio, 1992, 1-800-543-7972, ISBN 0538605316.

**Agricultural Sales CDE
Team Event Scorecard**

Chapter Name: _____

State: _____

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

**Agricultural Sales CDE
Individual Sales Call Scorecard**

Student Name: _____ Chapter Name: _____

State: _____

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

MODULE 2: THE OPENING

Background Information for the Teacher

This module will help you in preparing your team for the first portion of the sales call, the opening. This information shares the basic elements that must be included as well as some questions to help the student reflect on their performance.

The specific objectives of this module are to:

- Identify the five elements of the opening
- Demonstrate the five elements of the opening
- Evaluate the sales call opening as presented by self and others

The content information about the sales call opening is embedded within the module in the order in which it should be presented. The information is also listed below for ease of use.

5 Elements of a Sales Call Opening

1. Create a professional first impression
 - a. firm handshake, introducing yourself, appropriate volume of voice, proper posture, appropriate attire, genuine interest in being there
2. Get and keep the customers attention
 - a. Genuine interest/excitement in being there
 - b. It is important that the salesperson does not do all the talking—the customer wants to feel important/valued; do this by listening to what they say
3. Build trust/rapport
 - a. Comments about observations—current news articles (local/state/national), items in their office (pictures, degrees, sports memorabilia, etc.)
 - b. Compliments—awards in their office
 - c. Discuss mutual acquaintances (might not work for this CDE) or interests
4. Probe for needs and values information
 - a. By asking questions—open and closed probing questions
 - b. Open probing questions—should use early in your opening. Helps identify needs and values, allows the customer to open up. Do not ask questions that can be answered with yes/no.
 - i. Example questions: What is most important to you about ___?; ask ‘What else?’ ; Tell me about _____
 - ii. Questions that start with What, Where, Why, How, and Who are generally good open probing questions.

- c. Closed probing questions—use later after information has been gathered. Helps steer discussion to sales call objective. Helps verify needs and values.
 - i. Examples: Would you be interested in ____?; Do you think that you need _____ in order to be more effective in business?
 - ii. Questions that usually start with Do, Would, Could, Should, and Can are good closed probing questions.
 - iii. Generally questions that can be answered with yes/no
- 5. Arouse customer interest in you, your company, and your product
 - a. Sharing information about your company—do you do business with similar people/businesses; is there something special about your company
 - b. Tie their needs to the product you are about to present

**Not a specific element in the opening, however, after the student has ‘completed’ the opening and is ready to move on to the selling points, the student should ask if the customer is ready to move on to the selling points. Example: “Would it be okay if I took the next ___ minutes to show you how ___ meets your needs?”

Below is a sample dialogue of a sales call opening. Although the sales call opening does not always have to sound like this, this example is intended to aid in your understanding of components to consider, and be aware of what your students should be saying.

Example Sales Call Opening

Salesperson: (shakes hand) Hello Mr. Jones, I'm Gary Moore, we spoke on the phone. It's nice to finally meet you in person.

Customer: Yes, Gary, it is nice to meet you too.

Salesperson: Mr. Jones, I noticed that you have some UF memorabilia in your office, are you a big Florida fan?

Customer: Yes, I am. I never went to school at University of Florida, but my daughter goes to school there. She has one more year before she graduates with her bachelor's degree.

Salesperson: Wow, that's great. You should be really proud. I hear Florida is a hard school to get in to. Do you keep up with the football team?

Customer: I try to when we aren't too busy at the sale barn on Saturday's. My daughter usually goes to the games, so I get updates from her.

Salesperson: Oh, I'm sure she likes attending football games. If you've never had a chance to go, you should try to attend on sometime.

Customer: That's what my daughter keeps saying. I'll keep that in mind.

Salesperson: Good! Well, just so you know a little about me, I've been working with Farm Suppliers, Inc. for about 10 years. I am originally from Clewiston, where my family operates our 4th generation cow-calf farm. After weaning, our calves are sold to feeder operations in the mid-west. So, I've been involved with cattle basically all of my life.

You mentioned your sale barn a little earlier, can you tell me a little bit about it?

Customer: Well, we sell cattle on Wednesday's and Saturday's. Generally, the sellers and buyers are from around this area—no more than 2 hours away. We sell anywhere from 20-100 head a day.

Salesperson: Okay, and I understand you are looking to improve some of your facilities. Can you tell me a little bit about that?

Customer: Sure. Well we have our basic cow pens that we use to work the cows through the auction, but they are in need of repair. Also, on days when we have over 75 head, it gets a little tight in the pens. We want to expand our pens in the back so that they are more efficient, and so that they will hold more cattle. Our sale pens just need a little work. We need some new panels and we need to try to repair some other areas. Eventually, we would like to convert to all panels, but that will need to be a gradual process.

****After you complete this module, feel free to share this example with your students.**

MODULE 2: THE OPENING

The opening of a sales call is the seller's opportunity to build rapport with the customer and further understand the needs and wants of the customer. Building a relationship with the customer is a very important component of sales and will pay dividends in the long run. This module will cover the important elements of a sales call opening.

Objectives:

- Identify the five elements of the opening
- Demonstrate the five elements of the opening
- Evaluate the sales call opening as presented by self and others

This module will begin by presenting the basics of first meetings. Generally when you meet someone for the first time, what do you do? Introduce yourself, notice something about what they are doing/wearing/eating? You find something in common to talk about, right?

Well, sales call openings work in a similar fashion. Just like when you meet someone for the first time, in a sales call opening you would introduce yourself and then find something to discuss that IS NOT business.

Below, the 5 elements of an opening are listed and explained. Share these with the students and ask the questions that pertain to each element (possible answers are provided with some commentary).

5 Elements of an Opening

1. Create a professional first impression
 - a. What would this entail? (firm handshake, introducing yourself, appropriate volume of voice, proper posture, appropriate attire, genuine interest in being there)
 - i. Types of Handshakes: limp noodle, jack hammer, bone crusher, the sanitizer, the condolence
2. Get and keep the customers attention
 - a. How would you do this?
 - i. This starts first with a genuine interest/excitement in being there
 - ii. Additionally, it is important that the salesperson does not do all the talking—the customer wants to feel important/valued; do this by listening to what they say
3. Build trust/rapport
 - a. How do you do this?
 - i. Tell students they are going to meet someone (who is the same age) for the first time and they have to talk to them for 5-10 minutes. Ask them what they would say? (Probably introduce themselves, maybe ask where they go to school, what they do for

fun, if they play sports, or if they are in any clubs; they try to find common ground, and they don't do all the talking).

- b. Now ask students to consider if it were a business situation—what are the types of things they could discuss?
 - i. Comments about observations—current news articles (local/state/national), items in their office (pictures, degrees, sports memorabilia, etc.)
 - ii. Compliments—awards in their office
 - iii. Discuss mutual acquaintances (might not work for this CDE) or interests

**For the CDE, the 'customer' (judge) will build rapport with the student to the extent that the student wants. However, in a real sales situation, building rapport and trust would depend on the personality of the individual you are working with.

- 4. Arouse customer interest in you, your company, and your product
 - a. How do you think you can do this?
 - i. Sharing information about your company—do you do business with similar people/businesses; is there something special about your company
 - ii. Share information about yourself—how long have you been selling, how long have you been with the company, your credentials (degrees, etc)
 - iii. Tie their needs to the product you are about to present
- 5. Probe for needs and values information
 - a. How do you do this?
 - i. By asking questions—open and closed probing questions
 - ii. Open probing questions—should use early in your opening. Helps identify needs and values, allows the customer to open up. Do not ask questions that can be answered with yes/no.
 - 1. Example questions: What is most important to you about ____?; ask 'What else?' ; Tell me about _____
 - 2. Questions that start with What, Where, Why, How, and Who are generally good open probing questions.
 - iii. Closed probing questions—use later after information has been gathered. Helps steer discussion to sales call objective. Helps verify needs and values.
 - 1. Examples: Would you be interested in ____?; Do you think that you need _____ in order to be more effective in business?
 - 2. Questions that usually start with Do, Would, Could, Should, and Can are good closed probing questions.
 - 3. Generally questions that can be answered with yes/no

****Transition**—Not a specific element in the opening, however, after the student has ‘completed’ the opening and is ready to move on to the selling points, the student should ask if the customer is ready to move on to the selling points. Example: “Would it be okay if I took the next ___ minutes to show you how ___ meets your needs?”

Although this seems like a lot, the five elements are relatively simple—1) professional first impression, 2) gain customers attention, 3) build rapport/trust, 4) probe for needs/values, 5) arouse interest in company and product. It boils down to **asking good question** and **being an active listener**.

Reflection Questions:

1. Did the student identify themselves with a good first impression? How? What did they do specifically that made it good/bad?
2. Did the student ask questions/dialogue in an attempt to build personal rapport with the customer? If not, identify areas where the student could have done this.
3. Did the student actively listen to your personal comments when you answered? What specific behaviors did they exhibit?
4. Did the student use information from your answers to further establish rapport? If not, identify missed opportunities.
5. Did the student ask questions to learn about your business? If not, identify questions that could have been asked.
6. Did the student confirm and discover some of your needs and wants? If now, identify missed opportunities.

In order to allow the student to practice the sales call opening, several scenarios are presented below. Not much information about the customer will be shared because the student will need to use the elements of the sales call opening to find the information out. Each student will use a different scenario. As the teacher you should play the customer. Ask the student to open the sales call and include all five elements.

Have **each** student select a scenario and allow the other students to watch the ‘the opening’ presented by each student. When each student has completed their ‘opening’ ask the following reflection questions to all students:

The rubric below is directly from the score sheet used in the CDE. You will notice the reflection questions are the same questions the student will be scored on in the CDE. Use this rubric to help assess how well each student performed the opening.

Skills	Points Possible	Points Earned
Did the salesperson identify themselves with a good first impression?	5	
Did the student ask questions/dialogue in an attempt to build personal rapport with you?	8	
Did the student actively listen to your personal comments when you answered?	8	
Did the student use the information for your answers to further establish personal rapport?	8	
Did the student ask questions to learn about your business?	10	
Did the student listen to the answers about your business you provided?	10	
Did the student confirm and discover your needs and wants?	12	

Student Scenario 1

Customer: Mrs. Applegate is the owner of a floral shop in town. She has owned this shop for 15 years and it is still in the same location as it was when she opened it. Mrs. Applegate sells many different types of flower arrangements, and is able to help meet her customers needs for any occasion. She is looking to increase traffic to her business, but she is not sure how she wants to do that. She is considering potential advertising options.

Salesperson (a representative from *Aplus Ads*): Has the ability to offer newspaper, magazine, billboard/sign, and radio advertisements. *Aplus Ads* has been servicing this area for 15 years and specializes in local ad campaigns.

Student Scenario 2

Customer: Mr. Mitchell is the owner of a local (non-chain) grocery store. He is considering purchasing some new products to sell in his store. He is uncertain about what products he wants to purchase, and what quantity he will purchase for his first selling. He has limited shelf space, so he only wants to utilize his space for highly sought products with a high return.

Salesperson (representative from *Kellogg's*): Currently, Mr. Mitchell only sells a few *Kellogg's* products, however, *Kellogg's* would be interested in him selling more. *Kellogg's* has a great reputation with independent grocer's and is always looking for opportunities to improve the relationship by offering special promotions for small grocers.

Student Scenario 3

Customer: Mr. Matthews owns a small convenience store and tackle shop in north Florida. He is interested in bringing new tackle items into his store, however, he wants to purchase products that are both popular and able to be sold for a profit, while still at a decent price. Because he is a smaller store, low cost/overhead is important to Mr. Matthews.

Salesperson (representative from *Berkley Fishing products*): One of *Berkley's* most popular products is Gulp bait. Many fishermen are impressed by the success they achieve with Gulp bait. This product, although slightly more expensive than others of its kind, is proven to be worth the extra money.

Student Scenario 4

Customer: Mrs. Stevenson owns a moderate size horse stable/farm in central Florida. She mainly teaches horse riding lessons, but is also open to the public on the weekends for trail riding. She is interested in trying out a new feed because she has not been satisfied with what she currently uses because of the higher cost, and the feed cannot be delivered.

Salesperson (representative from *Seminole Feed*): *Seminole Feed* specializes in horse feed for horses at all stages and ages of life. Additionally, they have supplements and horse care products. *Seminole Feed* is located within a reasonable distance from Mrs. Stevenson's stable and also has delivery routes in her area.

MODULE 3: MAKING THE SELLING POINT

Background Information for the Teacher

This module will walk you through the steps in making a selling point. It begins with identifying the feature, advantage, and benefits (FAB) of a product. This is called FAB selling. In order to make a sale, the salesperson uses the features and benefits of a product to make a selling point. This module will provide the content information as well as specific scenarios for the student to utilize in learning how to make a selling point.

The specific objectives of this module are to:

- Explain FAB selling
- Determine the FAB of a product
- Explain a selling point
- Demonstrate a selling point

The content information about making a selling point is embedded within the module in the order in which it should be presented. The information is also listed below for ease of use.

FAB Selling

In order to make effective selling points, it is first important to understand how to highlight the features, advantages, and benefits of a product. This is called FAB selling. FAB stands for Features, Advantages, and Benefits. When working with a customer you should seek to:

- Describe the feature
- Highlight the advantage
- Layout the benefit

Describe the feature:

So, what is a feature? A feature is a characteristic of the product—things the customer can see, touch, taste, smell, or hear. A feature can also be something that can be measured. For example, a feature could be the amount of protein in a feed, the size of a drill bit, or the interlocking components of storage containers.

Highlight the advantage:

An advantage is what translates features into benefits. What about your product is going to be beneficial for the customer? An advantage could be that you don't have to supplement feed your goats because there is enough protein in the feed already, or an advantage could be improved communication due to a new word processing program your company is going to purchase.

Layout the benefit:

A benefit is what solves the customer's problem, or satisfies their need. How is the product going to help them? Benefits include, saving time, saving money, better yield, or increased business.

Example: Cattle Corral Panels

Feature: Quick pin latch

Advantage: Ease of moving, relocating, and reassembling panels

Benefit: Purchasing corral panels with quick latch will provide ease in relocating panels so they are always where you need them. In the end, the quick latch panels save time and money.

Making a Selling Point

A selling point can be described using the acronym SELL:

S- State the feature

E-Elaborate the benefit

L- Lay out the proof of the benefit

L- Let the customer agree with the benefit

Selling Point Example:

Mr. Joe is looking to build new cattle pens, however he is considering purchasing corral panels because he has multiple pastures with cattle. This way, Joe won't have to move cattle between fields, but he can just move the panels, and assemble them to work cows. He is concerned about the price of the cattle panels, and the stability of the panels, relative to stationary cattle pens.

Salesperson: These corral panels have a quick latch feature which allows quick assembly and disassembly, and even though they are portable, they are still very sturdy (**State the feature**). The cattle corral panels with quick latch will allow you to assemble the pens quickly, arrange them into a layout that will work best for your specific pasture, and then disassemble them quickly in order to move them to another pasture. Also, since they have quick latch, you can purchase additional panels if you ever need to assemble larger pens. In the end, these quick latch cattle corral panels will allow you to save time, and money. Since you will no longer have to move cattle between pastures, you will save time, and you won't have to worry about *buildingg* multiple sets of pens, thus saving money. (**Elaborate the benefit**). To illustrate this feature, I brought with me the latches that are on the panels so you can see how easily they latch. Also, I brought a video that shows the assembly and disassembly of a set of pens. (*Please note: so far, I have only proved the features, and then the benefit. Make sure that you are not only proving the features through demonstration/visual/etc., but that you are also proving the benefit. In order to prove the benefit, I will use a customer testimonial.*) To further illustrate the benefits, the end of the video has a testimonial from Mr. Taylor, a customer of ours who began purchasing our quick latch panels 15 years ago. *Show video* (**Lay out/prove the benefit**). So, Mr. Joe, do you agree that these quick latch cattle corral panels can save you time and money? (**Let the customer agree with the benefit**).

MODULE 3: MAKING THE SELLING POINT

The selling points in a sales presentation allow the salesperson to highlight the features of the product. By highlighting the features, a salesperson can explain the benefits of the product—customers purchase products for the benefits. This module will describe how to make a selling point so that the customer understands the benefits associated with the product.

Objectives:

- Explain FAB selling
- Determine the FAB of a product
- Explain a selling point
- Demonstrate a selling point

In order to make effective selling points, you should use FAB selling. FAB stands for Features, Advantages, and Benefits. It is important to understand how to highlight the features, advantages, and benefits of a product. When working with a customer you should seek to:

- Describe the feature
- Highlight the advantage
- Lay out the benefit

First, let's start by explaining a feature, an advantage, and a benefit. So, what is a feature? A feature is a characteristic of the product—things the customer can see, touch, taste, smell, or hear. A feature can also be something that can be measured.

An advantage is what translates features into benefits. What about your product is going to be beneficial for the customer? Finally, a benefit is what solves the customer's problem, or satisfies their need. How is the product going to help them?

Let's use an example to explain FAB selling. Say that you are selling a kit for an elementary school teacher that is about butterflies. One **feature** of the product is that it is inclusive. The **advantage** of this is that everything you need to teach the lessons are in the kit—lesson plans, pictures, samples, etc. The teacher doesn't have to spend time looking for pictures, or catching butterflies, everything they need to teach the lesson is in the kit. The **benefit** is that the teacher saves time and energy because the kit is ready to go.

Or, a more popular example, Facebook. One of the **features** of Facebook is that it keeps track of all of your friends birthdays. The **advantage** of this is that you never miss a birthday. The **benefit** of the birthday feature is you never have to worry about losing friends because you forgot to tell them happy birthday.

Now that FAB selling has been explained, use the example products below, and have each student come up with the feature, advantage, and benefit of the product. There will usually be more than one, and one feature may have multiple benefits.

Products for students to determine FAB:

1. High Mineral Cattle Feed
 2. Fertilizer (in general)
 3. Radio commercial for a business
 4. Drippers for a greenhouse (as opposed to sprinklers)
-

Here are some possible answers students could have come up with, however, there is more than one feature/advantage/benefit for these products. Do not share these until the students have completed the scenarios.

1. High Mineral Cattle Feed:
 - a. Feature: High Mineral
 - b. Advantage: supplies cattle with necessary macro and micro nutrients; helps address mineral deficiencies
 - c. Benefit: overall, more healthy cattle
 2. Fertilizer:
 - a. Feature: Has macro and micro nutrients for plants
 - b. Advantage: helps provide minerals necessary for plant growth
 - c. Benefit: overall, healthier plants (if administered correctly)
 - d. Feature2: Necessary nutrients contained within one package
 - e. Advantage2: you only need one product to provide plant with necessary nutrients
 - f. Benefit2: saves time and money because you don't have to purchase multiple products
 3. Radio Commercial:
 - a. Feature: commercial will play on radio 5 times/day
 - b. Advantage: a lot of people will hear about the business because of the number of times the commercial plays
 - c. Benefit: increased business, which means an increase in profit
 4. Drippers for a greenhouse:
 - a. Feature: directs water directly into the pot
 - b. Advantage1: plant gets necessary amount of water
 - c. Advantage2: water is not wasted
 - d. Benefit1: plant gets required amount of water—healthier plant
 - e. Benefit2: save money because you are not using as much water
-

Now that the students should be able to identify the features, advantages, and benefits of a product, we will move on to the selling point in a sales presentation. Determining the features, advantages, and benefits is a prerequisite to delivering an effective selling point. A salesperson need to know the features, advantages, and benefits of a product before he/she attempts to sell it to the customer.

Making a Selling Point

A selling point can be described using the acronym SELL:

State the feature

Elaborate the benefit

Lay out the proof of the benefit

Let the customer agree with the benefit

Here is an example describing the use of a selling point:

A potential customer is having problems with the grass in their yard. The grass is not growing well, and often requires too much water than what the home owner is willing to use to keep it green. The customer is meeting with a landscaping company to see what can be done.

The landscaping company identifies that the issue could be a pest problem, and suggests that the grass does require a lot of maintenance for it to look as green as expected. Because of this, the landscaping company is recommending a new type of grass—centipede sod.

“State the Feature: Centipede sod will provide the look of a fuller grass that you are looking for. It is a slower growing grass and it is more durable than the current type of sod you have now. **Elaborate the benefit:** Because centipede is a slower growing greener grass and it is more durable, it is going to require less watering and less mowing. You won’t have to mow your grass every week in the summer like you currently do. In the end, this is going to save you time and money. **Layout/Prove the benefit:** To illustrate these benefits, I have a brief testimonial from our customer, Gary Crawford. He had centipede sod installed in his yard 5 years ago, and says that he is very pleased with the results of the new sod. He has to mow his yard less in the summer, the sod grows well in all areas of his yard, including under trees, and he does not have to fertilize his yard. He is very happy that his grass has the look of a well-kept lawn, but requires much less maintenance. **Let the customer agree with the benefit:** Do you see how centipede sod might be able to alleviate some of the problems you are having?”

When presenting a selling point, it is important to lay out proof of the benefit. In this example, a testimonial was used. However, demonstrations, videos, or other visual aids can be used to prove the benefit.

Although FAB is not explicitly stated in making a selling point, it is apparent how the two are closely related. It is important the student is able to determine the features, advantages, and benefits so that they can use them to make selling point.

An example product and customer are provided below. Have each student review the scenario. They should determine the needs and wants of the customer so that they can make a selling point that will address those needs. Then, the student will ‘meet’ with the

customer. They will act as if they have already completed the opening, and are now moving on to selling point number one. The student should complete all components of SELL.

**For this CDE, the student should aim to have two or more selling points in the individual sales call. Thus, the student would present one feature using the SELL strategy, and then present another feature using the SELL strategy again.

The selling point should be seen as a tool in a tool box. The more tools a student has in their tool box, the more adaptive they can be to the customer's needs. More selling points means that students can more effectively answer questions the customer is asking, and address the needs of the customer.

Student Scenario

Customer: Local hunter who has not found complete success using corn. He is looking to purchase a different type of deer feed, but wants to make sure that it will meet his needs. He uses a feeder, but it is older and does have problems with letting water in. This might be the product he is looking for:

Product: AnterMax®WaterShield™ Deer 20

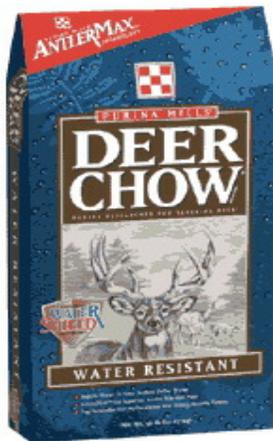
AntlerMax® WaterShield™ Deer 20

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A 20%-protein, water-resistant pelleted ration designed to enhance the deer's natural forage diet. The high protein content supports top performance with patented AntlerMax® Technology to promote superior antler growth in bucks, reproductive success and abundant milk production in does, and supports optimum growth and healthy development in fawns.

Contains proprietary AntlerMax® Mineral Technology, a power-packed nutritional package with ideal amounts and ratios of vitamins and minerals for superior antler density and strength, optimum reproductive performance and healthy fawns.

Protected by exclusive WaterShield™ Technology which makes the pellet resistant to moisture, reducing waste and labor associated with water damage.



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Customer Service

1-800-227-8941

Product Reviews



by Antonio on 8/15/2011

The Best product so far than any others,I have a Ranch in the west side of Tennessee and I been using The Antler Max Purina Deer Chow WaterShield 20 for the passed 3 years and this year I got some Extremely Successful Results. I strongly recommend this product to anybody that is trying to manage their Deer Antler Growth and their Deer Heard! To my Knowledge 1 to 10 I'll Rate it 10. Thank you for your Product Purina, and keep up the good work!



by Chris on 6/15/2011

If the deer aren't eating this product or it is getting moldy then you either do not have it in a suitable place or in a suitable feeder.

MODULE 4: HANDLING OBJECTIONS

Background Information for the Teacher

This module will provide information on how to handle an objection and specific objection handling strategies that can be used. Contained within the module is the content information necessary to handle objections effectively, as well as specific scenarios for the students to use in order to learn how to handle objections.

The specific objectives of this module are to:

- Demonstrate the 4 Steps to Handling an Objection
- Demonstrate specified objection strategies

The content information concerning handling objections is embedded within the module in the order in which it should be presented. The information is also listed below for ease of use. Additionally, there are specific dialogue examples to aid in your understanding of each objection handling strategy.

4 Steps to Handling an Objection

1. Listen to the objection
 - a. Make sure you understand what the customer is saying/how they feel
2. Restate the objection
 - a. Restate exactly what you think they said—try not to change their intentions because they could feel manipulated
 - b. Let them know that you care about how they feel
3. Handle the objection
 - a. Use a method which will be discussed below
4. Verify that the objection was handled
 - a. Simply ask, 'Did that answer your question?'

Example of the 4 Steps to Handling and Objection

Customer: This really seems like too much money to spend on a new hay baler, especially when my old baler just needs a little bit of work. (*Listen*)

Salesperson: So, Mr. Smith, I understand that you think the price of the hay baler is too high. Is that correct? (*Restate*)

Customer: Yes, that is correct.

Salesperson: Well, I haven't quite finished explaining all the features, so if it's okay with you, I am going to finish explaining and then we will address the price concerns. Is that okay? (*Handle and Verify*)

Customer: That will be fine.

****This objection was handled using the Put Off Strategy.**

Handling Objection Strategies

**these are just suggestions for objection handling strategies that can be used. For future reference, there are other strategies that can be used, however, these strategies seem to be most useful for the purposed of this CDE.

- A. Put Off
- B. Feel, Felt, Found
- C. Compensate/Counterbalance
- D. Case History
- E. Indirect Denial

Each method is explained below and a dialogue example is provided.

A. Put Off

- “I’m coming to that”
- The customer jumps the gun—let them know that you are going to get around to answer their question

Handling an Objection using the Put Off Strategy

Customer: Although you keep saying that I will have more customers if I rent this booth space, I really don’t think coming here every other weekend is going to increase my number of customers. *(Listen)*

Salesperson: Basically, what you are saying is that you don’t think that you will have more customers than you currently do, even if you rent the booth space, is that correct? *(Restate)*

Customer: Yes, that is correct.

Salesperson: I understand your concern, however, let me finish sharing the format of the farmers market with you and then we can address the traffic numbers. Is that okay? *(Handle using Put Off and Verify)*

B. Feel, Felt Found

- Helps show empathy for the objection, then legitimizes the objection, then erases the objection
- I know you have feel _____, others have felt _____, but they found _____
- Very positive

Handling an Objection using the Feel, Felt, Found Strategy

Customer: I am uncertain if this barn really will provide the protection from the weather that I need and be portable if we decide to add on to the house. (*Listen*)

Salesperson: You are concerned that this barn might not give you good weather protection and be portable, is that correct? (*Restate*)

Customer: Yes, that is correct.

Salesperson: I can understand how you feel. Many other customers have felt that this product might not be able to do both of these things. However, after trying out the barn, they have found that it really does protect your equipment from the weather and can be moved if necessary. Does this address your concern? (*Handle using Feel, Felt, Found and Verify*)

C. Compensate or Counterbalance

- Generally use when you know your product isn't perfect and the customer points out the imperfections
- As the salesperson, you want to point out the pro's and con's and then show how the pro's outweigh the con's
- Counter their minor objection with a more important benefit

Handling an Objection using the Compensate/Counterbalance Strategy

Customer: It is important that I get quality hay, and I am concerned that I might not be getting the quality as I am expecting. (*Listen*)

Salesperson: So it seems that you are concerned about the quality of the hay. Is that correct? (*Restate*)

Customer: Yes, that is correct.

Salesperson: Well, let's look at the pro's and con's of the product. One of the pro's is that you can have the hay delivered or pick it up 6 days a week, the hay producers do have to sign a quality contract, and we sell in both 5' and 6' bales, as well as square bales. The con's are that unfortunately, the quality of each producer may be different, but like I said, they do have to sign a contract, so there are minimum quality standards they must meet. Does this help address your concern? (*Handle using Compensate/Counterbalance and Verify*)

D. Case History

- This strategy helps you provide extra proof that was lacking.
- Share testimonials, experiences, stories, etc. from other customers
- Bottom line should reflect satisfaction and results

Handling an Objection using the Case History Strategy

Customer: I am a little bit concerned about the level of skill required to put these centerpieces together. I am not sure if all of my students will be able to achieve this type of design. I don't think they have enough knowledge in floral design. (*Listen*)

Salesperson: Basically, you are worried that your students won't be able to assemble the centerpieces correctly, and then your tables will not look like you want them. Is that correct? (*Restate*)

Customer: Yes, that is correct.

Salesperson: Well, Mrs. Jones at Turner High School also felt that way last year when she ordered centerpieces for her banquet. However, I went out there and helped her teach the students how to assemble the centerpieces and she told me that she was very pleased with how they turned out, and several parents and alumni members commented on how nice the centerpieces were. So I think we will be able to assemble these in the fashion you would like. Don't you agree? (*Handle using Case History and Verify*)

E. Indirect Denial

- Generally used when a customer has misinformation about the company or product
- The customer is not always right, but they are still a customer, so you don't want to blatantly tell them they are wrong
- This method should be used if a customer highlights a problem that was a problem in the past, but it is no longer a problem

Handling an Objection using the Indirect Denial Strategy

Customer: I have heard that this GPS is not very user friendly, so I am afraid that I will not be able to operate this technology without messing it up, or having to consult the user's manual frequently, and I do not want to do that. (*Listen*)

Salesperson: So it seems that you are concerned about how easy it will be for you to use the GPS. Is that correct? (*Restate*)

Customer: Yes, that is correct.

Salesperson: Well, that has been a problem in the past with other customers. They did not think that they GPS was user friendly. Since then, we have made changes to the GPS and it is much more user friendly than it was previously. (*Handle using Indirect Denial Method*) Does this address your concern? (*Verify*)

Customer: Yes, I think so.

****After you have completed the entire module, feel free to share these examples with your students.**

MODULE 4: HANDLING OBJECTIONS

This module will introduce the four steps to handling objections, and some specific strategies to handle objections. Handling objections is one of the most important aspects of a sales presentation because the salesperson has to prove the values and benefits of the product in order to gain a sale.

Objectives:

- Demonstrate the 4 Steps to Handling an Objection
- Demonstrate specified objection strategies

In order to learn how to handle objections, a fictional situation is provided below which the students will use for the purposes of this module.

Student Scenario

Customer: Mr. Burgess is a beekeeper in North Florida, where he has about 300 hives that he uses for pollination services for small producers. Recently, he has noticed an increase in Small Hive Beetles in his colonies. Small Hive Beetles can destroy an entire hive of bees. Currently, he only uses chemical methods to control the beetles and he is not seeing a large reduction in the number of beetles. He is looking for other chemical options, however, he knows that the salesperson he is meeting with, advocates for multiple control measures. During the sales call, the salesperson encourages Mr. Burgess to put Small Hive Beetle traps in his hives and to use a fungus which will kill the larvae of the Small Hive Beetle. Mr. Burgess is objecting to this integrated method because he thinks that it will be too much work.

Salesperson (work for Dadant & Sons in High Springs, FL): Dadant & Sons is a company that provides complete hives, partial hives, bees, and beekeeping equipment to North Florida. The Dadant family has been involved in beekeeping for nearly 200 years. As a salesperson for Dadant & Sons, you encourage an integrated pest control method. This means that you think the beekeeper should use more than one method to control their pest problem. In the case of Mr. Burgess, this means using pesticides, traps, and a biological method (fungus) that kills larvae to control his Small Hive Beetle problem. Mr. Burgess thinks this will be too much work and he is not sure about using this method to control the Small Hive Beetle. However, you know that this method will help reduce the Small Hive Beetle population. Because several methods are being used, you are able to control the beetle in multiple life cycle stages (adult, larvae, and egg). When you control all life cycle stages, you have a greater chance of eliminating the pest. You should show him that, although it might take more time now, he will have healthier hives and more productive bees because they are not affected by the pest as much. It is important that you illustrate how this method of control can attack several life cycle stages for optimum outcomes.

4 Steps to Handling an Objection

Using this scenario, you will ask the student to handle the objection. The student should act as if they have presented the majority of the sales call, and the customer raises this objection. Have **each** student handle the objection to the best of their ability. You will act as the customer—try to answer questions similarly, and appropriately so that situation seems real. Attempt to make your responses to questions/situations for each student similar, if the situation presented by the student is similar.

****Note: Although the students may be uncertain as to how to handle the objection, allow them to handle the objection in whatever fashion they deem appropriate.**

After each student has handled the objection, review the dialogue that each student presented. Here are questions that can guide your reflection:

- a) Did the student(s) listen to your objection? Were they paying attention, or thinking about what they were going to say next?
 - Here you can discuss what good listening would entail, i.e. eye contact, non-verbal communication, gestures that show understanding (head nodding)
 - b) Did the student(s) restate the problem? Did they ask the customer if they understood the problem correctly?
 - This is important because it allows the customer to know that the salesperson is paying attention and that they understand their concerns.
 - c) Did the student(s) handle the objection? Or did they ignore it?
 - In terms of handling objections, 5 specific strategies will be presented
 - However, in this case, we are looking for what the salesperson did in order to address the customers need. Did they provide a sample, a demonstration, did they compare this product to other companies, or did they specifically state the benefits? Did they do anything to address the customers concerns?
 - d) Did they verify that they handled the customer's objection?
 - Did they ask the customer if they answered their question?
 - Was the customer satisfied with the answer?
-

After reviewing all the handling objection presentations with the questions, ask students to think about what is important to do when handling an objection. The list should be similar to what was discussed in the review questions. Ultimately their list should mirror the 4 steps to handling an objection (help guide their discussion).

4 Steps to Handling an Objection

1. Listen to the objection
 - a. Make sure you understand what the customer is saying/how they feel
2. Restate the objection

- a. Restate exactly what you think they said—try not to change their intentions because they could feel manipulated
 - b. Let them know that you care about how they feel
 3. Handle the objection
 - a. Use a method which will be discussed below
 4. Verify that the objection was handled
 - a. Simply ask, 'Did that answer your question?'
 - b. What if the 'customer' says no—then what?
 - i. Need to ask for clarification about the question, maybe the salesperson did not understand the question
 - ii. Try to answer the question again
-

Now that the students know the **4 Steps to Handling an Objection** it is time to learn the specific strategies used to handle objections. There are multiple strategies, however, we will focus on the following five strategies:

- A. Put Off
- B. Feel, Felt, Found
- C. Compensate/Counterbalance
- D. Case History
- E. Indirect denial

You should first tell the students the strategy and explain the components of the objection handling strategy (as listed below). After explaining the method, have **one or two** students handle the objection using the specified strategy with the scenario above. Following the objection handling strategy, use the questions provided to debrief the close.

Have 1 student go through the objection strategy in front of your other team members. As a group, have the students review the objection strategy using the questions provided. After you have reviewed the first objection scenario, have another student complete the same objection strategy (2 students total will complete each strategy). This will help save time, while also providing students an opportunity to view and improve each closing method.

Specific Objection Handling Strategies

- A. Put Off
 - a. “I’m coming to that”
 - b. The customer jumps the gun—let them know that you are going to get around to answer their question
 - c. Example: **Listen, Restate** “Yes, I understand that you think the price is too high”, **Handle using Put Off** “Let me finish explaining this feature and then we can discuss the price”, **Verify** “Is that okay?”

- B. Feel, Felt Found
 - a. Helps show empathy for the objection, then legitimizes the objection, then erases the objection
 - b. I know you have feel _____, others have felt _____, but they found_____
 - c. Very positive
 - d. Example: **Listen, Restate** “So what you’re saying is you think that this is too risky of an investment for your company, is that correct?” **Handle using Feel, Felt, Found**, “I know how you feel, and many have felt that this is a risky investment, however, they found that after they purchased the equipment, and saw how well it worked, they were glad they invested in the product”, **Verify** “Does this address your concern?”

- C. Compensate or Counterbalance
 - a. Generally use when you know your product isn’t perfect and the customer points out the imperfections
 - b. As the salesperson, you want to point out the pro’s and con’s and then show how the pro’s outweigh the con’s
 - c. Counter their minor objection with a more important benefit
 - d. Example: **Listen, Restate** “So it sounds like you don’t think the product is worth the price, is that correct?”, **Handle using Compensate** “Well, let’s look at the pro’s and the con’s (you would list out the pro’s and con’s). As you can see, the benefits greatly outweigh the negatives, and I have explained how I can minimize those negatives”, **Verify** “Does this answer your question?”

- D. Case History
 - a. This strategy helps you provide extra proof that was lacking.
 - b. Share testimonials, experiences, stories, etc. from other customers
 - c. Bottom line should reflect satisfaction and results
 - d. Example: **Listen, Restate** “You are still concerned that if you purchase a booth here, you will not see the increase in traffic to your produce stand as you are expecting, is that correct?”, **Handle using Case History** “Mr. Miller also felt that way when he initially spoke with me, however, after convincing him to purchase booth space for 2 weekends, he told me that

he was very pleased with his traffic and even sold out of some of his products.”, **Verify** “does this address your question?”

E. Indirect Denial Method

- a. Generally used when a customer has misinformation about the company or product
- b. The customer is not always right, but they are still a customer, so you don't want to blatantly tell them they are wrong
- c. This method should be used if a customer highlights a problem that was a problem in the past, but it is no longer a problem
- d. Example: **Listen, Restate** “So it sounds like you are concerned about the length of time this barn will remain in good condition, is that correct?”
Handle using Indirect Denial “Well, in the past, there has been a concern over the longevity and durability of the barns, however, we now use a new roofing material and the barns now last much longer than previously.” **Verify** “Does that answer your question?”

MODULE 5: CLOSING THE SALE

PART 1-HOW TO CLOSE A SALE

Background Information for the Teacher

This module will walk you through the steps in closing a sale. The module provides the content information as well as specific scenarios for the student to utilize in learning the steps to closing a sale.

The specific objectives of this module are to:

- Identify the 5 Steps to Closing a Sale
- Demonstrate the 5 Steps to Closing a Sale
- Evaluate the 5 Steps to Closing a Sale presented by self and others

The content information about closing a sale is embedded within the module in the order in which it should be presented. The information is also listed below for ease of use.

5 Steps to Closing a Sale

1. Ask if there are any other questions (if the customer says yes, you need to address the questions)
2. Review the problem—what was the customer looking for?
3. Review the solution—what does your company/product offer that meets the customer’s needs?
 - a. This is like using the summary close. We will not specifically cover the summary close as a closing method because **it should be done in all sale closings.**
 - b. In the summary close,
 - i. the salesperson summarizes the product as the best alternative
 - ii. suggests it is a logical/rational close since it can be used to highlight the benefits of the product—want to show the customer (again) what the product can do for them, i.e. save time, save money, increase yields, etc.
4. Use the appropriate closing strategy (*these will be covered in the next module. For the purposes of this module, the student will use a ‘Direct Close’ which is seen in step 5—thus it really is a “4 step process” when you use the direct close*).
5. Ask for the sale.
 - a. A Direct Close is one where the salesperson just asks for the sale. Example: ‘Would you like to start with 10 round bales?’
 - b. For this module, use the direct close

What if they don't buy the product?

It is important to remember that the customer might not purchase the product. The rules for the CDE indicate that the judge does not have to buy. So, what should the student do if they don't make a sale, or if they realize the customer is not going to buy?

- Just ask the customer why they are not going to buy today
- Then they should try to set up another meeting to try to make a sale again

Just make sure that you have a back-up plan in place if the customer decides not to buy the product.

Below is a sample dialogue of a sale closing. Although closing a sale does not always have to sound like this, the example is intended to aid in your understanding of components to consider, and be aware of what your students should be saying. For the purposes of the example, I will use a direct close.

Example Sale Closing using the Direct Close

Salesperson: Mr. Smith, do you have any further questions? (*step 1*)

Customer: No, I think you have answered everything for me.

Salesperson: Great! Well, you were looking for a boat shelter that would protect your boat and be sturdy enough to withstand the Florida wind and rain, but something that had the option of being portable if you add on to your house. Is that correct? (*step 2*)

Customer: Yes, that is correct.

Salesperson: Today, I have shown you the products offered by Shelters, Inc. which are easily portable, especially if you choose to add on to your house as you have suggested, but they are strong enough to withstand the weather because of the unique feature on the poles which allows you to secure the shelter down (*step 3*). It looks like we have been able to meet your needs today. Would you like to go ahead and purchase the 20 foot shelter? (*steps 4&5*)

*Steps 4 & 5 are combined in this instance because a direct close is being used. These steps will not always be combined.

*****This example can be shared with your students as an additional example after the entire module has been completed.***

MODULE 5: CLOSING THE SALE

PART 1-HOW TO CLOSE A SALE

This module will introduce the general rules to follow when closing a sale. Closing a sale is an important aspect of the sales call because the salesperson will attempt to earn the customer's business.

Objectives:

- Identify the 5 Steps to Closing a Sale
- Demonstrate the 5 Steps to Closing a Sale
- Evaluate the 5 Steps to Closing a Sale presented by self and others

In order to learn the proper steps to closing a sale, a fictional situation is provided below which the students will use for the purposes of this module.

Student Scenario

Customer: Mrs. Allen lives in North Central Florida where she owns 10 horses. Mrs. Allen has had the horses for several years as her son and daughter used to ride horses. However, now that the children do not live at home, the horses only get ridden occasionally. Mrs. Allen does not have enough pasture to rotate the horses thus, there is not much grass left for the horses to eat. Because of this, Mrs. Allen is looking to purchase hay for the horses. She would need one round bale every 2 weeks. Mrs. Allen wants the hay to be good quality, so she doesn't want just any hay. Previously, the company the Allen's purchased hay from required all the hay to be delivered at once. Since the Allen's do not have a large enough barn to store the hay, much of the hay was ruined. It is important that the hay is of good quality and that the hay will be ready for pickup every 2 weeks.

Salesperson (Representative from *The Hay Place*, located in North Marion County): *The Hay Place* prides itself on quality hay that is available for delivery or pick-up six days a week. *The Hay Place* bales some of their own hay, and the rest is from local farms. Although *The Hay Place* does not regulate the practices of local farmers, the farmers are required to sign a contract with *The Hay Place* that helps ensure the quality of hay they are receiving to sell. *The Hay Place's* main clientele are individuals who have smaller numbers of horses and livestock. They sell both square and round bales.

Using this scenario, ask each student to close the sale (**even though they have not learned the steps to closing a sale yet**). Have the student act as if they have already completed the majority of the sales call, the last thing left is to close the sale (ask for the

order). You will act as the customer—try to answer questions similarly (between students), and appropriately so that situation seems real. Make sure that what you do for one student, you do for each (i.e if 2 students ask for the sale in the same manner, and you don't buy the first time you are asked, then make sure when the next student asks the same way, you also do not buy on the first try). ***Note: Although the student may be uncertain about what steps to take, just have them close the sale in a fashion they deem appropriate.**

After each student has closed the sale, review the closing that each student presented. Here are questions to guide the reflection:

- a) Did the student(s) ask if the customer had any further questions about the product?
 - Here you can discuss what types of questions that customers might have: what time is the facility open, what type of hay, when was the hay cut, etc.
 - However, tell the students that if you have done a good job with the sales call, the customer should not have many questions, if any.
- b) Did the student(s) review the problem?
 - The problem was needing quality hay with the option to pick it up every other week
- c) Did the student(s) review the solution
 - Buying hay from The Hay Place will meet their needs (quality and pick up)
 - How satisfied they will be if they decide to purchase from The Hay Place—have the student illustrate how satisfied Mr./Mrs. Allen will be
- d) Did the student(s) ask for the sale? If so, how many times?
- e) Did the student(s) stop the first time the customer said no?
 - Just because they said no the first time, doesn't mean you shouldn't ask again in another fashion. Or, review additional benefits that might help earn their business. Continue to show how your product will meet their needs.
- f) Did the student(s) earn the customer's business?

After reviewing the “closing the sale” presentations and each of these questions, ask students to come up with a list of things that need to happen in the closing. This list should include many of the components that were discussed the in the reflection/review of their sales presentations (asking for further questions, reviewing the problem, reviewing the solution, asking for the sale). Ultimately, you should help their list mirror the 5 steps to closing a sale:

5 Steps to Closing a Sale

1. Ask if there are any other questions (if the customer says yes, you need to address the questions)
2. Review the problem—what was the customer looking for?
3. Review the solution—what does your company/product offer that meets the customer’s needs?
 - a. This is like using the summary close. We will not specifically cover the summary close as a closing method because **it should be done in all sale closings.**
 - b. In the summary close,
 - i. the salesperson summarizes the product as the best alternative
 - ii. suggests it is a logical/rational close since it can be used to highlight the benefits of the product—want to show the customer (again) what the product can do for them, i.e. save time, save money, increase yields, etc.
4. Use the appropriate closing strategy (*these will be covered in the next module. For the purposes of this module, the student will use a ‘Direct Close’ which is seen in step 5—thus it really is a “4 step process” when you use the direct close*).
5. Ask for the sale.
 - a. A Direct Close is one where the salesperson just asks for the sale.
Example: ‘Would you like to start with 10 round bales?’
 - b. For this module, use the direct close

After the students have developed their list, you can reveal/share the 5 Steps to Closing a Sale.

Now that students know what the 5 steps are, you will have each student attempt to close the sale **again**, keeping the 5 steps in mind. The student(s) will use the **same** scenario as before for ease of understanding the 5 steps.

- a) Did the student(s) ask if the customer had any further questions about the product?
 - b) Did the student(s) review the problem?
 - c) Did the student(s) review the solution
 - d) Did the student(s) ask for the sale? If so, how many times?
 - e) Did the student(s) stop the first time the customer said no?
 - f) Did the student(s) earn the customer’s business?
-

After each student has presented the first scenario a second time, and each ‘closing the sale’ presentation has been reflected upon, have students perform a closing one more time using the new scenario on the next page. Since this will be the third sale closing

they perform, you do not have to use the review question with each student. However, you should review/reflect as a group after all students have presented their closing.

Student Scenario 2

Customer: Mr./Mrs. Dent is an agriculture teacher and FFA advisor at the local high school. For the FFA banquet, the chapter wants to put centerpieces on each table in the cafeteria. Mr./Mrs. Dent wants the centerpieces to be a floral arrangement which his/her students can assemble (By assembling them, the students will learn elements of floral design, and it will not cost as much money for the chapter to purchase the centerpieces). Mr./Mrs. Dent wants the centerpieces to be in clear vases; only have white, blue, and yellow flowers; a simplistic design that students will be able to assemble; and cost effective. Not all of the designs have to be the same, but they should complement each other. Additionally, the supplies will need to be picked up/delivered 2 days prior to the banquet.

Salesperson (Owner of The Floral Shop, located in a town about 20 minutes from the high school): The Floral Shop provides a variety of options for assembling your own centerpieces, however, some of the designs can be complicated. Multiple vases are available, but they vary in price. The same is true for colors and flower types, each varies in cost and availability. Floral design can be expensive, thus it is important that the salesperson try to meet the needs of the customer at the appropriate price level. Since the chapter will be purchasing so many centerpieces, the owner is willing to come in and help the students assemble the centerpieces free of charge.

What if they don't buy the product?

It is important to remember that the customer might not purchase the product. The rules for the CDE indicate that the judge does not have to buy. So, what should the student do if they don't make a sale, or if they realize the customer is not going to buy?

- Just ask the customer why they are not going to buy today
- Then they should try to set up another meeting to try to make a sale again

Just make sure that you have a back-up plan in place if the customer decides not to buy the product.

MODULE 6: CLOSING THE SALE

PART 2—TYPES OF CLOSING METHODS

Background Information for the Teacher

This module will present the different types of closing methods that can be used when closing a sale. This module provides the content information as well as specific scenarios for the students to utilize when practicing the different methods.

The specific objectives of this module are to:

- Identify different methods for closing a sale
- Demonstrate the seven methods for closing a sale
- Evaluate the methods for closing a sale as presented by self and others

The content information concerning closing methods is embedded within the module in the order in which it should be presented. The information is also listed below for ease of use. Since this module coincides with the previous module, the 5 Steps to Closing a Sale is also included in this section.

5 Steps to Closing a Sale

6. Ask if there are any other questions (if the customer says yes, you need to address the questions)
7. Review the problem—what was the customer looking for?
8. Review the solution—what does your company/product offer that meets the customer's needs?
 - a. This is like using the summary close. We will not specifically cover the summary close as a closing method because **it should be done in all sale closings**.
 - b. In the summary close,
 - i. the salesperson summarizes the product as the best alternative
 - ii. suggests it is a logical/rational close since it can be used to highlight the benefits of the product—want to show the customer (again) what the product can do for them, i.e. save time, save money, increase yields, etc.
9. Use the appropriate closing strategy.
10. Ask for the sale.

The types of closing methods:

- A. Direct Close
- B. Standing Room Only
- C. Choice Close
- D. Assumption Close
- E. Special Deal Close
- F. Success Story Close

Closing Methods

A. Direct Close

- The salesperson directly asks for the sale
- Combines steps 4 & 5
- Yes/no question
- Should be used when the sales call has been positive or with repeat customers
- Customer will respond yes or no to the direct close

Direct Close

Salesperson: Mr. Smith, do you have any further questions? (*step 1*)

Customer: No, I think you have answered everything for me.

Salesperson: Great! Well, you were looking for a boat shelter that would protect your boat and be sturdy enough to withstand the Florida wind and rain, but something that had the option of being portable if you add on to your house. Is that correct? (*step 2*)

Customer: Yes, that is correct.

Salesperson: Today, I have shown you the products offered by Shelters, Inc. which are easily portable, especially if you choose to add on to your house as you have suggested, but they are strong enough to withstand the weather because of the unique feature on the poles which allows you to secure the shelter down (*step 3*). It looks like we have been able to meet your needs today. Would you like to go ahead and purchase the 20 foot shelter? (*steps 4&5*)

*Steps 4 & 5 are combined in this instance because a direct close is being used. These steps will not always be combined.

B. Standing Room Only Close

- The salesperson expresses urgency to purchase the product
- This method suggests that there is only a limited supply of the product, there is an upcoming shortage, or the price may increase
- Using this method helps prevent the customer from delaying the decision to purchase

Standing Room Only Close

Salesperson: Mr. Smith, do you have any further questions? (*step 1*)

Customer: No, I think you have answered everything for me.

Salesperson: Great! Well, you were looking for a boat shelter that would protect your boat and be sturdy enough to withstand the Florida wind and rain, but something that had the option of being portable if you add on to your house. Is that correct? (*step 2*)

Customer: Yes, that is correct.

Salesperson: Today, I have shown you the products offered by Shelters, Inc. which are superior to your other options because they are portable and we know that most others are not portable. Also they are strong enough to withstand the weather because of the unique feature on the poles, and we have agreed that finding a shelter that is both sturdy and portable is difficult (*step 3*).

Customer: Yes, I do agree.

Salesperson: Right now we only have two of these shelters left in stock, and we will not be receiving the next shipment for 8 weeks. I know that you wanted to get this set up soon, so I think you need to go ahead and purchase so that you do not have to wait 8 weeks. Do you agree? (*step 4*)

Customer: Yes, I do agree.

Salesperson: Can we go ahead and place an order for the 20 foot shelter? (*step 5*)

C. Choice Close

- Similar to the direct close, but instead of asking a yes/no question, you are giving the customer a choice between two or more alternatives.
- The question should ask which one, or how many
- Using this type of close can help prevent a negative response (no, I would not like to purchase 3 months of service)
- Can be used in conjunction with the summary close
- You might not want to use this because it can be considered rude, because you are assuming the customer wants to buy your product.
- You should not use this close if you are unsure—you have a feeling the customer might not want to buy

Choice Close

Salesperson: Mr. Smith, do you have any further questions? (*step 1*)

Customer: No, I think you have answered everything for me.

Salesperson: Great! Well, you were looking for a boat shelter that would protect your boat and be sturdy enough to withstand the Florida wind and rain, but something that had the option of being portable if you add on to your house. Is that correct? (*step 2*)

Customer: Yes, that is correct.

Salesperson: Today, I have shown you the products offered by Shelters, Inc. which are easily portable, especially if you choose to add on to your house as you have suggested, but they are strong enough to withstand the weather because of the unique feature on the poles which allows you to secure the shelter down (*step 3*). It looks like we have been able to meet your needs today. Would you like to go ahead and purchase the 20 foot shelter or the 25 foot shelter? (*steps 4&5*)

**Same as the direct close, but you are giving them a choice instead of a yes/no question.

D. Assumption Close

- Similar to the direct close, but instead of asking a question, you are making a statement.
- You are assuming that you are getting the sale, so you proceed under the assumption that the customer has decided to buy
- You should use this when the customer has indicated strong interest in the product, or when there are obvious buying signals.
- Used a lot with repeat customers
- Generally used in combination with the summary close—can be very powerful with the summary close
- Again, this can seem rude, so if you are unsure, do not use the assumption close
- Make sure that you ask for the sale following the assumption close statement

Assumption Close

Salesperson: Mr. Smith, do you have any further questions? (*step 1*)

Customer: No, I think you have answered everything for me.

Salesperson: Great! Well, you were looking for a boat shelter that would protect your boat and be sturdy enough to withstand the Florida wind and rain, but something that had the option of being portable if you add on to your house. Is that correct? (*step 2*)

Customer: Yes, that is correct.

Salesperson: Today, I have shown you the products offered by Shelters, Inc. which are easily portable, especially if you choose to add on to your house as you have suggested, but they are strong enough to withstand the weather because of the unique feature on the poles which allows you to secure the shelter down (*step 3*). It looks like we have been able to meet your needs today. Would you go ahead and verify your address so that we can have the shelter materials delivered (*steps 4&5*).

Customer: That address looks correct.

Salesperson: Okay, so we have a deal?

E. Special Deal Close

- This is when you are offering price discounts to secure the sale, cash discounts on trade-ins, or seasonal promotions
- Can be used to help change the customers mind if they are hesitant—customer might not fully understand the value of the product
- Need to be careful with this kind of deal because a customer may come to expect this in the future (which might not be possible)
- Generally used in combination with the direct close (described below)

Special Deal Close

Salesperson: Mr. Smith, do you have any further questions? (*step 1*)

Customer: No, I think you have answered everything for me.

Salesperson: Great! Well, you were looking for a boat shelter that would protect your boat and be sturdy enough to withstand the Florida wind and rain, but something that had the option of being portable if you add on to your house. Is that correct? (*step 2*)

Customer: Yes, that is correct.

Salesperson: Today, I have shown you the products offered by Shelters, Inc. which are easily portable, especially if you choose to add on to your house as you have suggested, but they are strong enough to withstand the weather because of the unique feature on the poles which allows you to secure the shelter down (*step 3*). It looks like we have been able to meet your needs today. If you purchase today, we will deliver the shelter for free. Does that sounds like a deal? (*steps 4&5*).

F. Success Story Close

- Describes how the benefits solve a specific problem
- Helps provide assurance to the customer by relating the experience of others
- However, the customer's situation may be too specific, thus, a success story close might not be appropriate.
- Also, using a success story may seem to convenient (like you made it up)—so be careful to use this only when appropriate—Use it only when you want to put the customer over the top
- Introduce the success story in step 4
- Ask for the sale after providing the success story

Assumption Close

Salesperson: Mr. Smith, do you have any further questions? (*step 1*)

Customer: No, I think you have answered everything for me.

Salesperson: Great! Well, you were looking for a boat shelter that would protect your boat and be sturdy enough to withstand the Florida wind and rain, but something that had the option of being portable if you add on to your house. Is that correct? (*step 2*)

Customer: Yes, that is correct.

Salesperson: Today, I have shown you the products offered by Shelters, Inc. which are easily portable, especially if you choose to add on to your house as you have suggested, but they are strong enough to withstand the weather because of the unique feature on the poles which allows you to secure the shelter down (*step 3*). Mr. Anthony also bought this shelter for his boat a few weeks ago. I spoke with him on Tuesday and he told me that even after that big storm this weekend his boat hardly even got wet and his shelter stayed in place (*step 4*).

Customer: Is that so?

Salesperson: Indeed. Would you like to go ahead and purchase the shelter today? (*Step 5*)

****Note:** These examples can be shared with the students after the entire module is completed.

MODULE 6: CLOSING THE SALE

PART 2—TYPES OF CLOSING METHODS

There are several ways for a salesperson to close a sale and ask for the customer's business. For the purposes of this module, there are 7 closing methods which will be described. Although there are many others that can be used, they are not all appropriate for the parameters of this CDE.

Objectives:

- Identify different methods for closing a sale
- Demonstrate the seven methods for closing a sale
- Evaluate the methods for closing a sale as presented by self and others

Since there are several types of closing methods which will be discussed, there will be one scenario which is used for all methods. This will allow the student to focus more on the elements of the closing strategy, and less on the actual product/service that is being sold.

Customer: Mr. Henry is a small farmer who has 5 acres of land where he grows a variety of crops. The type of crop varies between years however, some things typically grown are strawberries, blueberries, peanuts, potatoes, lettuce, peppers (various), eggplant, peas, sweet corn, watermelons, and cucumbers. Generally, Mr. Henry takes his produce up to the road on the weekends to sell, however, business is unpredictable. Mr. Henry is thinking about going to a farmer's market to sell his produce, but it is uncertain if it is worth the cost. Mr. Henry doesn't want to pay too much for booth space, and also wants to make sure there is adequate traffic to help cover the costs of booth space and travel to the farmer's market. Also, Mr. Henry wants to participate in a farmers market that meets on a regular basis so that he can sell all of his produce.

Salesperson (Booth rental/sales manager for local farmer's market): The farmers market is located in town, about 20 miles from Mr. Henry's property. Mr. Henry has expressed interest in participating the farmer's market, but needs more information, so the salesperson from the farmer's market has come out to his/her house to meet. During the meeting, the salesperson shares that the farmer's market has been established for 5 years, so many people know about it, and visit it on a regular basis. The farmer's market meets every other weekend, so Mr. Henry will have plenty of opportunities to sell his produce. The farmer's market charges a flat fee for booth space rental, however, if the individual commits to one month, 3 months, or 6 months, there is potential for a discount. The salesperson thinks this is exactly what Mr. Henry is looking for because it will be more dependable than roadside traffic, and there are enough opportunities for him to sell produce.

Closing Methods

Below, each closing method is described, and an example is provided. You should first tell the students the method and explain the components of the method (as listed below). There is an example of each method provided which will help to guide your understanding. After explaining the method, have two students close the sale using the specified method. The student should use the specified method as part of the **5 Steps to Closing a Sale** (specified method will be used in step 4) which were presented in the previous module. The steps are listed below for your convenience. Following the closing strategy, use the questions provided to debrief the close.

Go through the information about each closing strategy one at a time. Then, have 1 student use that closing method in front of your other team members using the scenario above. As a group, have the students review the closing method using the questions provided. After you have reviewed the first sale closing, have another student complete the same closing method (2 students total will complete each method). This will help save time, while also providing students an opportunity to view and improve each closing method.

Review Questions:

1. Did the student use all 5 steps to close the sale? If not, which ones were left out?
2. Did the student use the specified method? If so, what did they say?
3. Do you think the method was used appropriately? (Did it fit within the context of the conversation? Did it make sense?)
4. How could it have been improved?

****To be used after each student*

The types of closing methods (SPECIFIC INFORMATION ABOUT EACH CLOSING STRATEGY IS BELOW):

- A. Direct Close
- B. Standing Room Only Close
- C. Choice Close
- D. Assumption Close
- E. Special Deal Close
- F. Success Story Close

5 Steps to Closing a Sale

1. Ask if there are any other questions (if the customer says yes, you need to address the questions)
2. Review the problem—what was the customer looking for?
3. Review the solution—what does your company/product offer that meets the customer's needs?
4. Use the appropriate closing strategy (use the strategy you are teaching)
5. Ask for the sale.

A. Direct Close

- The salesperson directly asks for the sale
- Combines steps 4 & 5
- Yes/no question
- Should be used when the sales call has been positive or with repeat customers
- Customer will respond yes or no to the direct close
- Direct Close Example→ “Would you like to start with 5 flats of strawberries?”; “Would you like to purchase your fist 3 months of pest control services?”

B. Summary Close

- The salesperson expresses urgency to purchase the product
- This method suggests that there is only a limited supply of the product, there is an upcoming shortage, or the price may increase
- Using this method helps prevent the customer from delaying the decision to purchase
- Summary Close Example→ “Right now we only have two of these GPS units left in stock, and we do not know when the next shipment will be. I think you should go ahead and order the GPS today. Do you agree?”; “Right now, we have a special on pest control service. If you purchase a six month service, you get an additional 3 months of service for free. Now would be a good time to purchase these service, don't you agree?”

C. Choice Close

- Similar to the direct close, but instead of asking a yes/no question, you are giving the customer a choice between two or more alternatives.
- The question should ask which one, or how many
- Using this type of close can help prevent a negative response (no, I would not like to purchase 3 months of service)
- Can be used in conjunction with the summary close

- You might not want to use this because it can be considered rude, because you are assuming the customer wants to buy your product.
- You should not use this close if you are unsure—you have a feeling the customer might not want to buy
- Choice Close Example→ “Should we plan to deliver your first order on Monday or Tuesday?”; “Would you like to start with 3 months or 6 months of service?”
- Choice Close used with Summary Close Example→ “You have seen that this type of barn will protect your equipment better than what you currently have and it has the option for adding on new sections, which is not the case with your current barn. Would you like the barn materials to be delivered this week or next week?”

D. Assumption Close

- Similar to the direct close, but instead of asking a question, you are making a statement.
- You are assuming that you are getting the sale, so you proceed under the assumption that the customer has decided to buy
- You should use this when the customer has indicated strong interest in the product, or when there are obvious buying signals.
- Used a lot with repeat customers
- Generally used in combination with the summary close—can be very powerful with the summary close
- Again, this can seem rude, so if you are unsure, do not use the assumption close
- Assumption Close Example→ “Please verify your information so that we can make sure this ships to the correct location”; “For your order Thursday, I think you will need 3 cases of tomatoes and 2 cases of cucumbers.”
- Make sure that you ask for the sale following the assumption close statement

E. Special Deal Close

- This is when you are offering price discounts to secure the sale, cash discounts on trade-ins, or seasonal promotions
- Can be used to help change the customers mind if they are hesitant—customer might not fully understand the value of the product
- Need to be careful with this kind of deal because a customer may come to expect this in the future (which might not be possible)
- Generally used in combination with the direct close (illustrated below)
- Special Deal Close→ “If you purchase today, I can include 2 flats of strawberries for free. Does that sound like a deal?”; “In order to help offset the initial expense, we will give you \$500 cash back if you purchase the hay baler today. Is that a deal?”

F. Success Story Close

- Illustrates how the benefits solve a specific problem
- Helps provide assurance to the customer by relating the experience of others
- However, the customer's situation may be too specific, thus, a success story close might not be appropriate.
- Also, using a success story may seem to convenient (like you made it up)—so be careful to use this only when appropriate—Use it only when you want to put the customer over the top
- Introduce the success story in step 4
- Success Story Close Example→ “Have you noticed Joe Smith's barn down the road? He purchased a barn from us 5 years ago, and since has added on 2 sections because he was so pleased with how well it kept his hay dry and protected his equipment from the weather.”
- Ask for the sale after providing the success story

MODULE 7: THE SALES CALL

Background Information for the Teacher

Thus far we have discussed all the elements of a sales call separately. This module is intended to put all the elements together to create a complete sales call.

Since we have already covered the information necessary to complete an entire sales call in the previous five modules, there is no new/additional information contained in this module. This module does provide a selling company and a purchasing company for practice as a complete sales call. The student will represent the selling company, while you, the teacher will play the role of the purchasing company. In this background information, there are some components to look for while the student is presenting the sales call. These components are based upon the scoring rubric which is found in the next section of this module.

Components of the scoring rubric for the sales call:

1. Did the salesperson identify themselves with a good first impression?

In this section, you will be looking for the student to provide a good handshake, and state their name and company. The student should either wait for you to offer them a seat, or ask to take a seat.

2. Did the student ask questions/dialogue in an attempt to build personal rapport with you?

The student should make small talk—more than one or two sentences. The student can notice something in the “office” where the call is taking place, or even something you are wearing to dialogue and build rapport. Make sure the dialogue is sufficient.

3. Did the student actively listen to your personal comments when you answered?

During this time, the student should not cut you off. Additionally, the student should be giving non-verbal signals that indicate they are listening, or verbal signals, or clarify your comments, so that you know they are listening to what you say.

4. Did the student use the information for your answers to further establish personal rapport?

The student should build off the answers you provide. The student needs to be able to dialogue. Too often, students are more focused on what they need to say, that their comments seem unrelated to what the other individual has said. Make sure that the student is providing responses that are related to the current conversation.

5. Did the student ask questions to learn about your business?

The student should ask clarifying and/or general questions about your business and your goals. The student should use open-ended probes at first, then use more directed probes as the students detects the need/problem/etc.

6. Did the student listen to the answers about your business you provided?

Again, the student should not cut you off, the student's response should be related to the conversation, and the student should verify understanding of your responses.

7. Did the student confirm and discover your needs and wants?

The student should work to discover ALL of your needs/wants, and verify that they have done so. The student should not stop at one need/want, they must uncover all needs/wants.

8. Did the student apply the features/benefits of their product to your needs/wants?

In order to do this, the student should present a complete selling point. Therefore the student should use the SELL acronym (State the feature, elaborate the benefit, lay out the proof of the benefit, and let the customer agree with the benefit).

9. Did the student allow you to participate in matching your needs/wants to their product features?

During this, the student should involve you in the process, not just talk at you. The student should be asking questions, and gaining acceptance that the product meets your needs/wants.

10. Did the student effectively use trial close (gain acceptance on a point, identify customers willingness to buy or a closing opportunity)?

The student should use the trial close. This is something we DID NOT specifically discuss in the closing methods module. However, in order for the student to use a trial close, they would basically ask if the customer is ready to buy at this time. Chances are the customer will say no, and the student will present another selling point. The trial close should be attempted after the student has presented the first selling point.

11. Did the student listen to and clarify your objections?

The student needs to follow the steps to handling objections which we have previously discussed (listen, restate, handle, verify). Additionally, they should use one of the five objection handling strategies which were presented in the module.

12. Did the student apply and discuss the features/benefits of their products to address your objections?

The student should share the features and benefits of the product that address your objections.

13. Did the student clearly close or attempt to close the sale?

The student should close the sale using the five steps to closing a sale, which includes a specific closing method that was discussed in a previous module. The student needs to at least summarize the meeting, the problem you had, and the order that was placed. However, the student will earn more points for using the five steps, and a specific closing method.

Information for the teacher about the meeting with F-R-M Feed, Inc.:

You will play the role of Charles von der Hedye, Senior Vice President of Commodity Risk Management, Feed Ingredient Purchasing, and Export Sales:

Charles von der Heyde has served as Senior Vice President of Commodity Risk Management, Feed Ingredient Purchasing and Export Sales since joining Pilgrim's in February 2010. Mr. von der Heyde comes to Pilgrim's from Bunge LTD in Brazil, where he had worked for more than 29 years. Bunge, a leading agribusiness and food company with integrated operations that circle the globe, is one of Brazil's largest agricultural exporters, oilseed processors and wheat millers.

Dr. von der Heyde is looking to purchase a new feed for the producers that do not have a mill in their area. It is important that the feed be similar in composition to the feed they currently have at other mills.

MODULE 7: THE SALES CALL

So far, you have covered all the elements of a sales call. From opening a sale, to identifying needs, highlights selling points, handling objections, and closing a sale. Now it is time to put them all together. This module will utilize all the information learned in the previous modules in order to complete an entire sales call.

Objectives:

- Describe the components of a sales call
- Demonstrate a complete sales call
- Evaluate a sales call presented by self and others

The information for this module has been covered in the previous five modules (there is no new/additional content information presented in this module). Included is a scenario for students to use in the complete sales call.

Before beginning the sales call, be sure to review the following rubric with the students. This is the complete scoring rubric that will be used in the individual sales call portion of the CDE.

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

****We did not discuss the trial close in the closing strategies module—however, the trial close is very simple. The student should present the first selling point. At the end of that selling point, the student should ask the customer if they are ready to purchase. The customer will more than likely say no. In that case, the student should go on and present another selling point.**

Student Scenario

(give a copy to each student)

The student will be representing FRM (Flint River Mills), Inc. Below is information about the company for the student to learn about the products they will be selling.

The student will be selling to Pilgrim's Pride. Below is information about Pilgrim's Pride that will be helpful in completing the sales call. (The teacher will play the role of the representative from Pilgrim's pride that is looking to purchase feed).

The student will be meeting with Charles von der Heyde, Senior Vice President of Commodity Risk Management, Feed Ingredient Purchasing, and Export Sales:

Charles von der Heyde has served as Senior Vice President of Commodity Risk Management, Feed Ingredient Purchasing and Export Sales since joining Pilgrim's in February 2010. Mr. von der Heyde comes to Pilgrim's from Bunge LTD in Brazil, where he had worked for more than 29 years. Bunge, a leading agribusiness and food company with integrated operations that circle the globe, is one of Brazil's largest agricultural exporters, oilseed processors and wheat millers.

Dr. von der Heyde is looking to purchase a new feed for the producers that do not have a mill in their area. It is important that the feed be similar in composition to the feed they currently have at other mills.

F-R-M Feed Data Sheet

Our Mission

Our pledge from the beginning has been to strive with our sincerest efforts to elevate the standards of this business in which we are engaged, and to so conduct our affairs that others may find it desirable and profitable to follow our example.

Company Profile

F-R-M (Flint River Mills, Inc.) has been supplying the feed industry with innovative formulas and technologically advanced feeds since 1927. F-R-M has long been dedicated to providing customers with a complete line of products made from the highest quality, most palatable feed ingredients - always keeping in mind the developmental stages of each species. We have always, and will continue, to strive to produce useful, needed products of the highest quality at fair prices.

We deliver our product through a network of dealers in Georgia, Florida, Alabama and South Carolina fresh from our manufacturing facility in Bainbridge, Georgia each week.

Availability and Freshness...NO PROBLEM.

Testimonial

F-R-M 15% LAYER PELLETS

Dear FRM,

I just finished feeding my chickens and thought about how much I appreciate your well-made product. My chickens certainly do enjoy it and I love to feed it to them. Thank you for making such good feed that not only keeps my chickens healthy and strong, but helps produce fantastic eggs.

Sincerely,
Clinton Evans
Sopchoppy, FL



Flint River Mills, Inc.

HOME

CONTACT US

PRODUCTS

- Equine*
- Show Animals*
- Specialty*
- Deer Feeds & Supplements*
- Lamb/Goat/Small Animals*
- All-Stock*
- Fish/Alligator*
- Beef/Dairy*
- Swine*
- Poultry/Gamebird/Rabbit*
- Mineral Supplements*
- Pets*
- Grains & Mill Feeds*
- Salt/Trace Minerals*
- Miscellaneous*
- Stall Bedding*

TESTIMONIALS

WALL OF FAME

ARTICLES

DEALER LOCATOR

NEWS & EVENTS

FRM POULTRY FEEDS



FRM CHICK STARTER CRUMBLES MEDICATED

A complete feed, high energy ration, medicated to help prevent Coccidiosis in chickens and turkeys. Feed as the sole ration.

Active Drug Ingredient: Amprolium.....0.0125%

GUARANTEED ANALYSIS:

Crude Protein, Min.	21.00%
Lysine, Min.	1.10%
Methionine, Min.	0.40%
Crude Fat, Min.	3.00%
Crude Fiber, Max.	5.00%
Calcium, Min.	1.00%
Calcium, Max.	1.15%
Phosphorus, Min.	0.70%
Salt, Min.	0.30%
Salt, Max.	0.40%

INGREDIENTS:

Corn Meal, Soybean Meal, Wheat Middlings, Poultry By Product Meal, Dehydrated Alfalfa Meal, Dried Whey Product, Animal Fat stabilized with B.H.A. (a preservative), Monocalcium Phosphate, Dicalcium Phosphate, Ground Limestone, Salt, L-Lysine, Methionine Hydroxy Analog, Vitamin A Supplement, Vitamin D-3 Supplement, Vitamin E Supplement, Menadione Sodium Bisulfite, Niacin, Choline Chloride, D-Pantothenic Acid, Riboflavin Supplement, Vitamin B-12 Supplement, Ethoxyquin (a preservative), Manganous Oxide, Magnesium Oxide, Copper Sulfate, Cobalt Carbonate, Sodium Selenite, Ferrous Sulfate, Zinc Oxide, and Calcium Iodate.

WARNING: USE AS THE SOLE SOURCE OF AMPROLIUM.

FRM START 'N' GROW CRUMBLES MEDICATED

A complete feed medicated to prevent Coccidiosis in chicks and pullets. Feed as the sole ration.

Active Drug Ingredient: Amprolium..... 0.0125%

GUARANTEED ANALYSIS:

Crude Protein, Min.	17.00%
Lysine, Min.	0.90%
Methionine, Min.	0.35%
Crude Fat, Min.	3.00%
Crude Fiber, Max.	5.00%
Calcium, Min.	0.95%
Calcium, Max.	1.05%
Phosphorus, Min.	0.45%
Salt, Min.	0.30%
Salt, Max.	0.40%

INGREDIENTS:

Corn Meal, Wheat Middlings, Soybean Meal, Poultry By Product Meal, Dehydrated Alfalfa Meal, Dried Whey Product, Animal Fat stabilized with BHA (a preservative), Monocalcium Phosphate, Dicalcium Phosphate, Ground Limestone, Salt, L-Lysine, Methionine Hydroxy Analog, Vitamin A Supplement, Vitamin D-3 Supplement, Vitamin E Supplement, Niacin, Choline Chloride, D-Pantothenic Acid, Menadione Sodium Bisulfite, Riboflavin Supplement, Vitamin B-12 Supplement, Ethoxyquin (a preservative), Manganous Oxide, Magnesium Oxide, Copper Sulfate, Cobalt Carbonate, Sodium Selenite, Ferrous Sulfate, Zinc Oxide, and Calcium Iodate.

FEEDING INSTRUCTIONS: Feed continuously as the sole ration to starting chicks and replacement pullets.

**FRM 15% GROWER CRUMBLES MEDICATED**

A high energy ration, complete feed medicated with Bacitracin to aid in growth and feed conversion for growing and finishing chickens.

ACTIVE DRUG INGREDIENT: Bacitracin..... 25 gm/ton

GUARANTEED ANALYSIS:

Crude Protein, Min.	15.00%
Lysine, Min.	0.90%
Methionine, Min.	0.38%
Crude Fat, Min.	2.50%
Crude Fiber, Max.	6.00%
Calcium, Min.	0.90%
Calcium, Max.	1.10%
Phosphorus, Min.	0.75%
Salt, Min.	0.30%
Salt, Max.	0.40%

INGREDIENTS:

Corn Meal, Wheat Middlings, Distillers Dried Grains, Soybean Meal, Poultry By Product Meal, Dehydrated Alfalfa Meal, Monocalcium Phosphate, Dicalcium Phosphate, Ground Limestone, Salt, L-Lysine, Methionine Hydroxy Analog, Vitamin A Supplement, Vitamin D-3 Supplement, Choline Chloride, D-Pantothenic Acid, Riboflavin Supplement, Vitamin B-12 Supplement, Ethoxyquin (a preservative), Manganous Oxide, Manganese Oxide, Copper

Sulfate, Cobalt Carbonate, Ferrous Sulfate, Zinc Oxide, Sodium Selenite, Calcium Iodate, Magnesium Sulfate, and Potassium Sulfate.

FEEDING INSTRUCTIONS: *This is a complete and balanced ration. Begin feeding during the 5th week and continue until birds are approximately 20 to 22 weeks of age or until first eggs are laid, then change to laying feed. Always provide plenty of fresh water.*



15% LAYER CRUMBLES.

A complete feed for laying chickens. A high energy layer ration that gives a high rate of lay plus good feed conversion.

GUARANTEED ANALYSIS:

Crude Protein, Min.	15.00%
Lysine, Min.	0.65%
Methionine, Min.	0.35%
Crude Fat, Min.	3.00%
Crude Fiber, Max.	6.00%
Calcium, Min.	3.40%
Calcium, Max.	4.40%
Phosphorus, Min.	0.65%
Salt, Min.	0.35%
Salt, Max.	0.45%

INGREDIENTS:

Corn Meal, Wheat Middlings, Distillers Dried Grains, Soybean Meal, Poultry By Product Meal, Dehydrated Alfalfa Meal, Ground Limestone, Monocalcium Phosphate, Dicalcium Phosphate, Salt, Vitamin A Supplement, Vitamin D-3 Supplement, Choline Chloride, Riboflavin Supplement, Vitamin B-12 Supplement, Manganous Oxide, Magnesium Oxide, Copper Sulfate, Zinc Oxide, Calcium Iodate, Cobalt Carbonate, Ferrous Sulfate, Magnesium Sulfate, and Potassium Sulfate.

FEEDING INSTRUCTIONS:

This is a complete and balanced ration. Feed free choice from the time the first egg is laid throughout the time of egg production. Always provide plenty of fresh water.



15% LAYER PELLETS

A complete feed for laying chickens. A high energy layer ration that gives a high rate of lay, plus good feed conversion.

[CLICK HERE FOR A TESTIMONIAL](#)

GUARANTEED ANALYSIS:

Crude Protein, Min.	15.00%
Lysine, Min.	0.65%

Methionine, Min.	0.35%
Crude Fat, Min.	3.00%
Crude Fiber, Max.	6.00%
Calcium, Min.	3.40%
Calcium, Max.	4.40%
Phosphorus, Min.	0.65%
Salt, Min.	0.35%
Salt, Max.	0.45%

INGREDIENTS:

Corn Meal, Wheat Middlings, Distillers Dried Grains, Soybean Meal, Poultry By Product Meal, Dehydrated Alfalfa Meal, Ground Limestone, Monocalcium Phosphate, Dicalcium Phosphate, Salt, Vitamin A Supplement, Vitamin D-3 Supplement, Choline Chloride, Riboflavin Supplement, Vitamin B-12 Supplement, Manganous Oxide, Magnesium Oxide, Copper Sulfate, Zinc Oxide, Calcium Iodate, Cobalt Carbonate, Ferrous Sulfate, Magnesium Sulfate, and Potassium Sulfate.

FEEDING DIRECTIONS:

This is a complete and balanced ration. Feed free choice from the time the first egg is laid throughout the time of egg production. Always provide plenty of fresh water.

**FRM POULTRY MIX CONCENTRATE**

A supplement for growing and laying chickens. A concentrate to be mixed with your grain to make a laying feed or pullet growing feed.

GUARANTEED ANALYSIS:

Crude Protein, Min.	38.00%
Lysine, Min.	2.40%
Methionine, Min.	0.60%
Crude Fat, Min.	2.50%
Crude Fiber, Max.	7.00%
Calcium, Min.	4.25%
Calcium, Max.	5.25%
Phosphorus, Min.	2.00%
Salt, Min.	1.00%
Salt, Max.	2.00%

INGREDIENTS:

Soybean Meal, Dehydrated Alfalfa Meal, Poultry By Product Meal, Wheat Middlings, Dried Whey Products, Monocalcium Phosphate, Dicalcium Phosphate, Salt, Ground Limestone, Vitamin B-12 Supplement, Riboflavin Supplement, Vitamin D-3 Supplement, Vitamin A Supplement, Manganous Oxide, Magnesium Oxide, Copper Sulfate, Cobalt Carbonate, Ferrous Sulfate, Zinc Oxide, and Calcium Iodate.

MIXING INSTRUCTIONS:**LAYING FEEDS:**

16% PROTEIN COMPLETE FEED

1450 Pounds	Grain
50 Pounds	Ground Limestone
500 Pounds	Poultry Mix Concentrate

18% PROTEIN CAGE LAYER

1300 Pounds	Grain
50 Pounds	Ground Limestone
650 Pounds	Poultry Mix Concentrate

17% PROTEIN COMPLETE FEED

1375 Pounds	Grain
50 Pounds	Ground Limestone
575 Pounds	Poultry Mix Concentrate

GROWING FEED:**16% PROTEIN COMPLETE FEED**

1500 Pounds	Grain
500 Pounds	Poultry Mix Concentrate

**FRM 3-WAY SCRATCH**

A grain mixture for poultry. Feed free choice as a source of grain.

This is not a complete feed and additional sources of supplementation is required.

GUARANTEED ANALYSIS:

Crude Protein, Min.	8.50%
Crude Fat, Min.	3.00%
Crude Fiber, Max.	4.00%

INGREDIENTS:

Corn, Wheat, and Milo.

**FRM SCRATCH FEED**

A grain mixture for poultry.

Feed free choice as a source of grain to chickens.

This feed is not a complete feed and additional supplementation is required.

GUARANTEED ANALYSIS:

Crude Protein, Min.	9.00%
Crude Fat, Min.	2.00%
Crude Fiber, Max.	4.00%

INGREDIENTS:

Yellow Cracked Corn and Wheat.

**FRM SUPER SCRATCH GAMECOCK MAINTENANCE FEED**

A feed mixture for Game Poultry.

May be fed free-choice or hand-fed depending on the bird's condition and requirements.

GUARANTEED ANALYSIS:

Crude Protein, Min.	14.00%
Lysine, Min.	0.70%
Methionine, Min.	0.35%
Crude Fat, Min.	2.50%
Crude Fiber, Max.	6.00%
Calcium, Min.	0.70%
Calcium, Max.	0.90%
Phosphorus, Min.	0.50%
Salt, Min.	0.30%
Salt, Max.	0.40%

INGREDIENTS:

Yellow Corn, Wheat, Milo, Oats, Sunflowers, Soybean Meal, Wheat Middlings, Alfalfa Meal, Dried Whey Product, Ground Limestone, Monocalcium Phosphate, Dicalcium Phosphate, Salt, L-Lysine, Methionine Hydroxy Analog, Yeast Culture, Dried Streptococcus Faecium Fermentation Product, Dried Lactobacillus Acidophilus Fermentation Product, Dried Bacillus Subtilis Fermentation Extract, Dried Aspergillus Niger Fermentation Extract, Vitamin A Acetate, D-Activated Animal Sterol (Vitamin D-3), DL-Alpha Tocopherol Acetate, Menadione Dimethylpyrimidinol Bisulfite (Vitamin K), Vitamin B-12, Riboflavin, D-Pantothenic Acid, Niacin, Choline Chloride, Thiamine Mononitrate, Pyridoxine Hydrochloride, Folic Acid, D-Biotin, Magnesium Oxide, Copper Sulfate, Copper Proteinates, Ferrous Sulfate, Iron Proteinates, Manganese Sulfate, Manganese Proteinates, Zinc Sulfate, Zinc Proteinates, Cobalt Sulfate, Cobalt Proteinates, Calcium Iodate, and Sodium Selenite.

**FRM GAMECOCK CONDITIONER FEED**

A feed mixture for Game Poultry.

May be fed free-choice or hand-fed depending upon the bird's condition and requirements.

GUARANTEED ANALYSIS:

Crude Protein, Min.	16.00%
Lysine, Min.	0.90%
Methionine, Min.	0.40%
Crude Fat, Min.	2.50%
Crude Fiber, Max.	5.00%

Calcium, Min.	0.90%
Calcium, Max.	1.10%
Phosphorus, Min.	0.60%
Salt, Min.	0.30%
Salt, Max.	0.40%

INGREDIENTS:

Yellow Corn, Wheat, Milo, Oats, Sunflowers, Soybean Meal, Wheat Middlings, Alfalfa Meal, Dried Whey Product, Ground Limestone, Monocalcium Phosphate, Dicalcium Phosphate, Salt, L-Lysine, Methionine Hydroxy Analog, Yeast Culture, Dried Streptococcus Faecium Fermentation Product, Dried Lactobacillus Acidophilus Fermentation Product, Dried Bacillus Subtilis Fermentation Extract, Dried Aspergillus Niger Fermentation Extract, Vitamin A Acetate, D-Activated Animal Sterol (Vitamin D-3), DI-Alpha Tocopherol Acetate, Menadione Dimethylpyrimidinol Bisulfite (Vitamin K), Vitamin B-12, Riboflavin, D-Pantothenic Acid, Niacin, Choline Chloride, Thiamine Mononitrate, Pyridoxine Hydrochloride, Folic Acid, D-Biotin, Magnesium Oxide, Copper Sulfate, Copper Proteinate, Ferrous Sulfate, Iron Proteinate, Manganese Sulfate, Manganese Proteinate, Zinc Sulfate, Zinc Proteinate, Cobalt Sulfate, Cobalt Proteinate, Calcium Iodate, and Sodium Selenite.

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Pilgrim's Pride Data Sheet

A message for the President and Chief Executive Office of Pilgrim's Pride:

To our Customers, Consumers, Shareholders and Team Members:

Since our founding in 1946, Pilgrim's has worked hard to be a good corporate citizen and a responsible steward of the environment.

As one of the world's largest chicken processors and one of America's larger companies, Pilgrim's is absolutely committed to making a difference in the communities where our customers and employees live and work. Whether by supporting food banks in the fight against hunger, assisting local schools and youth programs, or raising funds for disaster relief and cancer research, we strive to take an active role in our communities.

This inaugural report focuses on our company's sustainability and social responsibility efforts in more than a dozen areas, including animal welfare, business ethics, charitable giving, corporate governance, diversity, energy conservation, environmental stewardship, food safety, immigration and recycling.

Sustainability can be defined in many ways. For Pilgrim's, it means that we conduct our business in a manner that supports the ability for future generations to enjoy a quality of life that is equal to or better than what we enjoy today. Every day, Pilgrim's touches the lives of millions of people through the quality poultry products we produce, the manner in which we conduct our business and the value that we generate for our stakeholders. At the core of our sustainability program is an adherence to these three principles: that the projects we undertake and the processes we change are all designed to ensure the continued production of quality food products, to enhance the way we do business and to ultimately generate sustained value for our company and its stakeholders.

This document is not intended to be a comprehensive sustainability or corporate social responsibility report as it is technically understood – with extensive metrics against established international standards. Rather, we offer it as an honest assessment of our positions and performance in key areas of interest to our stakeholders. We consider it a foundation on which to build in the years ahead.

We welcome your comments, questions and suggestions at any time. You can contact us by calling 800.727.5366 or by visiting our web site at www.pilgrims.com.

We are proud of Pilgrim's track record of sustainability and public responsibility, yet we recognize that we can – and must – do more. Our ultimate success as a company will be measured not only by our profitability, but also by our commitment to sustainability and social responsibility.

Sincerely,

William W. Lovette
President & CEO

Pilgrim's Pride at a Glance

- Pilgrim's is the second-largest chicken producer in the world, with operations in the United States, Mexico, and Puerto Rico. Our corporate headquarters is in Greeley, Colorado.
- We employ approximately 38,500 people and have the capacity to process more than 36 million birds per week for a total of more than 9.5 billion pounds of live chicken annually.
- Pilgrim's is ranked among the largest U.S. corporations, with net sales totaling \$7.5 billion in fiscal 2011.
- Approximately 4,100 contract growers supply poultry for the company's operations.
- Pilgrim's products are sold to foodservice, retail and frozen entrée customers. The company's primary distribution is through retailers, foodservice distributors and restaurants throughout the United States and Puerto Rico and in the Northern and Central regions of Mexico.
- We currently operate in 12 U.S. states, Puerto Rico and Mexico. These states include Texas, Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, North Carolina, South Carolina, Tennessee, Virginia and West Virginia.
- Pilgrim's operates 25 fresh processing plants and eight prepared foods cook plants.
- Pilgrim's has 26 feed mills and 30 hatcheries supporting our plants.
- Pilgrim's operates 13 distribution centers (one in Puerto Rico and 12 in Mexico).
- The company exports chicken products to customers in approximately 105 countries, including Mexico.
- We produce 30 million dozen table eggs per year, or about 0.46% of the nation's supply.
- JBS USA, a unit of JBS S.A. in Brazil, owns 75.3% of our outstanding common stock.

Mission, Values, and Beliefs

Mission Statement

To be the best in what we set out to do, totally focused on our business, ensuring the best products and services to our customers, solidity to suppliers, satisfactory profitability for shareholders and the certainty of a better future for all employees.

Values and Beliefs

We believe that one of the main competitive advantages the quality of our people, that no matter how simple one's position is, people who are skilled and motivated make the difference. We understand that Human Capital is our company's most important asset. Especially through people, we manage to innovate, create, improve and grow. Such capital, when well managed and supported, allows us to achieve the results required to perpetuate the company.

- **Planning:** Think before you act. Look to the future. Always be prepared.
- **Determination:** Never give up. Be involved. Drive to meet your goals and objectives.
- **Discipline:** Each day, be organized and prompt. Focus on details.
- **Availability:** Be supportive and accessible. Take initiative.
- **Sincerity:** Be true. Disagree when necessary. Recognize when to say no; however, be positive and offer solutions.
- **Simplicity:** Simplify. See things clearly. Make improvements.
- **What Brings us Together:** Reliance
- **Who We Are:** People with the same attitude, additional knowledge, Sense of Urgency and Spirit of Ownership.
- **Our Pillars:** Our Culture, Our People, Our Products and Our Customers.
- **Our Priority:** The Common Good.

Our Chickens

In the Hatchery

At Pilgrim's, the chicken comes first, then the eggs. We buy day-old chicks, called pullets, from primary breeder companies and raise them to be breeders. The breeder hens lay eggs that are collected and taken to our hatcheries, where they are incubated

and hatched. When the eggs hatch, the chicks are sent to contract grow-out farms to be raised to maturity.

Feeding

Previously, Pilgrim's owned and operated 26 feed mills, which are strategically located in the areas where we have operations. However, we now only have 15 feed mills, and use other feed sources for the areas which no longer have a feed mill.

We use feed that is a mixture of corn, soybean meal and other grains, and we feed our chickens only natural ingredients. We do not use growth hormones of any kind in our poultry rations.

On the Farm

We highly value our relationships with our poultry growers, because their success on the farm helps make possible the excellent Pilgrim's poultry products our customers expect and demand.

Pilgrim's contracts with approximately 4,100 family farmers in the U.S. and Mexico to grow chickens for our operations. We provide the birds, feed, and technical and veterinary services, while growers provide the labor, housing, litter, utilities and, most important, the knowledge and expertise that's essential to maintaining the Pilgrim's standard of excellence.

Pilgrim's service technicians work with each farm family, visiting the farm regularly and remaining on call for the farm 24 hours a day, seven days a week, to assure the best possible growout conditions for our flocks.

Important to the rural areas where our company has operations, poultry production helps maintain the family farm. Our contract growers are committed to being leaders in environmental stewardship, pledged to maintain and improve the quality of life where they live and work.

Processing and Food Production

Pilgrim's operates 25 fresh processing plants and eight prepared foods cook plants.

Every Pilgrim's processing facility in the U.S. is regularly inspected by the U.S. Department of Agriculture's Food Safety and Inspection Service (FSIS) to ensure that our food products meet all federal food safety standards.

Each year we conduct numerous food safety and quality system audits using accredited, independent, third-party auditing firms. We have conducted hundreds of these audits and have never failed to achieve a score of excellent or better. In 2010, all of our plants achieved an "A" grade in the British Retailers Consortium audit, one of four audits recognized by the Global Food Safety Initiative. These audits, which today are required by most of our retail customers, are used to evaluate a plant's food safety and quality programs. With 326 requirements that must be met before a final certification

grade can be given, the audit is among the toughest in the industry. Earning a "clean sweep" of A's was an unprecedented achievement, and we are extremely proud of each of our plants for their dedication and commitment to food safety and quality standards.

Taking Care of Our Customers

For more than 60 years, our products have been made with the freshest ingredients available, and that tradition continues today at Pilgrim's. We put the customer first with a relentless focus on quality, innovation and customer service, and it's been that way since our company began as a small feed and seed store in rural east Texas in 1946. In fact, it's our company's mission, a part of everything we do every day.

<p style="text-align: center;">Estimated Time</p> <p><u>Module part 1</u>: 1 hr, 30 minutes</p> <p>Product Prep: 30 minutes</p> <p>Module part 2: 1 hour</p>

MODULE 8: TEAM SALES SITUATION

TWO PART MODULE

Part 1: Information about team scenario, review rubric, team scenario #1

Part 2: Team sales scenario #2

Background Information for the Teacher

At this point, we have covered the components of the individual sales call. Now it is time that we move on to the team sales scenario that is part of the CDE. You will see that a lot of the components are similar to what is expected in the individual sales call. However, students will be asked to work together as a team to develop an effective strategy and presentation.

In this module, two scenarios are provided for the students. In the first scenario, work through the example with the students. Example answers to the questions are provided. There may be more answers that can be populated, than what is provided. After you work through the scenario with the students, they should use the information and prepare a sales presentation. Then the students should present their “sales pitch” if you will. This will provide them an opportunity to determine how they want to present the information, as well as practice presenting.

After the first scenario is completed, there is a second scenario that the students should work through unassisted, and then present to you.

Below are comments concerning the scoring rubric. These can be shared with the student when you review the rubric.

Components of the scoring rubric:

1. How well did each team member participate by analyzing and providing input to the solution?

All team members must actively participate in the preparation phase. Each team member can take the lead on specific areas, but all team member needs to participate equally.

2. How well did each team member communicate with the rest of the team members?

Needs to be dialogue between all team members—judges will be looking for quiet students.

3. How well did each team member demonstrate effective listening skills?

Each team member should listen, restate (if appropriate), respond to teammate questions, and verify that they have answered questions/addressed concerns.

4. How well did each team member respect the input of other team members?

Team members need to appear to receive suggestions from other team members. They do not necessarily have to change their mind, but they need to consider the suggestions of others and ensure that all team members feel their input is respected.

5. What level of knowledge did the team have of the products they are selling?

It should be obvious that all team members have come prepared regarding their roles in the assigned company. Based on the product you are supposed to sell, you should be able to guess what types of customers you will have...make sure the team members have some ideas about what to expect.

6. Did the team accurately analyze all the information for each customer type?

Team must be able to discuss all the customer types and be able to point out differences in needs between the customers. Differences will sometimes be subtle, but nonetheless, need to be identified. Judges will assess whether the team identified the needs correctly.

7. Did the team identify customer needs and wants, and prepare quality questions to help clarify the customer's needs and wants?

Students need to understand a wide variety of needs for each customer. They should show their understanding of customer needs in their questions. Additionally, they need to attempt to determine the problems with the current product/situation.

8. Did the team identify products for each customer type based on their product's features and benefits and the customer's anticipated needs and wants?

The team should identify products for each of the customer types. Some products could be appropriate for all of the customers, while other products would not be suited for certain customers. Students need to be smart about what products they select. Make sure that the product they select makes sense for the customer.

9. How well did the team identify potential objections for each customer type and how to address them?

Team needs to show a thorough understanding of potential objections. There might be different objections for different customers, students should be aware of that.

10. Were complimentary/related products also identified?

Team should select complimentary or related products from the product list they have been provided with prior to the contest. Since this needs to happen, a team might not want to select all the products from the list if they still need to suggestive sell.

11. Were the decisions made by the team based on sound sales principles using the information they were given?

The team should match the customer's needs with the products that fit those needs the best. You should aim to match products with specific needs. More specificity shows a greater depth of knowledge.

12. Was the presentation delivered professionally?

The presentation should be organized, students should speak clearly, and have a systematic way to approach the scenario.

13. Did all team members participate in the presentation?

All four members must participate.

14. Were all the questions answered correctly by all team members?

All members of the team should participate in answering questions.

**For #'s 1, 2, 3, 4, 12, 13, & 14: These are more subjective areas that will be scored according to the judges preferences. Please understand that what has been presented is just general suggestions. As the instructor, you should provide more specific comments to the students regarding the criteria as it fits within your preparation plan. Each chapter has their own way of doing things, it will be up to you to determine how your students will prepare, deliver, etc.

However, you do need to have a plan about what the students will do when they participate in the team sales event. The actions they take will need to be purposeful if they intend on earning points in those areas that evaluate teamwork.

During the preparation phase, there are several routes the team can take. 1) each student can be responsible for addressing the 5 questions for 1 customer, 2) each person addresses one of the 5 questions, 3) complete the task as a whole team (but will need to be very efficient). It may not matter exactly what you choose, but rather that you choose something so that you have a 'plan of attack' when the students enter the room.

MODULE 8: TEAM SALES SITUATION

TWO PART MODULE

At this point, we have covered all of the elements of the individual sales call. Now, we will move on to the team sales situation. Much of the team sales call is similar to the components of the individual sales call, however in the team sales scenario, you will be asked to sell to more than one customer. This module will examine the components of the team sales call, as well as provide an example for you to work through with the students, and an example for the students to perform on their own.

Objectives:

- Identify the components of the team sales situation
- Describe the components of the team sales situation
- Develop and present a sales strategy for the team sales situation

In reviewing the past team sales situation, there are five main tasks that the team will be asked to perform in the team sales situation. The tasks are:

1. Identify potential customer needs and wants
2. Identify features and benefits of the product(s) that address the customer's needs and wants
3. Identify potential customer objections and how you plan to address them
4. Identify possible related/complimentary products and suggestive selling strategies
5. Develop information gathering questions to be utilized in clarifying the customer's needs and wants

Since the team will be asked to complete these tasks, we will go through each of these components with the first scenario provided (Hill's Pet Nutrition).

Before beginning, be sure to review the team sales situation rubric with the students. This is the complete scoring rubric that will be used in the team sales situation portion of the CDE.

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

Team Sales Situation #1 (**student should not receive this page at first)

Following this page, you will find a scenario as well as supplemental information for the students to complete the scenario. In order to learn how to address the specific questions that are asked in the team sales scenario, we will use the Hill's Pet Nutrition scenario as an example.

You should give students all of the information about the Hill's Scenario that is provided in the module, and give them time to look over it. Allow them to get acquainted with what they are being asked to do, as well as time to look over the company they are representing, and the customers they will be considering. After you have provided enough time for them to go look at this, then you can work through each question with the student. I would like for you to ask the students the questions, and have them develop their own assessment of the situation, instead of just telling them the answers.

1. Identify potential customer needs and wants

- Suburban Pet Hospital Needs/Wants:
 - Ability to make a profit
 - No commitment to sell specific products or amounts
 - Quality product/nutritional value/ingredients
 - Delivery
 - Products that are general enough to be applicable for all animals (don't want to have to carry 10 different dog foods for all different size and age dogs)
 - Information about products available so that vet can share with clients
- PetSmart Needs/Wants:
 - 2 year price guarantee
 - Best price possible/profitability
 - General product line
 - Bi-weekly delivery
 - Information/training about products
- Jean's Grooming and Pet Supplies Needs/Wants:
 - Ability to make a profit
 - Reasonable product size
 - No commitment to sell specific products or amounts
 - Quality product
 - Delivery
 - Products that are general enough to be applicable for all animals (don't want to have to carry 10 different dog foods for all different size and age dogs)
 - Ability for customer special orders
 - Information about products

2. Identify features and benefits of the product(s) that address the customer's needs and wants

Features of Products (should be tailored for each customer):

- Investment in technology and talented scientists to develop high quality products
- Food formulated for optimal health benefits and taste
- Hillsvet.com provides information about pet food specifics and provides information to give to clients
- Variety of product sizes, product flavors, and option for medicated foods
- Delivery options (although the info does not explicitly state this, it would be surprising if they did not deliver)

Benefits of product

- Quality product=satisfied customers, who keep returning for business
- Delivery saves time and money
- Information online help educate clients better which provides them with a positive experience, which results in return customers
- Varying products and product sizes allows you to meet the need of various customers=return customers

3. Identify potential customer objections and how you plan to address them

- The biggest objection will be price. Although I did not provide a price sheet, Hill's is a particularly more expensive product. Therefore you would need to be prepared for the price objection.
- Another objection could be delivery options or product sales requirement
- Quality of product—bad reviews of product turns potential customers away

4. Identify possible related/complimentary products and suggestive selling strategies

- Suggest selling multiple sizes of the same type of food (different size dogs)
- Suggest a particular medicated product (helps treat a very common problem, i.e. hairball control, or sensitive stomach)
- Suggest that the smaller stores purchase some extra bags of food that are strictly to divide out as samples for clients

5. Develop information gathering questions to be utilized in clarifying the customer's needs and wants

- What are you looking for when you select pet food for sale in your store/practice?
- What are the most important aspects you consider when selecting a pet food?
- Do you currently sell a pet food in your store/practice? If so, what do you like about it, and what do you dislike about it?
- What do your customers think about the current options for pet food that you sell?
- Do you have any problems with the current brand of food you sell? Whether in quality or service?

After you have reviewed this with the students, you should give them time to prepare a presentation, and then have them present their sales strategy as if you were their immediate supervisor. This will allow them to have practice in preparing and presenting for the team sales scenario.

AFTER THEIR PRESENTATION, YOU SHOULD CONCLUDE MODULE 8 PART 1, AND BEGIN WORKING ON YOUR PRODUCT PREPARATION. MODULE 8 PART 2 BEGINS WITH THE SECOND TEAM SALES SCENARIO.

Team Sales Situation Scenario #1

Your Task

Hill's Pet Nutrition

You and your teammates are salespeople for *Hill's Pet Nutrition*. Your company sells pet food for both dogs and cats. Products, and specific product information is included in this document for you. Your team is to develop a sales strategy for the following customers. You will need to decide which product(s) best fit each customer and answer the questions concerning each of the following customers. You will be observed as you work on your solution for **TWENTY MINUTES**. You will then have **TEN MINUTES** to present your solution for all the customers. The 'judges' will act as your supervisors at the company. After the presentation the 'judges' will have **TEN MINUTES** to ask questions about the products, the customers, and the information you presented.

Customers:

- ***Suburban Animal Hospital***. They opened in 1977 and specialize in personal care of dogs and cats. They offer both veterinary services and some grooming services. Suburban is committed to the welfare of animals and high veterinary care. See the attached sheets for more information about ***Suburban Animal Hospital***.
- ***PetSmart***. They are the largest specialty retailer of services and supplies for pets. They have more than 1232 stores in the United States and Canada. Aside from the retail store, *PetSmart* operates grooming, sitting, and training programs. They also operate a charity, PetSmart Charities, Inc. that was established in 1994 to create awareness about homeless pets. See the attached sheets for more information about *PetSmart*.
- ***Jean's Grooming and Pet Supplies***. They have been serving in the Gainesville area for over 30 years. They specialize in pet grooming, but also offer a selection of products for cats, dogs, birds, rabbits, rodents, and large animals. Jean's Grooming is dedicated to providing great care and compassion for animals. See the attached sheets for more information about *Jean's Grooming and Pet Supplies*.

Your job is to answer the following questions:

1. What are the potential customer needs and wants?
2. What are the features and benefits of the product (s) that address the customer needs and wants?
3. What are the potential customer objections and how will you prepare to address them?
4. What are the possible related/complimentary products and their suggestive selling strategies?

Develop information gathering questions to be utilized in clarifying the customer needs and wants

Team Sales Situation Scenario #1

Your Company

Hill's Pet Nutrition

The Company Inspired by a Guide Dog

Today, Hill's Pet Nutrition carries on the tradition of caring that began in 1939 with one remarkable veterinarian. Our Prescription Diet® and

Science Diet® pet foods offer the highest-quality pet nutrition available. We're making a difference for people and their pets all over the world.

The Hill's® pet food lines began in 1939. Dr. Mark L. Morris Sr. believed certain health conditions in pets could be managed through carefully formulated nutrition. His ideas were visionary in veterinary medicine, and he soon had the chance to prove his theory.

A young blind man named Morris Frank asked Dr. Morris if anything could be done to help his guide dog, Buddy, who was having kidney health issues. The result of Dr. Morris' efforts was the nutritional formulation that became the first product in the Hill's Prescription Diet line of therapeutic pet foods, and the world's first pet food designed for kidney health. Soon after, Hill's Pet Nutrition was founded and the field of clinical nutrition sprang to life. That first therapeutic dog food evolved into Hill's® Prescription Diet® k/d®, which is still sold today.

Vision

To make nutrition a cornerstone of veterinary medicine.

Mission

To help enrich and lengthen the special relationships between people and their pets. We will do this by providing the best, leading-edge pet nutrition technology, products and expertise to pet owners, veterinary professionals and other key pet nutrition influencers worldwide.

Philosophy

We believe all animals - from your pet to the companion animals we care for - should be loved and cared for during their lifetimes. That's why we're proud our pet foods can make a difference in your pet's life. We make this pledge to you about our commitment to the welfare of animals everywhere.

Hill's Commitment to Animal Welfare

We believe quality care for pets includes optimal nutrition, veterinary healthcare, daily exercise and an enriching environment with lots of love. All pets at Hill's Pet Nutrition live in such an environment. We only use compassionate, non-invasive methods

necessary to develop nutritional technology so dogs and cats around the world live long, healthy lives.

Nutritional Research and Innovation

Hill's employs more than 150 veterinarians, Ph.D. nutritionists and food scientists who work every day around the world to create new products and improve existing ones that will help your pet live a long, healthy and full life. Hill's scientists author more than 50 research papers and textbook chapters each year and teach at leading schools of veterinary medicine all over the world so we can put our knowledge and expertise into every Hill's® pet food for you.

Our foods for dogs and cats are formulated for the optimal balance of nutrients and best taste. We know the best nutrition for your pet not only meets nutritional needs, but also avoids excess nutrients, such as fat and salt, that can be harmful over time.

Hill's long-term investment in learning, technology and talented scientists has helped us develop industry-leading product innovations, including the most extensive range of clinical nutrition products for sick, at-risk and healthy pets. Your pet's well-being is our reward.

The Hill's Pet Nutrition Center in Topeka, Kansas, is a state-of-the-art center that illustrates our commitment to improving the health of cats and dogs. In addition to a staff of veterinarians and board-certified specialists in nutrition and internal medicine, we also have a staff of companion pets. Our furry team members put our products to the test; ensuring pets get the most nutritious, best-tasting food available. In return, we give them everything a pet could want, including clean, roomy living quarters, exercise areas, an agility course and plenty of friends, both human and animal. Each pet has his own dedicated team. They develop a strong trust and human-animal bond, just like you and your pets do. Learn more about our commitment to animal welfare.

Consequently, our products have been trusted by millions of pet owners since 1948, and, today, veterinarians recommend and feed their own pets Hill's products more than any other brand of pet food.

Feline Products (see attached sheets for further details about selected products)



Adult Hairball Control - Dry

Precisely balanced nutrition to help avoid the formation of hairballs in just 30 days



Adult Hairball Control Light - Dry

Precisely balanced nutrition to help control weight and help avoid the formation of hairballs in just 30 days



Adult Indoor - Dry

Precisely balanced nutrition for cats with an indoor lifestyle



Adult Light - Dry

Precisely balanced nutrition to help achieve ideal weight



Adult Optimal Care™ Ocean Fish & Rice Recipe - Dry

Precisely balanced nutrition to maintain vital organ health and lean muscle.



Adult Optimal Care™ Original - Dry

Precisely balanced nutrition to maintain vital organ health and lean muscle.



Adult Oral Care - Dry

Precisely balanced nutrition with enhanced oral care benefits



Adult Sensitive Skin - Dry

Precisely balanced nutrition to help avoid dry, flaky and itchy skin



Adult Sensitive Stomach - Dry

Precisely balanced nutrition to promote gentle digestion



Healthy Advantage™ Feline Adult - Dry

Preventative Nutrition Addressing 5 Essential Health Benefits of Adult Cats



Healthy Advantage™ Kitten - Dry

Preventative Nutrition Providing 5 Essential Health Benefits



Ideal Balance™ Adult Chicken & Brown Rice Dinner - Dry

Natural ingredients and the power of advanced nutrition in perfect balance



Ideal Balance™ Grain Free Adult Chicken & Potato Dinner - Dry

With Ideal Balance Grain Free, we've taken grain free ingredients and combined them with the power of advanced nutrition to create a cat food formulated for easy digestion.



Ideal Balance™ Kitten Chicken & Brown Rice Dinner - Dry

Natural ingredients and the power of advanced nutrition in perfect balance.



Ideal Balance™ Mature Adult Chicken & Brown Rice Dinner - Dry

Natural ingredients and the power of advanced nutrition in perfect balance.





Kitten Healthy Development Ocean Fish & Rice Recipe - Dry

Rich in fish oil and nourishing fatty acids. Precisely balanced nutrition to build immunity and digestive health



Kitten Healthy Development Original - Dry

Rich in fish oil and nourishing fatty acids. Precisely balanced nutrition to build immunity and digestive health



Kitten Indoor - Dry

Rich in fish oil and nourishing fatty acids. Precisely balanced nutrition to build immunity and digestive health for kittens with an indoor lifestyle.



Mature Adult Active Longevity™ Original - Dry

Precisely balanced nutrition to improve kidney health* and support vital organs

*tested in healthy mature adult cats who were previously fed grocery foods



Mature Adult Hairball Control - Dry

Precisely balanced nutrition to help avoid the formation of hairballs in just 30 days



Mature Adult Indoor - Dry

Precisely balanced nutrition for cats with an indoor lifestyle



Nature's Best® Chicken & Brown Rice Dinner Adult - Dry

Science Diet® Nature's Best® is the first and only natural pet food clinically proven to provide complete, balanced nutrition.



Nature's Best® Chicken & Brown Rice Dinner Kitten - Dry

Science Diet® Nature's Best® is the first and only natural pet food clinically proven to provide complete, balanced nutrition.



Nature's Best® Ocean Fish & Brown Rice Dinner Adult - Dry

Science Diet® Nature's Best® is the first and only natural pet food clinically proven to provide complete, balanced nutrition.



Senior 11+ Age Defying™ - Dry

Breakthrough, tailored nutrition for your 11+ cat for a healthy and happy life



Canine Products (see attached sheets for further details about selected products)



Adult Advanced Fitness Original - Dry

Precisely balanced nutrition for a visible difference



Adult Healthy Mobility™ - Dry

Precisely balanced nutrition to promote active mobility and enhance joint care



Adult Healthy Mobility™ Large Breed - Dry

Precisely balanced nutrition to promote active mobility and helps maintain healthy joints for large breed dogs



Adult Healthy Mobility™ Small Bites - Dry

Precisely balanced nutrition to promote active mobility and enhance joint care for dogs who prefer a smaller kibble



Adult Lamb Meal & Rice Recipe - Dry

Precisely balanced nutrition to maintain lean muscle and promote digestive health



Adult Lamb Meal & Rice Recipe Large Breed - Dry

Precisely balanced nutrition to promote active mobility and helps maintain healthy joints for large breed dogs



Adult Lamb Meal & Rice Recipe Small Bites - Dry

Precisely balanced nutrition to maintain lean muscle and promote digestive health for dogs who prefer a smaller kibble



Adult Large Breed - Dry

Precisely balanced nutrition to promote active mobility and helps maintain healthy joints for large breed dogs



Adult Light - Dry

Precisely balanced nutrition to help achieve ideal weight. Now, Tastes Even Better!



Adult Light Large Breed - Dry

Precisely balanced nutrition to help achieve ideal weight and maintain healthy joints



Adult Light Small Bites - Dry

Precisely balanced nutrition to help achieve ideal weight for dogs who prefer a smaller kibble. Now, Tastes Even Better!



Adult Oral Care - Dry

Precisely balanced nutrition with enhanced oral care benefits



Adult Sensitive Skin - Dry

Precisely balanced nutrition to help avoid dry, flaky and itchy skin



Adult Sensitive Stomach - Dry

Precisely balanced nutrition to promote gentle digestion



Adult Small & Toy Breed - Dry

Precisely balanced nutrition to meet your small breed dog's special needs





Adult Small & Toy Breed Light - Dry

Precisely balanced nutrition to help achieve ideal weight for small and toy breed dogs



Adult Small Bites - Dry

Precisely balanced nutrition for a visible difference for dogs who prefer a smaller kibble



Healthy Advantage™ Canine Adult - Dry

Preventative Nutrition Providing 5 Essential Health Benefits



Healthy Advantage™ Puppy - Dry

Preventative Nutrition Providing 5 Essential Health Benefits



Healthy Advantage™ Puppy Large Breed - Dry

Preventative Nutrition Providing 5 Essential Health Benefits



High Energy - Dry

Precisely balanced nutrition for active, working and hunting dogs or those with trouble keeping weight on.



Ideal Balance™ Adult Chicken & Brown Rice Dinner - Dry

Natural ingredients and the power of advanced nutrition with added vitamins, minerals and amino acids



Ideal Balance™ Grain Free Adult Chicken & Potato Dinner - Dry

With Ideal Balance Grain Free, we've taken grain free ingredients and combined them with the power of advanced nutrition to create a dog food formulated for easy digestion.



Ideal Balance™ Mature Adult Chicken & Brown Rice Dinner - Dry

Natural ingredients and the power of advanced nutrition with added vitamins, minerals and amino acids



Ideal Balance™ Puppy Chicken & Brown Rice Dinner - Dry

Natural ingredients and the power of advanced nutrition with added vitamins, minerals and amino acids



Mature Adult Active Longevity™ Original - Dry

Precisely balanced nutrition to restore youthful energy*



Mature Adult Large Breed - Dry

Precisely balanced nutrition to sustain mobility and ideal body weight



Mature Adult Small & Toy Breed - Dry

Precisely balanced nutrition to meet your small breed dog's special needs



Mature Adult Small Bites - Dry

Precisely balanced nutrition to restore youthful energy* for dogs who prefer a smaller kibble



Nature's Best® Chicken & Brown Rice Dinner Adult - Dry

Science Diet® Nature's Best® is the first and only natural pet food clinically proven to provide complete, balanced nutrition.





Nature's Best® Chicken & Brown Rice Dinner Adult Small Bites - Dry

Science Diet® Nature's Best® is the first and only natural pet food clinically proven to provide complete, balanced nutrition.



Nature's Best® Chicken & Brown Rice Dinner Puppy - Dry

Science Diet® Nature's Best® is the first and only natural pet food clinically proven to provide complete, balanced nutrition.



Nature's Best® Lamb & Brown Rice Dinner Adult - Dry

Science Diet® Nature's Best® is the first and only natural pet food clinically proven to provide complete, balanced nutrition.



Nature's Best® Lamb & Brown Rice Dinner Adult Small Bites - Dry

Science Diet® Nature's Best® is the first and only natural pet food clinically proven to provide complete, balanced nutrition.



Puppy Healthy Development Original - Dry

Rich in fish oil and nourishing fatty acids. Precisely balanced nutrition to build immunity and digestive health



Puppy Lamb Meal & Rice Recipe - Dry

Rich in fish oil and nourishing fatty acids. Precisely balanced nutrition to build immunity and digestive health.



Puppy Lamb Meal & Rice Recipe Large Breed - Dry

Rich in fish oil and nourishing fatty acids. Precisely balanced nutrition to control growth for joint health



Puppy Large Breed - Dry

Rich in fish oil and nourishing fatty acids. Precisely balanced nutrition to control growth for joint health



Puppy Small & Toy Breed - Dry

Precisely balanced nutrition to meet your small breed puppy's special needs



Puppy Small Bites - Dry

Rich in fish oil and nourishing fatty acids. Precisely balanced nutrition to build immunity and digestive health for puppies who prefer a smaller kibble





Science Diet® Adult Indoor

★★★★★ 5 / 5

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Hill's® Science Diet® Adult Indoor cat food provides precisely balanced nutrition for cats with an Indoor lifestyle. It has fewer calories than the Hill's® Science Diet® Adult Optimal Care™ Original formula to help maintain a healthy weight and a unique fiber technology to help avoid hairballs in just 30 days. It also has clinically proven antioxidants to support a healthy immune system for your cat.

Order online: http://www.petfooddirect.com/Product/6629/Hill-Science-Diet-Adult-Indoor-Formula-Dry-Cat-Food?utm_campaign=cat_dry&utm_source=hillie_cat&utm_medium=hillscampaign&extcid=HILLS166

http://www.petfooddirect.com/Product/6629/Hill-Science-Diet-Adult-Indoor-Formula-Dry-Cat-Food?utm_campaign=cat_dry&utm_source=hillie_cat&utm_medium=hillscampaign&extcid=HILLS166

Key Benefits

Recommended For:

Adult cats 1 – 6 years of age with an Indoor lifestyle.

Not Recommended For:

Kittens, pregnant or nursing cats.

During pregnancy or nursing, cats should be switched to: Science Diet® Kitten Healthy Development, Science Diet® Kitten Healthy Development Ocean Fish & Rice Recipe, Science Diet® Kitten Indoor, Science Diet® Healthy Advantage™ Kitten or Science Diet® Ideal Balance™ Kitten

Benefit	Nutrient	How it Works
Healthy immune function	Vitamin C + E	Ideal levels of clinically proven antioxidants for a healthy immune system.
Lean muscle and ideal body weight	High quality lean proteins	Protein is the building block for lean muscle and helps maintain ideal body condition.
Helps maintain healthy weight	52% less fat and 21% less calories*	Appropriate levels of energy for an Indoor lifestyle.
Helps avoid hairballs in just 30 days	Unique fiber technology	Natural fiber blend comfortably reduces hairballs.
Stool odor control	High quality ingredients	High quality ingredients maximize digestibility and reduce sulfur compounds in stool.

Other Products to Consider

Science Diet® is available in a wide variety of dry foods for your cat's unique needs. Canned cat food is also available from Science Diet in a variety of delicious textures and flavors that your cat will love.

Feeding Guide

Daily Feeding Guide:

Helpful Tips

These amounts are a starting point only. Your pet may need less or more food to maintain proper weight. Adjust as needed. If you are unsure, ask your veterinarian.

When using with canned food, decrease the amount of dry food to avoid overfeeding.

Feeding this food for the first time? Mix increasing amounts of your pet's new food with decreasing amounts of the old food over a 7-day period.

If switching from a canned product, make sure your cat drinks an adequate quantity of water to avoid constipation.

Keep fresh water available at all times!

We recommend that you take your pet to the veterinarian at least twice a year for regular health check-ups.

Your pet's nutritional needs change with each life stage. Continue to give her the same precise and balanced nutrition by transitioning your cat to one of the Hill's® Science Diet® Mature Adult pet foods once she reaches 7 years of age.

Science Diet is available in a wide variety of dry foods for your cat's unique needs. Canned cat food is also available from Science Diet in a variety of delicious textures and flavors that your cat will love.

To prevent suffocation, keep this plastic bag out of the reach of pets and children.

Obese prone

Weight of Cat	Amount per Day
4 lb (1,8 kg)	1/3 cup (30 g) - 1/2 cup (45 g)
5 lb (2,3 kg)	3/8 cup (35 g) - 1/2 cup (45 g)
8 lb (3,6 kg)	1/2 cup (45 g) - 3/4 cup (65 g)
10 lb (4,5 kg)	2/3 cup (60 g) - 7/8 cup (75 g)
12 lb (5,4 kg)	3/4 cup (65 g) - 1 cup (85 g)
15 lb (6,8 kg)	7/8 cup (75 g) - 1 1/4 cups (110 g)

Average Nutrient And Caloric Contents

Dry 3224 kcal/kg (281 kcal/per cup²)

Nutrient	Dry Matter ¹ %
Protein	35.8
Fat	9.2
Carbohydrate (NFE)	40.1
Crude Fiber	8.7
Calcium	0.98
Phosphorus	0.76
Sodium	0.37
Potassium	0.72
Magnesium	0.072
Taurine	0.21
Carnitine	529 ppm
Vitamin C	113 mg/kg
Vitamin E	567 IU/kg

References

¹The nutrient in the product after moisture is removed. It is used to make direct comparisons of nutrient profiles of products with differing moisture contents.

²An eight fluid oz. measuring cup of Adult Indoor contains 3 oz. by weight.

Ingredients

Chicken By-Product Meal, Corn Gluten Meal, Brewers Rice, Whole Grain Corn, Animal Fat (preserved mixed tocopherols and citric acid), Powdered Cellulose, Chicken Liver Flavor, Lactic Acid, Soybean Oil, Soybean Mill Run, Potassium Chloride, Choline Chloride, Calcium Sulfate, Calcium Carbonate, Iodized Salt, Natural Flavor, DL-Methionine, Vitamin E Supplement, vitamins (L-Ascorbyl-2-Polyphosphate (source of vitamin C), Vitamin E Supplement, Niacin, Thiamine Mononitrate, Vitamin A Supplement, Calcium Pantothenate, Riboflavin, Biotin, Vitamin B12 Supplement, Pyridoxine Hydrochloride, Folic Acid, Vitamin D3 Supplement), Potassium Citrate, Taurine, Fish Oil, minerals (Ferrous Sulfate, Zinc Oxide, Copper Sulfate, Manganous Oxide, Calcium Iodate, Sodium Selenite), preserved with mixed Tocopherols and Citric Acid, L-Arginine, Phosphoric Acid, Beta-Carotene, Rosemary Extract.

7/5/12

Adult Indoor - Dry

Check back soon to read first hand accounts of how this product makes a healthy difference for pets.

Product reviews

★★★★★ 5 / 5

Quality

Taste my pet enjoys

Value for the money

44 out of 44 (100%) reviewers recommend this product.

Share this product

Advanced filters

- Star Rating
- Quality
- Taste my pet enjoys
- Value for the money
- Age of Pet
- Number of Pets

Click on filters to refine your results.

Enter phrase or keyword

Sort by

★★★★★ 5 / 5

We think our Hill's Science Diet Adult Indoor cat food is YUMMY! ...Thank You June 29, 2012



ESSIE
Brand Advocate
from Athol, ID Number of Pets: 2 Age of Pet: 1-7 years

We love to eat it every day
it helps our health in every way
We'd like some more... if we may
To boost our energy so we can play!

Yes, I recommend this product.

Quality

Taste my pet enjoys

Value for the money

Products related to my review



[Science Diet® Healthy Advantage™ Kitten](#)
★★★★★



helpful 0 0

★★★★★ 5 / 5

I have fed my cats this for years June 21, 2012



cheerpink

My cats seem to like this food, I have fed it to them for a long time...

Yes, I recommend this product.

Quality

Taste my pet enjoys

Value for the money

helpful 0 0



Science Diet® Adult Small Bites

★★★★★ 4.8 / 5

[Read all 54 reviews](#)[Order online: #BVRRWIdoe1D](#)

[Write a review](#)[Order online: javascript://](#)

Share this product

[Order online: http://reviews.hillspet.com/4559-en_us/share.htm?site=Facebook&url=http%3A%2F%2Fwww.hillspet.com%2Fproducts%2Fad-canine-adult-small-bites-dry.html&title=__TITLE__&robot=__ROBOT__&image=http%3A%2F%2Fwww.hillspet.com%2Fimages%2Fen-us%2FSD_K9_D_adf_NA_SM_O_n_orig_80_en.jpg](http://reviews.hillspet.com/4559-en_us/share.htm?site=Facebook&url=http%3A%2F%2Fwww.hillspet.com%2Fproducts%2Fad-canine-adult-small-bites-dry.html&title=__TITLE__&robot=__ROBOT__&image=http%3A%2F%2Fwww.hillspet.com%2Fimages%2Fen-us%2FSD_K9_D_adf_NA_SM_O_n_orig_80_en.jpg)

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Hill's® Science Diet® Adult Small Bites dog food provides precisely balanced nutrition for a visible difference in dogs who prefer a smaller kibble. It provides tested nutrition to improve skin & coat health within 30 days and contains clinically proven antioxidants to maintain overall health and a strong immune system. It is made from high quality ingredients which are easy to digest ensuring optimal nutrient absorption to keep your dog fit and healthy.

[Order online: http://www.petfooddirect.com/Product/112/Hill-Science-Diet-Adult-Small-Bites-Dry-Dog-Food?utm_campaign=dog_dry&utm_source=hillis_dog&utm_medium=hilliscampaign&extcid=HILLS357](http://www.petfooddirect.com/Product/112/Hill-Science-Diet-Adult-Small-Bites-Dry-Dog-Food?utm_campaign=dog_dry&utm_source=hillis_dog&utm_medium=hilliscampaign&extcid=HILLS357)

Key Benefits

Recommended For:

Adult dogs 1 - 6 years of age.

Not Recommended For:

Puppies, pregnant or nursing dogs, or mature adult dogs. During pregnancy or nursing, dogs should be switched to: Science Diet® Puppy Healthy Development Original, Science Diet® Puppy Small Bites, Science Diet® Puppy Lamb Meal & Rice Recipe, Science Diet® Ideal Balance™ Puppy or Science Diet® Healthy Advantage™ Puppy

Benefit	Source	How it Works
Healthy immune function	Vitamin C + E	Optimal levels of clinically proven antioxidants for a healthy immune system.
Lean muscle maintenance	High quality lean proteins	Protein is the building block for lean muscle and helps maintain ideal body condition.
Easy to digest	High quality ingredients	Ensures optimal nutrient absorption to keep your dog fit and healthy.
Healthy heart and vital organs	Taurine and Phosphorus	Added taurine to help maintain heart health. Controlled phosphorus to maintain kidney health.

Other Products to Consider

Hill's® Science Diet® is available in a wide variety of dry foods and treats for your dog's unique needs, and canned foods, with many delicious flavors your dog will love.

Feeding Guide

Daily Feeding Guide:

Helpful Tips

These amounts are a starting point only. Your pet may need less or more food to maintain proper weight. Adjust as needed. If you are unsure, ask your veterinarian.

Feeding this food for the first time? Mix increasing amounts of your pet's new food with decreasing amounts of the old food over a 7-day period.

When using with Science Diet® canned food, decrease the amount of dry food to avoid overfeeding.

Keep fresh water available at all times!

We recommend that you take your pet to the veterinarian at least twice a year for regular health check-ups.

Your pet's nutritional needs change with each life stage. Continue to give him the same precise and balanced nutrition by transitioning your dog to one of the Hill's® Science Diet® Mature Adult pet foods once he reaches 7 years of age.

Science Diet is available in a wide variety of dry foods and treats for your dog's unique needs, and canned foods, with many delicious flavors your dog will love.

To prevent suffocation, keep this plastic bag out of the reach of pets and children.

Adult maintenance

Weight of Dog	Amount per Day
5 lb (2,3 kg)	1/2 cup (50 g) - 5/8 cup (60 g)
10 lb (4,5 kg)	3/4 cup (75 g) - 1 1/8 cups (110 g)
20 lb (9,1 kg)	1 1/3 cups (130 g) - 1 3/4 cups (175 g)
40 lb (18 kg)	2 1/4 cups (225 g) - 3 cups (295 g)
60 lb (27 kg)	3 cups (295 g) - 4 1/4 cups (420 g)
80 lb (36 kg)	3 3/4 cups (370 g) - 5 1/4 cups (520 g)
100 lb (45 kg)	4 1/3 cups (430 g) - 6 cups (595 g)

Average Nutrient And Caloric Contents

Dry 3705 kcal/kg (365 kcal per cup²)

Nutrient	Dry Matter ¹ %
Protein	25.3
Fat	16.2
Carbohydrate (NFE)	51.7
Crude Fiber	2.0
Calcium	0.74
Phosphorus	0.70
Sodium	0.24
Potassium	0.70
Magnesium	0.122
Taurine	0.11
Vitamin C	129 mg/kg
Vitamin E	667 IU/kg

References

¹The nutrient in the product after moisture is removed. It is used to make direct comparisons of nutrient profiles of products with differing moisture contents.

²An eight fluid oz. measuring cup of Adult Small Bites contains 3 oz. by weight.

Ingredients

Chicken, Whole Grain Corn, Whole Grain Sorghum, Whole Grain Wheat, Chicken By-Product Meal, Soybean Meal, Corn Gluten Meal, Animal Fat (preserved with mixed tocopherols and citric acid), Brewers Rice, Chicken Liver Flavor, Lactic Acid, Soybean Oil, Flaxseed, Iodized Salt, Potassium Chloride, Choline Chloride, Vitamin E Supplement, L-Lysine, vitamins (L-Ascorbyl-2-Polyphosphate (source of vitamin C), Vitamin E Supplement, Niacin, Thiamine Mononitrate, Vitamin A Supplement, Calcium Pantothenate, Biotin, Vitamin B12 Supplement, Pyridoxine Hydrochloride, Riboflavin, Folic Acid, Vitamin D3 Supplement), Calcium Carbonate, minerals (Ferrous Sulfate, Zinc Oxide, Copper Sulfate, Manganous Oxide, Calcium Iodate, Sodium Selenite), Taurine, preserved with Mixed Tocopherols and Citric Acid, Phosphoric Acid, Beta-Carotene, Rosemary Extract.

Check back soon to read first hand accounts of how this product makes a healthy difference for pets.

Product reviews

www.hillspet.com/products/sd-canine-adult-small-bites-dry.html

7/5/12

Adult Small Bites - Dry

★★★★★ 4.8 / 5

Quality 

Taste my pet enjoys 

Value for the money 

53 out of 54 (98%) reviewers recommend this product.

Share this product  

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★★★★★ 5 / 5

Best dog food around

June 26, 2012



[Brenda62](#)

Brand Advocate
Number of Pets: 1 Age of Pet: 1-7 years

I been feeding my 6 year old Pomeranian Science Diet Adult Small Bites. She's been on Science Diet since she was a puppy. Best dog food she has tried. She also enjoys eating the treats.

Yes, I recommend this product.

Quality 

Taste my pet enjoys 

Value for the money 

helpful 0 0



★★★★★ 5 / 5

this product has worked wonders for us

June 6, 2012



[Donna59](#)

from New Jersey Number of Pets: 5 or more Age of Pet: 1-7 years

I switched to Science Diet adult small bites as refered by my vet after my collie recovered from bloat surgery we have been on it ever since and she is doing well . Our other dog a young male Australian Shepherd had digestive issues and loose stool eating so much and not gaining weight we switched him to this also and he is in great shape now and looks awesome eating less maintaining weight healthy coat etc . we are happy to have made the switch . the food is reasonable priced per bag as well

Yes, I recommend this product.

Quality 

Taste my pet enjoys 

Value for the money 

helpful 0 0



★★★★★ 5 / 5

Great for small dogs!

June 1, 2012



[Jaay](#)

Brand Advocate

www.hillspet.com/products/sd-canine-adult-small-bites-dry.html

Feeding Guide

Daily Feeding Guide:

Helpful Tips

For kittens/pregnant cats: begin by feeding the suggested daily amount. Your pet may need less or more food to maintain proper weight. Adjust as needed. If you are unsure, ask your veterinarian.

For nursing cats: keep food available at all times.

Feeding this food for the first time? Mix increasing amounts of your pet's new food with decreasing amounts of the old food over a 7-day period.

When using with Science Diet® canned food, decrease the amount of dry food to avoid overfeeding.

Keep fresh water available at all times!

We recommend that you take your pet to the veterinarian at least twice a year for regular health check-ups.

Your pet's nutritional needs change with each life stage. Continue to give her the same precise and balanced nutrition by transitioning your kitten to one of the Hill's® Science Diet® Adult cat foods once she reaches 1 year of age.

Science Diet Kitten is available in Healthy Development Ocean Fish & Rice Recipe and Indoor dry food varieties. Canned kitten food is also available from Science Diet in a variety of delicious textures and flavors that your cat will love.

To prevent suffocation, keep this plastic bag out of the reach of pets and children.

Growth

Weight of Cat	Growth less than 4 months	Growth 4 to 6 months	Growth 7 to 12 months and Pregnancy
1 lb (0,5 kg)	1/4 cup (30 g)	1/8 cup (15 g)	
2 lb (0,9 kg)	3/8 cup (45 g)	1/3 cup (40 g)	
3 lb (1,4 kg)	1/2 cup (65 g)	3/8 cup (45 g)	
4 lb (1,8 kg)	5/8 cup (80 g)	1/2 cup (65 g)	
5 lb (2,3 kg)	3/4 cup (95 g)	5/8 cup (80 g)	1/2 cup (65 g)
10 lb (4,5 kg)		1 cup (125 g)	7/8 cup (110 g)
15 lb (6,8 kg)		1 3/8 cups (170 g)	1 1/8 cups (140 g)

Average Nutrient And Caloric Contents

Dry 4201 kcal/kg (525 kcal/per cup²)

Nutrient	Dry Matter ¹ %
Protein	37.4
Fat	26.1
Carbohydrate (NFE)	27.3
Crude Fiber	1.3
Calcium	1.44
Phosphorus	1.22
Sodium	0.55
Potassium	0.84
Magnesium	0.107
Taurine	0.49
Vitamin C	144 mg/kg
Vitamin E	912 IU/kg
DHA	0.166

References

¹The nutrient in the product after moisture is removed. It is used to make direct comparisons of nutrient profiles of products with differing moisture contents.

²An eight fluid oz. measuring cup of Kitten Healthy Development Original contains 4 oz. by weight.

Ingredients

Chicken By-Product Meal, Whole Grain Corn, Animal Fat (preserved with mixed tocopherols and citric acid), Corn Gluten Meal, Brewers Rice, Chicken Liver Flavor, Fish Oil, Lactic Acid, L-Lysine, Flaxseed, Dried Egg Product, Choline Chloride, Potassium Chloride, DL-Methionine, Soybean Mill Run Taurine, Vitamin E Supplement, Iodized Salt, vitamins (L-Ascorbyl-2-Polyphosphate (source of vitamin C), Vitamin E Supplement, Niacin, Thiamine Mononitrate, Vitamin A Supplement, Calcium Pantothenate, Biotin, Riboflavin, Vitamin B12 Supplement, Pyridoxine Hydrochloride, Folic Acid, Vitamin D3 Supplement), Calcium Carbonate, minerals (Ferrous Sulfate, Zinc Oxide, Copper Sulfate, Manganous Oxide, Calcium Iodate, Sodium Selenite), L-Tryptophan, Magnesium Oxide, L-Arginine, preserved with Mixed Tocopherols and Citric Acid, Phosphoric Acid, Beta-Carotene, Rosemary Extract.

www.hillspet.com/products/sd-feline-kitten-healthy-development-original-dry.html

Check back soon to read first hand accounts of how this product makes a healthy difference for pets.

Product reviews

★★★★★ 4.8 / 5

Quality 5 / 5

Taste my pet enjoys 4.8 / 5

Value for the money 4.8 / 5

9 out of 9 (100%) reviewers recommend this product.

Share this product

Advanced filters

Star Rating Quality

Taste my pet enjoys Value for the money

Age of Pet Number of Pets

Click on filters to refine your results.

Enter phrase or keyword Sort by

★★★★★ 5 / 5

They love it! June 10, 2012

[wowd4](#)
Brand Advocate
from Miami, FL, USA Number of Pets: 2 Age of Pet: 1-7 years

Good food for the kittens in the area. This is the best for the kittens.

Yes, I recommend this product.

Quality 5 / 5

Taste my pet enjoys 5 / 5

Value for the money 5 / 5

helpful 0 0

★★★★★ 5 / 5

KARMA LOVES IT! May 17, 2012

[Tina817](#)
Brand Advocate
from Old Bridge, NJ Number of Pets: 2 Age of Pet: < 1 year

My little tuxedo Karma has been eating Science Diet Kitten Healthy Development Original, since I rescued him from under my front porch when he was about 6 weeks old. He is now 9-1/2 months old, happy and healthy with a beautiful shiny coat and lean muscle mass, and TONS of energy. The black in his coat actually glistens! He has good digestion and no icky hairballs. I will definitely continue him on this food until he has his 1st birthday, and then will start him on the appropriate Science Diet Adult formula. It's made him the beautiful boy he is today! Why mess with success? Highly recommend Science Diet food!

Yes, I recommend this product.

Quality 5 / 5

Taste my pet enjoys 5 / 5

Value for the money 5 / 5

helpful 0 0

★★★★★ 5 / 5



Science Diet® Kitten Indoor

★★★★★ 5 / 5

[Read all 3 reviews](#)[Order online: #BVRRWldge!tQ](#)
[Write a review](#)[Order online: javascript://](#)

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Rich in fish oil and nourishing fatty acids

Hill's® Science Diet® Kitten Indoor cat food provides precisely balanced nutrition to build immunity and digestive health for kittens with an indoor lifestyle. It is made with high quality ingredients and gentle fibers that ensure maximum availability of key nutrients for optimal digestion and less litter box clean-up. It has clinically proven antioxidants and vital fatty acids for superior overall health.

[Order online: http://www.petfooddirect.com/Product/10227/Hills-Science-Diet-Indoor-Kitten-Formula-Dry-Cat-Food?utm_campaign=cat_dry&utm_source=hills_cat&utm_medium=hills_campaign&xtclid=HILLS206](http://www.petfooddirect.com/Product/10227/Hills-Science-Diet-Indoor-Kitten-Formula-Dry-Cat-Food?utm_campaign=cat_dry&utm_source=hills_cat&utm_medium=hills_campaign&xtclid=HILLS206)

Key Benefits

Recommended For:

Kittens, from weaning until 1 year old.
Pregnant or nursing cats.

Not Recommended For:

Long-term feeding to adult cats, unless they have higher than normal energy requirements.

Benefit	Nutrient	How it Works
Healthy immune system	Vitamin C + E	Appropriate levels of clinically proven antioxidants to build a healthy immune system.
Proper brain and eye development	DHA from high quality fish oil	DHA is a building block for healthy brain and eye development.
Supports gentle, healthy digestion	High quality ingredients including gentle fibers	Ensure availability of key nutrients and proteins for the healthy development of your kitten
Supports ideal body weight	Ideal levels of high quality lean protein for kittens in their first year of life	Protein is the building block for lean muscle that helps maintain ideal body condition
Promotes healthy development of vital organs	Taurine	Essential amino-acid for strong heart and healthy vision development

Other Products to Consider

For kittens and pregnant or nursing cats: Science Diet® Kitten Healthy Development, Science Diet® Kitten Healthy Development Ocean Fish & Rice Recipe, Science Diet® Healthy Advantage™ Kitten, or Science Diet® Ideal Balance™ Kitten. Canned kitten food is also available from Science Diet in a variety of delicious textures and flavors that your cat will love.

Feeding Guide

Daily Feeding Guide:

Helpful Tips

For kittens/pregnant cats: begin by feeding the suggested daily amount. Your pet may need less or more food to maintain proper weight. Adjust as needed. If you are unsure, ask your veterinarian.

For nursing cats: keep food available at all times.

Feeding this food for the first time? Mix increasing amounts of your pet's new food with decreasing amounts of the old food over a 7-day period.

Keep fresh water available at all times!

We recommend that you take your pet to the veterinarian at least twice a year for regular health check-ups.

Your pet's nutritional needs change with each life stage. Continue to give her the same precise and balanced nutrition by transitioning your kitten to one of the Hill's® Science Diet® Adult cat foods once she reaches 1 year of age.

Science Diet Kitten is available in a wide variety of dry foods for your kitten's unique needs. Canned kitten food is also available from Science Diet in a variety of delicious textures and flavors that your kitten will love.

To prevent suffocation, keep this plastic bag out of the reach of pets and children.

Growth

Weight of Cat	Growth less than 4 months	Growth 4 to 6 months	Growth 7 to 12 months and Pregnancy
1 lb (0,5 kg)	1/4 cup (30 g)	1/8 cup (15 g)	
2 lb (0,9 kg)	3/8 cup (45 g)	1/3 cup (40 g)	
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Dry 4201 kcal/kg (525 kcal/cup²)

Nutrient	Dry Matter ¹ %
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Carbohydrate (NFE)	27.3
Crude Fiber	1.3
Calcium	1.44
Phosphorus	1.22
Sodium	0.55
Potassium	0.84
Magnesium	0.107
Taurine	0.49
Vitamin C	144 mg/kg
Vitamin E	912 IU/kg
DHA	0.166

References

¹The nutrient in the product after moisture is removed. It is used to make direct comparisons of nutrient profiles of products with differing moisture contents.

² An eight fluid oz. measuring cup of Kitten Indoor contains 4 oz. by weight.

Ingredients

Chicken By-Product Meal, Whole Grain Corn, Animal Fat (preserved with mixed tocopherols and citric acid), Corn Gluten Meal, Brewers Rice, Chicken Liver Flavor, Fish Oil, Lactic Acid, L-Lysine, Flaxseed, Dried Egg Product, Choline Chloride, Potassium Chloride, DL-Methionine, Soybean Mill Run Taurine, Vitamin E Supplement, Iodized Salt, vitamins (L-Ascorbyl-2-Polyphosphate (source of vitamin C), Vitamin E Supplement, Niacin, Thiamine Mononitrate, Vitamin A Supplement, Calcium Pantothenate, Biotin, Riboflavin, Vitamin B12 Supplement, Pyridoxine Hydrochloride, Folic Acid, Vitamin D3 Supplement), Calcium Carbonate, minerals (Ferrous Sulfate, Zinc Oxide, Copper Sulfate, Manganous Oxide, Calcium Iodate, Sodium Selenite), L-Tryptophan, Magnesium Oxide, L-Arginine, preserved with Mixed Tocopherols and Citric Acid, Phosphoric Acid, Beta-Carotene, Rosemary Extract.

Check back soon to read first hand accounts of how this product makes a healthy difference for pets.

www.hillspet.com/products/sd-feline-kitten-indoor-dry.html



Science Diet® Mature Adult Indoor

★★★★★ 4.9 / 5

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Hill's® Science Diet® Mature Adult Indoor cat food provides precisely balanced nutrition for cats with an Indoor lifestyle. It is made with high quality ingredients for easy digestion and appropriate nutrient absorption and has natural fiber to help avoid hairballs in just 30 days. Its controlled levels of sodium and phosphorus to help maintain healthy heart and kidney for mature cats.

Order online: http://www.petfooddirect.com/Product/7675/Hills-Science-Diet-Mature-Adult-Indoor-Formula-Dry-Cat-Food?utm_campaign=cat_dry&utm_source=hills_cat&utm_medium=hills_campaign&xtclid=HILLS191

Key Benefits

Recommended For:

Mature adult cats over age 7 with an Indoor lifestyle.

Not Recommended For:

Kittens, pregnant or nursing cats.

Benefit	Nutrient	How it Works
Healthy immune function	Vitamin C + E	Ideal levels of clinically proven antioxidants for a healthy immune system.
Healthy heart and vital organs	Sodium	Controlled levels of sodium help maintain a healthy heart and vital organs for mature cats.
Healthy kidneys	Phosphorus	Controlled levels of phosphorus help maintain kidney health for mature cats.
Helps avoid hairballs in just 30 days	Fiber technology	Natural fiber comfortably reduces hairballs.
Easy to digest	High quality ingredients	Ensures appropriate nutrient absorption to keep your cat fit and healthy.

Other Products to Consider

Hill's® Science Diet® pet food is available in a variety of dry formulas for your mature cat's unique needs. Canned cat food is also available from Science Diet in a variety of delicious textures and flavors that your cat will love.

Feeding Guide

Daily Feeding Guide:

Helpful Tips

These amounts are a starting point only. Your pet may need less or more food to maintain proper weight. Adjust as needed. If you are unsure, ask your veterinarian.

Feeding this food for the first time? Mix increasing amounts of your pet's new food with decreasing amounts of the old food over a 7-day period.

If switching from a canned product, make sure your cat drinks an adequate quantity of water to avoid constipation.

For maximum benefit this product must be fed as the only food. Use of supplements or mixing with any other food is not recommended.

Keep fresh water available at all times!

We recommend that you take your pet to the veterinarian at least twice a year for regular health check-ups.

Science Diet is available in a wide variety of dry foods for your cat's unique needs. Canned cat food is also available from Science Diet in a variety of delicious textures and flavors that your cat will love.

To prevent suffocation, please keep this plastic bag out of the reach of pets and children.

Obese prone

Weight of Cat	Amount per Day
4.0 lb (1.8 kg)	1/4 cup (20 g) - 3/8 cup (35 g)
5.0 lb (2.3 kg)	1/3 cup (30 g) - 1/2 cup (45 g)
8.0 lb (3.6 kg)	1/2 cup (45 g) - 5/8 cup (55 g)
10.0 lb (4.5 kg)	1/2 cup (45 g) - 3/4 cup (65 g)
12.0 lb (5.4 kg)	5/8 cup (55 g) - 7/8 cup (75 g)
15.0 lb (6.8 kg)	3/4 cup (65 g) - 1 cup (85 g)

Average Nutrient And Caloric Contents

Dry 3744 kcal/kg (326 kcal per cup²)

Nutrient	Dry Matter ¹ %
Protein	33.9
Fat	20.0
Carbohydrate (NFE)	31.7
Crude Fiber	8.3
Calcium	0.93
Phosphorus	0.72
Sodium	0.40
Potassium	0.84
Magnesium	0.068
Taurine	0.20
Vitamin C	124 mg/kg
Vitamin E	649 IU/kg

References

¹The nutrient in the product after moisture is removed. It is used to make direct comparisons of nutrient profiles of products with differing moisture contents.

²An eight fluid oz. measuring cup of Mature Adult Indoor contains 3 oz. by weight.

Ingredients

Chicken By-Product Meal, Corn Gluten Meal, Brewers Rice, Whole Grain Corn, Animal Fat (preserved mixed tocopherols and citric acid), Powdered Cellulose, Chicken Liver Flavor, Lactic Acid, Soybean Oil, Soybean Mill Run, Potassium Chloride, Choline Chloride, Calcium Sulfate, Calcium Carbonate, Iodized Salt, Natural Flavor, DL-Methionine, Vitamin E Supplement, Vitamins (L-Ascorbyl-2-Polyphosphate (source of vitamin C), Vitamin E Supplement, Niacin, Thiamine Mononitrate, Vitamin A Supplement, Calcium Pantothenate, Riboflavin, Biotin, Vitamin B12 Supplement, Pyridoxine Hydrochloride, Folic Acid, Vitamin D3 Supplement), Potassium Citrate, Taurine, Fish Oil, minerals (Ferrous Sulfate, Zinc Oxide, Copper Sulfate, Manganous Oxide, Calcium Iodate, Sodium Selenite), preserved with mixed Tocopherols and Citric Acid, L-Arginine, Phosphoric Acid, Beta-Carotene, Rosemary Extract.

Check back soon to read first hand accounts of how this product makes a healthy difference for pets.

Product reviews

www.hillspet.com/products/sd-feline-mature-adult-indoor-dry.html

2/5

7/5/12

Mature Adult Indoor - Dry

★★★★★ 4.9 / 5 

Quality  4.9 / 5

Taste my pet enjoys  4.9 / 5

Value for the money  4.4 / 5

25 out of 25 (100%) reviewers recommend this product.

Share this product  

Advanced filters

Star Rating Quality

Taste my pet enjoys Value for the money

Age of Pet Number of Pets

Click on filters to refine your results.

Enter phrase or keyword

Sort by

★★★★★ 5 / 5

This product has a great health value June 30, 2012

 [gpc57](#)
from Biddeford, Maine Number of Pets: 2 Age of Pet: 7+ years

I use this for my adult cats, they love it and don't look for as much food because they get the nutrients they need. One who was overweight has lost some weight since being on it. Highly recommend this product.

Quality  5 / 5

Taste my pet enjoys  5 / 5

Value for the money  5 / 5

Yes, I recommend this product.

helpful 0 0  

★★★★★ 5 / 5

Simply put—my cat loves this food! June 6, 2012

 [lta728](#)

I wouldn't feed my cat anything other than Science Diet.

Quality  5 / 5

Taste my pet enjoys  5 / 5

Value for the money  5 / 5

Yes, I recommend this product.

helpful 0 0  

★★★★★ 5 / 5

5 cats-1 food May 26, 2012

 [Soreely1](#)
Brand Advocate
from Seabrook, TX, USA Number of Pets: 5 or more Age of Pet: 1-7 years

I have always had cats. I don't know what I would do without 

www.hillspet.com/products/sd-feline-mature-adult-indoor-dry.html

3/5



Science Diet® Mature Adult Small Bites

★★★★★ 4.9 / 5

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Hill's® Science Diet® Mature Adult Small Bites dog food provides precisely balanced nutrition for a visible difference in dogs who prefer a smaller kibble. It provides tested nutrition to restore youthful energy in 30 days* and contains optimal levels of clinically proven antioxidants for a healthy immune system. It is made with high quality ingredients which are easy to digest and contains Glucosamine and Chondroitin Sulphate for healthy joints and improved mobility.

*vs a typical grocery brand

Order online: http://www.petfooddirect.com/Product/116/Hills-Science-Diet-Mature-Adult-Small-Bites-Formula-Dry-Dog-Food?utm_campaign=dog_dry&utm_source=hills_dog&utm_medium=hills_campaign&extcid=HILLS423

Key Benefits

Recommended For:

Mature adult dogs 7 years and older who prefer a smaller kibble.

Not Recommended For:

Puppies, pregnant or nursing dogs.

Benefit	Nutrient:	How it Works
Healthy immune function	Vitamin C + E	Optimal levels of clinically proven antioxidants for a healthy immune system.
Restore youthful energy	Precise balance of key nutrients	Synergistic combination of key nutrients promotes youthful vitality in older dogs.
Healthy joints and mobility	Glucosamine and Chondroitin Sulfate	Key building blocks of healthy cartilage for sustained mobility.
Easy to digest	High quality ingredients	Ensures optimal nutrient absorption to keep your dog fit and healthy.
Lean muscle and ideal body weight	Carbiter	Supports lean muscles by helping turn fat into energy to maintain ideal body condition.

Other Products to Consider

Hill's® Science Diet® pet food is available in a variety of dry formulas and treats for your mature dog's unique needs and canned formulas with many delicious flavors your dog will love.

Feeding Guide

Daily Feeding Guide:

Helpful Tips

These amounts are a starting point only. Your pet may need less or more food to maintain proper weight. Adjust as needed. If you are unsure, ask your veterinarian.

Feeding this food for the first time? Mix increasing amounts of your pet's new food with decreasing amounts of the old food over a 7-day period.

When using with Science Diet® canned food, decrease the amount of dry food to avoid overfeeding.

Keep fresh water available at all times!

We recommend that you take your pet to the veterinarian at least twice a year for regular health check-ups.

Science Diet® pet food is available in a variety of dry formulas and treats for your mature dog's unique needs and canned formulas with many delicious flavors your dog will love.

To prevent suffocation, keep this plastic bag out of the reach of pets and children.

Mature Adult

Weight of Dog	Amount per Day
5 lb (2,3 kg)	3/8 cup (35 g) - 5/8 cup (60 g)
10 lb (4,5 kg)	2/3 cup (65 g) - 1 cup (100 g)
20 lb (9,1 kg)	1 1/4 cups (125 g) - 1 2/3 cups (165 g)
40 lb (18 kg)	2 cups (200 g) - 2 3/4 cups (270 g)
60 lb (27 kg)	2 2/3 cups (265 g) - 3 2/3 cups (365 g)
80 lb (36 kg)	3 1/3 cups (330 g) - 4 2/3 cups (460 g)
100 lb (45 kg)	4 cups (395 g) - 5 1/2 cups (545 g)

Average Nutrient And Caloric Contents

Dry 3686 kcal/kg (363 kcal/per cup²)

Nutrient	Dry Matter ¹ %
Protein	19.5
Fat	15.5
Carbohydrate (NFE)	56.7
Crude Fiber	3.6
Calcium	0.73
Phosphorus	0.60
Sodium	0.17
Potassium	0.76
Magnesium	0.111
Carnitine	351 ppm
Lysine	1.15
Vitamin C	263 mg/kg
Vitamin E	703 IU/kg
Chondroitin Sulfate	974 mg/kg (ppm)
Glucosamine	991 mg/kg (ppm)

References

¹The nutrient in the product after moisture is removed. It is used to make direct comparisons of nutrient profiles of products with differing moisture contents.

²An eight fluid oz. measuring cup of Mature Adult Small Bites contains 3 oz. by weight.

Ingredients

Whole Grain Corn, Chicken By-Product Meal, Animal Fat (preserved with mixed tocopherols and citric acid), Soybean Mill Run, Flaxseed, Chicken Liver Flavor, Lactic Acid, Corn Gluten Meal, Potassium Chloride, L-Lysine, Choline Chloride, Vitamin E Supplement, Iodized Salt, Vitamins (L-Ascorbyl-2-Polyphosphate (source of vitamin C), Vitamin E Supplement, Niacin, Thiamine Mononitrate, Vitamin A Supplement, Calcium Pantothenate, Biotin, Vitamin B12 Supplement, Pyridoxine Hydrochloride, Riboflavin, Folic Acid, Vitamin D3 Supplement), Calcium Carbonate, Dicalcium Phosphate, minerals (Ferrous Sulfate, Zinc Oxide, Copper Sulfate, Manganous Oxide, Calcium Iodate, Sodium Selenite), L-Tryptophan, Taurine, Glucosamine Hydrochloride, L-Carnitine, preserved with Mixed Tocopherols and Citric Acid, Chondroitin Sulfate, Phosphoric Acid, Beta-Carotene, Rosemary Extract.

Check back soon to read first hand accounts of how this product makes a healthy difference for pets.

Product reviews

★★★★★ 4.9 / 5

Quality 4.8 / 5

Taste my pet enjoys 4.8 / 5

Value for the money 4.2 / 5

38 out of 38 (100%) reviewers recommend this product.

Share this product

Advanced filters

Star Rating Quality

Taste my pet enjoys Value for the money

Age of Pet Number of Pets

Click on filters to refine your results.

★★★★☆ 4 / 5

Good quality food that my dog always loves! May 22, 2012

[Louise1](#)
Brand Advocate
from Cincinnati, Ohio Number of Pets: 2 Age of Pet: 1-7 years

The Science Diet may cost more but I feel it is worth it. It is a good quality food that my dog enjoys. The small bites are just the right size.

Yes, I recommend this product.

Quality 5 / 5

Taste my pet enjoys 5 / 5

Value for the money 3 / 5

helpful 0

★★★★★ 5 / 5

This is what is keeping my older dog young May 21, 2012

[Jazziesmom](#)
Brand Advocate
from Metairie, LA, USA Number of Pets: 3 Age of Pet: 7+ years

I have an 11 year old German Shephard that has only eaten Science Diet. Through the years she started with large breed puppy bites, then adult dog food, and now the Longevity formula. When people see her, no one believes she is 11! She looks about 3 years old. I tell them that Science Diet keeps her in lean, good shape and that I am sure it is what is contributing to her long life and good health. I highly recommend this food for your older pet!

Yes, I recommend this product.

Quality 5 / 5

Taste my pet enjoys 5 / 5

Value for the money 5 / 5

helpful 0

★★★★★ 5 / 5

The best dog food on the market! May 20, 2012

[Sparks](#)
from Mountain City, TN Number of Pets: 1 Age of Pet: 7+ years



Science Diet® Puppy Small Bites

★★★★★ 5 / 5

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Rich in fish oil and nourishing fatty acids.

Hill's® Science Diet® Puppy Small Bites dog food provides precisely balanced nutrition to build immunity and digestive health for puppies who prefer a smaller kibble. It is enriched with DHA from high quality fish oil and made with high quality ingredients that provide an ideal combination of nutrients, clinically proven antioxidants and vital fatty acids to give your puppy the best start in life.

[Order online: http://www.petfooddirect.com/Product/127/Hills-Science-Diet-Puppy-Small-Bites-Formula-Dry-Dog-Food?utm_campaign=dog_dry&utm_source=hills_dog&utm_medium=hills_campaign&extcid=HILLS357](http://www.petfooddirect.com/Product/127/Hills-Science-Diet-Puppy-Small-Bites-Formula-Dry-Dog-Food?utm_campaign=dog_dry&utm_source=hills_dog&utm_medium=hills_campaign&extcid=HILLS357)

Key Benefits

Recommended For:

Puppies up to 1 year old and pregnant or nursing dogs.

Not Recommended For:

Adult dogs, mature adult dogs, obese or obese-prone dogs.

Benefit	Nutrient	How it Works
Healthy immune system within 90 days	Vitamin C + E	Optimal levels of clinically proven antioxidants to quickly build healthy cognitive and immune function.
Brain and eye development	Natural DHA from high quality fish oil	DHA is a building block for healthy brain and eye development.
Promote healthy joint development and mobility	Vital fatty acids	Vital fatty acids ensure healthy development of bones and joints.
Ideal body weight	Ideal levels of high quality lean protein for puppies in their first year of life	Protein is the building block for lean muscle that helps maintain ideal body condition.
Supports gentle, healthy digestion	High quality ingredients including gentle fibers	Ensure availability of key nutrients and proteins for the healthy development of puppies.

Other Products to Consider

Science Diet is available in a wide variety of dry foods for your puppy's unique needs. Canned puppy food is also available from Science Diet in a delicious chicken flavor that your puppy will love.

Feeding Guide

Daily Feeding Guide:

Helpful Hints

For puppies/pregnant dogs: begin by feeding the suggested daily amount. Your pet may need less or more food to maintain proper weight. Adjust as needed. If you are unsure, ask your veterinarian.

For nursing dogs: keep food available at all times.

Feeding this food for the first time? Mix increasing amounts of your pet's new food with decreasing amounts of the old food over a 7-day period.

Keep fresh water available at all times!

We recommend that you take your pet to the veterinarian at least twice a year for regular health check-ups.

Your pet's nutritional needs change with each life stage. Continue to give him the same precise and balanced nutrition by transitioning your puppy to one of the Hill's® Science Diet® Adult dog foods once he reaches 1 year of age.

Science Diet is available in a wide variety of dry foods for your puppy's unique needs. Canned puppy food is also available from Science Diet in a delicious savory chicken flavor that your puppy will love.

Growth

Weight of Dog	Growth less than 4 months (Pregnancy weeks 7 - 9)	Growth 4 to 9 months (Pregnancy weeks 5 - 6)	Growth 10 to 12 months (Pregnancy weeks 1 - 4)
2 lb (0,9 kg)	1/2 cup (50 g)	3/8 cup (35 g)	1/3 cup (35 g)
5 lb (2,3 kg)	1 cup (100 g)	7/8 cup (85 g)	2/3 cup (65 g)
8 lb (3,6 kg)	1 1/2 cups (150 g)	1 1/4 cups (125 g)	1 cup (100 g)
10 lb (4,5 kg)	1 3/4 cups (175 g)	1 1/2 cups (150 g)	1 1/8 cups (110 g)
20 lb (9,1 kg)	3 cups (295 g)	2 1/2 cups (250 g)	2 cups (200 g)
40 lb (18,1 kg)	5 cups (495 g)	4 cups (395 g)	3 1/4 cups (320 g)
60 lb (27,2 kg)	6 2/3 cups (660 g)	5 1/2 cups (545 g)	4 1/3 cups (430 g)
80 lb (36,3 kg)	8 1/4 cups (815 g)	6 3/4 cups (670 g)	5 1/2 cups (545 g)
100 lb (45,4 kg)	9 3/4 cups (965 g)	8 cups (790 g)	6 1/2 cups (645 g)
120 lb (54,4 kg)	11 1/4 cups (1115 g)	9 1/4 cups (915 g)	7 1/2 cups (745 g)

Average Nutrient And Caloric Contents

Dry 3897 kcal/kg (384 kcal/cup²)

Nutrient	Dry Matter ¹ %
Protein	31.5
Fat	19.8
Carbohydrate (NFE)	38.4
Crude Fiber	2.3
Calcium	1.45
Phosphorus	1.16
Sodium	0.50
Potassium	0.78
Magnesium	0.167
Vitamin C	318 mg/kg
Vitamin E	872 IU/kg
DHA	0.165
Omega-3 Fatty Acids Total	1.02

References

¹The nutrient in the product after moisture is removed. It is used to make direct comparisons of nutrient profiles of products with differing moisture contents.

² An eight fluid oz. measuring cup of Puppy Small Bites contains 3 oz. by weight.

Ingredients

Whole Grain Corn, Chicken By-Product Meal, Corn Gluten Meal, Animal Fat (preserved with mixed tocopherols and citric acid), Dried Beet Pulp, Chicken Liver Flavor, Brewers Rice, Dicalcium Phosphate, Lactic Acid, Fish Oil, Flaxseed, Soybean Oil, Iodized Salt, Potassium Chloride, L-lysine, Choline Chloride, Vitamin E Supplement, vitamins (L-ascorbyl-2-polyphosphate (source of vitamin C), Vitamin E Supplement, Niacin, Thiamine Mononitrate, Vitamin A Supplement, Calcium Pantothenate, Biotin, Vitamin B12 Supplement, Pyridoxine Hydrochloride, Riboflavin, Folic Acid, Vitamin D3 Supplement), Magnesium Oxide, minerals (Ferrous Sulfate, Zinc Oxide, Copper Sulfate, Manganous Oxide, Calcium Iodate, Sodium Selenite), preserved with Mixed Tocopherols and Citric Acid, Phosphoric Acid, Beta-Carotene, Rosemary Extract.

Check back soon to read first hand accounts of how this product makes a healthy difference for pets.

Product reviews

★★★★★ 5 / 5

Quality  4.8 / 5

Taste my pet enjoys  4.8 / 5

Value for the money  4 / 5

11 out of 11 (100%) reviewers recommend this product.

Share this product  

Advanced filters

Star Rating Quality

Taste my pet enjoys Value for the money

Age of Pet Number of Pets

Click on filters to refine your results.

Sort by

★★★★★ 5 / 5 Featured

This food keeps my puppy healthy and happy! May 31, 2012

 [mommamia](#)
from Waterville, OH, USA Number of Pets: 1 Age of Pet: < 1 year

We have only had our rescue puppy for 5 weeks and had no problem introducing this puppy food into her diet. She has loved Science Diet small puppy bites and comes running when she hears me putting the food into her dish. The vet said she has good weight and is very healthy, and when he asked what we are feeding her, he said he feeds his own dogs Science Diet too. There is no better testimony than that! Thanks Hill's for a product I can trust!

Quality  5 / 5

Taste my pet enjoys  5 / 5

Value for the money  5 / 5

Yes, I recommend this product.

helpful 0 0  

★★★★★ 5 / 5

The best food for my puppy June 27, 2012

 [Brianna905](#)

Science Diet small puppy bites is the best puppy food for my little Yorkie. Because she is a small dog, the smaller pieces are perfect for her!

Quality  5 / 5

Taste my pet enjoys  5 / 5

Value for the money  5 / 5

Yes, I recommend this product.



Science Diet® Senior 11+ Age Defying™

★★★★★ 4.7 / 5

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Hill's® Science Diet® Senior 11+ Age Defying™ cat food provides breakthrough, tailored nutrition for your 11+ cat for a healthy and happy life. It fights 4 important signs of aging in as little as 30 days. Typical signs of aging include more accidents in house, sleeping more, less agility, and less interaction with owner. It also contains an exclusive antioxidant bundle which helps defend the body and brain against aging. Senior 11+ Age Defying™ is also rich in Omega-6 fatty acids to help promote soft skin & radiant coat.

[Order online: http://www.petfooddirect.com/Product/17000/Hills-Science-Diet-Feline-Senior-11Plus-Age-Defying-Dry-Cat-Food?](http://www.petfooddirect.com/Product/17000/Hills-Science-Diet-Feline-Senior-11Plus-Age-Defying-Dry-Cat-Food?utm_campaign=cat_dry&utm_source=hill_cat&utm_medium=hillscampaign&extcid=HILLS202)

[utm_campaign=cat_dry&utm_source=hill_cat&utm_medium=hillscampaign&extcid=HILLS202](http://www.petfooddirect.com/Product/17000/Hills-Science-Diet-Feline-Senior-11Plus-Age-Defying-Dry-Cat-Food?utm_campaign=cat_dry&utm_source=hill_cat&utm_medium=hillscampaign&extcid=HILLS202)

Key Benefits

Recommended For:

Senior cats ages 11 and older.

Not Recommended For:

Kittens, pregnant or nursing cats.

Benefit	Nutrient	How it Works
Healthy Brain Function	Fish Oil	Supports healthy brain and cognitive function.
Easy to Chew & Digest	Small Kibble	Easy for an older cat to chew and digest.
Increase Lean Muscle Mass	L-Carnitine	Supports lean muscle mass typically lost by older cats.
Bladder Health	Phosphorus	Controlled levels of phosphorus, magnesium and sodium for optimal bladder health.
Healthy Organs	Amino Acids	11 essential amino acids help maintain healthy organs.

Other Products to Consider

Hill's® Science Diet® pet food is available in a variety of dry formulas for your mature cat's unique needs.

Feeding Guide

Daily Feeding Guide:

Helpful Tips

These amounts are a starting point only. Your pet may need less or more food to maintain proper weight. Adjust as needed. If you are unsure ask your veterinarian.

Keep fresh water available at all times!

Feeding this food for the first time? Mix increasing amounts of your pet's new food with decreasing amounts of the old food over a 7-day period.

When using with canned food, decrease the amount of dry food to avoid overfeeding.

We recommend that you take your pet to the veterinarian at least twice a year for regular health check-ups.

Science Diet® pet food is available in a variety of dry formulas for your mature cat's unique needs. Canned cat food is also available from Science Diet in a variety of delicious flavors that your cat will love.

To prevent suffocation, keep this plastic bag out of the reach of pets and children.

Senior

Weight of Cat	Amount per Day
5 lb (2,3 kg)	1/2 cup (50 g) - 5/8 cup (65 g)
10 lb (4,5 kg)	3/4 cup (75 g) - 1 cup (100 g)
15 lb (6,8 kg)	1 cup (100 g) - 1 3/8 cups (140 g)

Average Nutrient And Caloric Contents

Dry 3944 kcal/kg (404 kcal/per cup²)

Nutrient	Dry Matter ¹ %
Protein	33.8
Fat	18.3
Carbohydrate (NFE)	39.3
Crude Fiber	2.3
Calcium	0.91
Phosphorus	0.71
Sodium	0.40
Potassium	0.93
Magnesium	0.080
Taurine	0.26
Camiline	506 ppm
Vitamin C	196 mg/kg
Vitamin E	1191 IU/kg
Omega-6 Fatty Acids Total	3.50

References

¹The nutrient in the product after moisture is removed. It is used to make direct comparisons of nutrient profiles of products with differing moisture contents.

²An eight fluid oz. measuring cup of Senior 11+ Age Defying™ contains 4 oz. by weight.

Ingredients

Brewers Rice, Chicken By-Product Meal, Corn Gluten Meal, Whole Grain Corn, Animal Fat (preserved with mixed tocopherols and citric acid), Dried Egg Product, Soybean Mill Run, Chicken Liver Flavor, Lactic Acid, Powdered Cellulose, Fish Oil, Potassium Chloride, Choline Chloride, DL-Methionine, Calcium Carbonate, Vitamin E Supplement, Iodized Salt, Vitamins (L-Ascorbyl-2-Polyphosphate (source of Vitamin C), Vitamin E Supplement, Niacin, Thiamine Mononitrate, Vitamin A Supplement, Calcium Pantothenate, Riboflavin, Biotin, Vitamin B12 Supplement, Pyridoxine Hydrochloride, Folic Acid, Vitamin D3 Supplement), Natural Flavor, Calcium Sulfate, Taurine, L-Cysteine, minerals (Ferrous Sulfate, Zinc Oxide, Copper Sulfate, Manganese Oxide, Calcium Iodate, Sodium Selenite), Potassium Citrate, L-Carnitine, preserved with Mixed Tocopherols and Citric Acid, Magnesium Oxide, L-Arginine, Phosphoric Acid, Beta-Carotene, Rosemary Extract.

Product reviews



Advanced filters

- Star Rating Quality
 Taste my pet enjoys Value for the money
 Age of Pet Number of Pets

7/5/12

Senior 11+ Age Defying™ - Dry

Value for the money  4.3 / 5

38 out of 39 (97%) reviewers recommend this product.

Share this product  

Click on filters to refine your results.

Enter phrase or keyword

Sort by

-  5 / 5 Featured
May 17, 2012

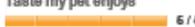
Sparkle Plenty

 [meshugunah](#)
Brand Advocate
from Central NJ Number of Pets: 2 Age of Pet: 7+ years

Since starting on Hills Science Diet Senior 11+ Age Defying, Miss Nina's coat sparkles as much as her personality. (I keep having to edit as she's "helping" me type this...) She zooms around the house the way she did as a kitten, sleeps on my head, and chases her younger sib Chloe Cat. You'd never think she was an old lady cat at 12 years of age! She likes her dinner so much, she demands an audience while she eats - silly cat...

Proper diet is an integral part of pet care. My turbables have eaten Hills Science Diet most of their lives, and it shows.

Yes, I recommend this product.

Quality  5 / 5
Taste my pet enjoys  5 / 5
Value for the money  5 / 5

helpful 1   
-  5 / 5 June 30, 2012

My TomCat loves this food

 [Angela3912](#)
from Inman, SC Number of Pets: 1 Age of Pet: 7+ years

My boy, Tom, who is a spunky 12 years old absolutely loves this food. I never thought that I would see the day when Tom preferred dry food over wet food. Tom tried to bury his grocery store food and asked for this product instead.

Yes, I recommend this product.

Quality  5 / 5
Value for the money  5 / 5

helpful 0   
-  5 / 5 June 11, 2012

She loves it

 [bqzoo](#)
Brand Advocate
from Irving, TX Number of Pets: 2 Age of Pet: 7+ years

she can't wait for her bowl of food. Eats every kibble even without teeth.

Yes, I recommend this product.

Quality  5 / 5
Taste my pet enjoys  5 / 5
Value for the money  5 / 5

Team Sales Situation Scenario #1

Suburban Animal Hospital Data Sheet

Welcome to Suburban Animal Hospital. We understand that your pets are members of your family and that their well-being is a top priority. We will do our utmost to fulfill the needs of our clients by offering and providing quality health care service for their pets through a responsive, well-trained, highly-qualified, professional and caring staff working as a team with an emphasis on individual client and patient attention and a commitment to our community.

We pride ourselves on being an AAHA accredited full-service hospital, capable of handling almost any medical or surgical problem. This means that we can provide a wide range of services to our clients and patients. Some of our services include: Hospitalization and Intensive Care for seriously ill patients, Diagnostic Laboratory Testing, routine and specialized Radiographic Procedures, routine Dental Care, in addition to Boarding, Bathing, and Flea Control Services. Our operating room is well-instrumented and equipped with modern inhalation anesthetic machines and a Radiosurgical Unit, as well as a monitoring and recovery area to ensure the safety and well-being of your pet. Although our routine office hours are from 7am to 7pm, Suburban Animal Hospital has someone on site 24 hours a day to attend to individual patient's needs.

The Doctors:

Dr. Mark W. Coleman grew up in West Central Indiana on a farm and received his DVM from Purdue University School of Veterinary Medicine in 1968. After serving 2 years in the U.S.A.F. Veterinary Corps, Dr. Coleman worked as a small animal practitioner in the Chicago area before moving to Gainesville.

Commitment to the welfare of animals and high standards of veterinary care led Dr. Coleman and his wife Melinda to the opening of Suburban Animal Hospital in 1974. Since then, Dr. Coleman has continued to serve the Gainesville area with a veterinary practice that emphasizes on individual client and patient care. Dr. Coleman enjoys all aspects of veterinary care including animal behavior, dentistry, diagnostics, medicine and surgery. He also enjoys the communication aspect of veterinary care, not only with client information and guidance, but also with his staff and "Team" here at Suburban Animal Hospital. Dr. Coleman and his family have had a wide assortment of pets including dogs, cats, goats, and pigs.

In his free time, he likes spending time with his family; wife Melinda, sons Kevin and Jeff, daughter Kendra, their spouses, and 3 grandchildren. Dr. Coleman also finds enjoyment in travel, agriculture, antiques, Gator basketball, and spending time at Crescent Beach as well as Crystal River.

Below is a list of some of the memberships, programs, committees, and contributions that Dr. Coleman has been a part of over the years:

One of the original members of Alachua County Humane Society as well as a lifetime member
One of the founders of the AA Pet Emergency Clinic, to help ensure ongoing availability of emergency care to the pets in the Tri-County area
University of Florida's Committee on the Care and Use of Laboratory Animals
University of Florida's Continuing Education Program
University of Florida's Veterinary School Admissions Committee
President of Alachua Veterinary Medical Association
Board Member of Florida Veterinary Medical Association
President of American Heartworm Society
Member of the American Animal Hospital Association (AAHA)
Member of the American Association of Feline Practitioners
Member of the American Veterinary Dental Society
Member of Rotary Club for over 20 years
Varied pharmaceutical field trials to improve pet health care including the first monthly heartworm preventatives as well as monthly topical flea and heartworm preventatives
Contributor of professional journal articles
Advisor/Speaker at state, national, and international Veterinary Continuing Education meetings

Dr. Marlin Nipper received her undergraduate degree from the University of Miami. In 1991, she received her doctorate of Veterinary Medicine from the University of Florida. From 1991 to 1992, she did a small animal medicine and surgery internship at Angell Memorial Animal Hospital in Boston. Since 1992, Dr. Nipper has been practicing at Suburban Animal Hospital providing clients, patients, and our community with quality and compassionate medical care. On her off time, she enjoys spending time with family and friends, working out, boating and photography. Dr. Nipper has three cats named Ivan, Charley and Jake; and two dogs, a black lab named Jet and an Italian Greyhound named Raisin. She also has 4 snakes, a gecko and a bearded dragon.

Dr. Holly Blair received her undergraduate degree in microbiology from the University of Florida. In 1992, she graduated with honors from the University of Florida College of Veterinary Medicine. Dr. Blair has practiced at Suburban Animal Hospital since 2001 and has a special interest in geriatric medicine. She enjoys spending time with her husband Armon and her two children Cody and Grace. Dr. Blair's four-legged family consists of a Golden Retriever named Lucy, two cats named Rocky and Snicklefritz, and Cody and Grace's hamsters Leo and Honey.

Dr. Richard Sammy joined Suburban Animal Hospital in June 2004 after graduating from the University of Florida's College of Veterinary Medicine. Previously, Dr. Sammy graduated from the College of Engineering at UF and worked in the petroleum industry for eight years. His areas of interest include surgery and internal medicine. Dr. Sammy lives in Gainesville with his wife Michele and their children Katherine and William. During his spare time, Dr. Sammy enjoys reading, fishing, and home renovation projects. Dr. Sammy has a cat named Thomas and a Black Lab mix named Deme.

Dr. Kristin MacDonald received her undergraduate degree from the Ohio State University in 2000. She then received her Masters Degree in Veterinary Medical Sciences and her Doctorate of Veterinary Medicine from the University of Florida in 2002 and 2006, respectively. While her professional interests include primarily small animal medicine and surgery, she also enjoys “hobby farming” and shares her home with a variety of different farm critters, including pet goats, chickens and horses. Dr. MacDonald is also involved with some of our local pet rescue organizations and strives to help the homeless animal population within our community as much as possible. When she has a little free time, she enjoys outdoor activities such as kayaking and canoeing, hiking with her dogs and landscaping around her home.

Services

Suburban Animal Hospital offers a variety of pet care services to the Gainesville community. We specialize in the personal care of cats and dogs. Suburban Animal Hospital focuses on providing great customer service and quality performance. The American Animal Hospital Association (AAHA) fully accredits less than 15% of all small animal hospitals. Suburban Animal Hospital has maintained its AAHA accreditation since 1977. Below is a list of some services that we offer, along with products that we have.

Services

- Wellness and preventative medicine
- Immunizations/Vaccinations
- Small Animal Medicine
- Laboratory- including an in-house lab with state of the art equipment
- Radiology
- Dental Care- including digital radiography
- Surgery- including but not limited to spay, neuter, exploratory, orthopedics, soft tissue, and ear cropping
- Microchipping
- Supervised Boarding as well as Special Care Boarding
- Baths

Products

- Flea and Tick Prevention
- Heartworm Prevention
- Nutraceuticals
- Pharmaceuticals
- Prescription Diets

Team Sales Situation Scenario #1

PetSmart Data Sheet

Company Information

PetSmart, Inc. (PETM) is the largest specialty retailer of services and solutions for the lifetime needs of pets.

We have more than 1,232 pet stores in the United States, Canada and Puerto Rico, over 192 in-store PetsHotels dog and cat boarding facilities and Doggie Day Camps, and is a leading online provider of pet supplies and pet care information. PetSmart provides a broad range of competitively priced pet food and pet supplies, and offers complete pet training and pet adoption services.

Since 1994, PetSmart Charities, Inc., an independent, nonprofit 501(c)(3) organization, has created and supported programs that save the lives of homeless pets, raise awareness of companion animal welfare issues and promote healthy relationships between people and pets. The largest funder of animal welfare efforts in North America, PetSmart Charities has provided more than \$165 million in grants and programs benefiting animal welfare organizations and, through its in-store adoption program, helped save the lives of nearly 5 million pets.

Company Overview

PetSmart, Inc. (NASDAQ: PETM) is the largest specialty pet retailer of services and solutions for the lifetime needs of pets. We operate more than 1,232 stores in the United States, Canada and Puerto Rico, providing a broad range of competitively priced pet food and pet products; services including pet training, pet grooming, pet boarding and pet adoption services. Our stores are stocked with more than 10,000 products, all available at everyday low prices. In addition to providing great value, we have the broadest, deepest product range in the industry, including thousands of products exclusive to PetSmart. And we're constantly on the prowl for innovative new products that can help our pet parents give their pets long, happy lives.

The millions of dogs groomed and bathed each year in PetSmart® salons are pampered at the hands of pet stylists who must complete a rigorous PetSmart safety certification process. Grooming isn't just about a fabulous "do," it's also about keeping pets happy and healthy with services including expert nail trimming, ear cleaning and teeth brushing.

Dogs and their pet parents grow smarter each year with help from our accredited pet training instructors. In addition to ensuring pets are happy, well-behaved members of the family, training classes help solve obedience problems - the number one reason pets are relinquished to shelters. And with the SmartPet PromiseSM, training customers are guaranteed 100 percent satisfaction or they can take the class again for free.

PetSmart also operates over 192 in-store PetsHotels dog and cat boarding facilities and Doggie Day Camps. These overnight boarding and daycare facility for dogs and cats, offer an exclusive promise, featuring caregivers who are hand-picked for their love of pets and are on the premises 24 hours a day. Pet parents rely on us to take care of their pets when they can't be there.

PetSmart PetsHotel®, our overnight boarding and daycare facility for dogs and cats, offers an exclusive promise, featuring caregivers who are hand-picked for their love of pets and are on the premises 24 hours a day. Pet parents rely on us to take care of their pets when they can't be there.

In addition to day camp services offered inside all our hotels, we've opened Doggie Day Camps in stores where there isn't a PetsHotel, giving busy pet parents yet another reason to pass up the competition.

Our customers adopt an average of 1,000 pets per day from our PetSmart Charities® Adoption Centers located inside every PetSmart store.

Established in 1994, PetSmart Charities, Inc. is an independent 501(c)(3) organization that creates and supports programs that save the lives of homeless pets, raise awareness of companion animal welfare issues and promote healthy relationships between people and pets. The largest funder of animal welfare efforts in North America, PetSmart Charities has funded more than \$165 million in grants and programs benefiting animal welfare organizations and, through its in-store pet adoption programs, has helped save the lives of nearly 5 million pets.

Expert veterinarian care is within arm's reach in more than 60 percent of our stores, where Banfield Pet Hospital®, operates full-service pet hospitals. These hospitals operate independently of PetSmart and employ more than 1,000 veterinarians who provide a full range of health care and emergency services. PetSmart holds a 20.5 percent equity interest in Medical Management International, the operator of Banfield, Pet Hospital®.

Whether it's finding the right pet, the best food or the perfect toy, signing up for training or grooming sessions, checking into a PetsHotel, or taking home a newly adopted dog or cat, we help pet parents help their pets live long, happy, healthy lives.

Diversity and Inclusion

Our Vision for Diversity and Inclusion

At PetSmart, we value our associates' diverse backgrounds, experiences and ideas because it makes us a stronger company. Diversity and inclusion enable us to solve problems, generate new ideas and enhance our brand. They help us execute effectively and allow us to deliver results that drive shareholder value. When we embrace and appreciate a wide range of people and perspectives, we create an

environment where associates can do their best work, partners enjoy engaging with us and pet parents have an unmatched customer experience.

Delivering the Vision

We deliver our vision by developing in three key areas – talent, culture and community. These areas are our pillars of diversity and inclusion efforts and guide what we do to make our good company great.

Talent. At PetSmart, we utilize sourcing to ensure diverse candidate pools. We want the best and brightest associates, and we know the only way to get that is ensuring that our associates have a wide range of experience and skill.

Culture. Our focus on creating a diverse and inclusive culture incorporates some key factors. We use accountability in implementing tools and measures to ensure that leaders and associates are helping to create a diverse and inclusive culture. Our associates are given the opportunities, information and resources to develop their careers. In addition, we frequently review our policies, practices and rewards to ensure consistency and fairness. At PetSmart, our goal is to communicate with transparency as we grow our culture.

Community. We are a caring company involved and immersed into the communities where we live and work. Our vision is to engage and support diverse organizations through community outreach. We also are focused on inspiring our business partners to share and embrace our vision of diversity and inclusion. Another goal we are focused on is reflecting diversity and inclusion in everything we do.

Our Diversity and Inclusion Journey

PetSmart is new to the journey of diversity and inclusion. We know this type of culture is good for people and pets. It's also good for business and that's why we have a strategy for diversity and inclusion and a team of dedicated associates committed to growing our efforts in this area. As we travel down this path, our focus is phased into three steps for building a diverse and inclusive organization – laying the foundation, integrating with the business and sustaining our culture. We want to raise awareness and get people excited about all the differences we have among one another.

Team Sales Situation Scenario #1

Jean's Grooming and Pet Supplies Data Sheet

We have served the Gainesville area for over 30 years. Our shop offers personalized attention to you and your pet . We have two professional groomers that get to know each animal individually. Feel free to drop by our shop for a tour of the facility and to meet our professional staff.

We here at Jean's Grooming And Pet Supplies want to welcome you to our shop. We are dedicated to provide the best care and service to you and your pet. We have served the Gainesville area for many years and strive to build a long term relationship with our clients. We are a small shop with dedicated employees. You will see the same people each time you come to visit.

Lisa Holtzendorf, a Certified Veterinary Technician, bought the shop from long time founder and owner Jean Blanchard in 2006. Jean was ready to slow down a bit after 30 years in the business. She wanted to spend more time with her family and showing her paint horse Cowboy. She is still grooming four days a week and is very active in the every day activities of the shop.

Lisa has been caring for animals since she was a child. She attended The University Of Florida and is a Certified Veterinary Technician. She worked 10 years for a local Veterinarian and 9 years for the University Of Florida, College Of Veterinary Medicine as an Animal Anesthetist. She is dedicated to providing compassionate and professional care to all pets that enter her shop.

We feature many services at our shop

- Bathing with Hydrosurg
- Hand blow dry
- Anal Gland expression
- All breed grooming
- Nail trims
- Flea/Tick treatments
- Ear cleaning
- Teeth brushing
- Therapeutic / Medicated Baths
- Deshedding
- Brushing
- Deskunking

Our Store stocks all your basic pet care needs for Birds, Rabbits, Hamsters, horses, guinea pigs, dogs ,cats and some exotics. If we do not have it in stock we are more than happy to order it for you.

PART 2: Team Sales Situation Scenario #2

Your Task

Hunter Industries

You and your teammates are salespeople for *Hunter Industries*. Your company sells a variety of irrigation supplies which are included in this document for you. Your team is to develop a sales strategy for the following customers. You will need to decide which product or products that best fit each customer and answer the questions concerning each of the following customers. You will be observed as your work on your solution for **TWENTY MINUTES**. You will then have **TEN MINUTES** to present your solution for all the customers. The 'judges' will act as your supervisors at the company. After the presentation the 'judges' will have **TEN MINUTES** to ask questions about the products, the customers, and the information you presented.

Customers:

- ***West Farms***. A locally owned and operated landscaping and lawn care service in Gainesville, Florida. *West Farms* has been a leader in irrigation installation in North Florida since the 1980's. They specialize in both residential and commercial landscaping. Refer to the attached handout for more information about *West Farms*.
- ***FIS Outdoor***. They are one of the leading irrigation and landscape product distributors in the United States. They operate over 30 branch locations in the southeast. *FIS Outdoor* has been in business since 1974. They are committed to helping others grow their business and accomplish their goals. Please refer to the attached handout for more information about *FIS Outdoor*.
- ***Haile Plantation Golf and Country Club***. They are located within Haile Plantation, one of Gainesville's award winning communities. *Haile Plantation Golf and Country Club* has a variety of activities and hosts a number of events throughout the year. From the golf course, to tennis courts, swimming, and dining, the country club offers many amenities to its members. The management takes great pride in providing outstanding facilities with outstanding service. Please refer to the attached handout for more information about *Haile Plantation Golf and Country Club*.

Your job is to answer the following questions:

1. What are the potential customer needs and wants?
2. What are the features and benefits of the product (s) that address the customer needs and wants?
3. What are the potential customer objections and how will you prepare to address them?
4. What are the possible related/complimentary products and their suggestive selling strategies?

Develop information gathering questions to be utilized in clarifying the customer needs and wants.

Team Sales Situation Scenario

Your Company

Hunter Industries

As a team, you will represent the sales team from *Hunter Industries*. Hunter is a residential and commercial irrigation equipment company that provides products for a wide array of venue. Below is more information about the company.

HOME » COMPANY OVERVIEW



[Company Overview](#) [Our Story](#) [Brands and Products](#) [Our Facilities](#) [Leadership](#) [Mission and Values](#) [Hunter News](#)

A GLOBAL LEADER IN THE IRRIGATION, LANDSCAPE LIGHTING, AND CUSTOM MOLDING INDUSTRIES



Hunter Industries is a family-owned global company that provides high quality, efficient solutions for the irrigation, outdoor lighting, and custom molding industries. Our diverse array of products can be seen everywhere from residential landscapes, to stadiums, national landmarks, theme parks, city parks, commercial complexes, hotels, and municipal buildings around the world. Whether you're from New York, Shanghai, Sydney, Paris, Moscow, or Cairo, the odds are you've probably encountered a Hunter product somewhere along the way.

“Hunter Industries is a global company that provides high quality, efficient solutions.”



Headquartered in San Marcos, CA since 1981, Hunter is a market leader in producing and marketing a full range of water-efficient, easy-to-use irrigation solutions for residential, commercial, and golf course applications. Designed with the demands of irrigation professionals in mind, the current Hunter irrigation product line includes pop-up gear-driven rotors, high-efficiency rotary nozzles, spray sprinklers, valves, controllers, central controllers, professional landscape drip, and weather sensors.

Since the beginning, Hunter's core business interest has been producing products that allow irrigation professionals to create solutions that use as little water and energy as possible to create optimal landscape function and ambiance. In the interest of sustainability and maximizing our infrastructure and capabilities, we have diversified into the landscape lighting industry through the acquisition of FX Luminaire. FX lighting products are manufactured in San Diego, CA, ensuring the highest quality standards are adhered to. As a further step of expansion we have also acquired a Custom Molding company and started Hunter Custom Molding.



“Hunter is also known as a leader in outstanding customer service.”

Beyond efficient product innovation, Hunter is also known as a leader in outstanding customer service, product training and technical support in all of our business segments. Moving forward, Hunter is committed to pushing the boundaries of technology, conservation, quality, and customer experience in every product and project we undertake. In the factory, the office, and the field, we put innovation to work every day for every one of our customers around the world.

Mission and Values:

Our mission is to deliver innovative products and services of the highest quality to the industries we serve. We will achieve this mission without compromising our core values of customer satisfaction, innovation, family, and citizenship.

Customer Satisfaction

We are dedicated to achieving the highest level of customer satisfaction from our professional customers to end-users. We will be responsible for the decisions we make, we will be respectful in every contact, and we will fulfill our commitments. All employees will treat one another with the same concern, respect, and care that they are expected to show customers.

Innovation

Our tradition of quality and innovation, instilled by Edwin and Paul Hunter, is central to everything we do. We develop cutting-edge products and processes, focusing on continuous improvement and enhancements. Interdepartmental teamwork and collaboration are fundamental as we establish new standards of performance that satisfy our customers' needs.

Family

Our legacy as an organization founded by the Hunter family is central to how we honor our position as a leader in our industry and our community. We value our employees as individuals. We encourage a balance between work and family and actively cultivate an environment of personal fulfillment and professional growth. We are committed to high ethical standards of honesty, respect, and fairness, creating trust in our dealings with each other, our customers, our suppliers, and our community.

Citizenship

We are committed to serving the communities, in which we live, work, and play. We take seriously our responsibility to support the efforts of our employees dedicated to improving our neighborhoods. As a global company, we will take steps to protect the planet by reducing our environmental footprint and designing more advanced methods, products, and technologies that promote the efficient use of our natural resources.

Our Story



PRODUCTS PROFESSIONALS HOMEOWNERS GET HUNTER



SEARCH



RESIDENTIAL & COMMERCIAL IRRIGATION | *Built on Innovation*

HOME » OUR STORY



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Company Overview **Our Story** Brands and Products Our Facilities Leadership Mission and Values Hunter News



THE HUNTER FAMILY: (TOP) RICHARD HUNTER, ANN HUNTER-WELBORN, PAUL HUNTER, (BOTTOM) ED HUNTER, FRANCES HUNTER



THE LEGACY CONTINUES WITH RICHARD HUNTER.

A COMMITMENT TO PARTNERSHIP, A LEGACY OF INNOVATION

Hunter Industries was founded by irrigation industry pioneer and entrepreneur Edwin "Ed" Hunter with the help of his sons Paul and Richard, and daughter Ann. In 1983, the small Hunter team introduced the PGP gear-driven rotor to the world of irrigation. The proprietary product started what is now referred to as "The Rotor Revolution" in the landscape irrigation industry. Its success as an efficient, reliable product quickly put Hunter on the map as a well-respected irrigation equipment manufacturer. In 1985, with demand growing for the PGP, Hunter opened international distribution channels in Australia and Europe.

By 1994 the Hunter catalog grew to include short and long-distance rotors, sprays, valves, and controllers. With the company stable and the future bright, Ed retired in 1994. The next leader of Hunter Industries would be Ed's son Richard, an accomplished engineer and entrepreneur. Throughout the 1990's and into the new millennium, Hunter has grown to become a market leader in residential, commercial, and golf course irrigation system components.

Still under the leadership of Richard Hunter, the product line now includes products ranging from rotors that throw between 10 and 160 feet, the water-saving MP Rotator, climate-based irrigation controllers, valves built to withstand 220 PSI, fully modular I-Core controllers, highly popular X-Core residential controllers, the subsurface irrigating Eco-Mat, Professional Landscape Dripline with built-in check-valves, and several robust central control options.

"Innovation beyond irrigation."

Beyond irrigation, Hunter has also recently increased our investment in Hunter Golf, our line of golf course irrigation products, acquired the innovation driven FX Luminaire brand of outdoor lighting, and formed Hunter Custom Molding, which offers our extremely efficient manufacturing services to industries beyond irrigation. While we couldn't be more proud of the products we've introduced over the years, we're most proud of what the Hunter name has come to signify.

Throughout all of our interests, Hunter has grown to mean more. More support, more technical resources, more product training, market-stabilizing prices, and generous warranties. Because we understand our customers don't just need a manufacturer. They needed a partner.

Today, with four brands under our corporate banner, sales on every inhabited continent, and over 100 unique product lines, the Hunter promise of partnership still stands as strong as ever. And it's exactly how we'll continue to do business moving forward.

Brands and Products

HOME » BRANDS AND PRODUCTS



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DIVERSIFICATION IS THE KEY TO HUNTER SUSTAINABILITY

While irrigation product creation and manufacturing is still our largest business focus, over the last decade we have diversified our business interests to fully maximize our potential and future sustainability.

While all of our business interests are different in their own way, one thing rings true through them all: Hunter's companywide commitment to innovation, efficiency, and customer support. Here is a breakdown of our core interests and how they make Hunter Industries the global manufacturing force it has become.



Hunter Industries Landscape Irrigation Products

Hunter's solid commitment to building the highest quality irrigation products and backing them with outstanding service and support has helped Hunter achieve solid and impressive growth around the world since 1981. Today, Hunter produces a full range of water-efficient products for residential and commercial use, including its durable pop-up gear-driven rotors, MP Rotator sprinklers, controllers, valves, weather sensors, and central control systems. Since the beginning, over 150 patents have been issued.



FX Luminaire Landscape Lighting Products



Acquired by Hunter in 2009, FX Luminaire produces a full line of low voltage and LED outdoor lighting lamps, transformers, and accessories. Built with the same reliability, efficiency, and quality as all other Hunter residential and commercial applications. For more information visit www.fx.com.

Hunter Industries Golf Course Irrigation Products

Possessing both a reputation as the industry innovator and ranking as the world's leading producer of gear-driven sprinklers, Hunter Industries has become the preeminent choice for irrigation systems. Today, with significant investments of both capital and manpower, Hunter has enhanced our focus on the field of golf course irrigation.

Hunter Custom Molding

Hunter Custom Molding is a full service custom molding company with 190 machines, a fully equipped onsite domestic tool room, and onsite access to degreed & certified mechanical, design, automation, manufacturing, tooling and chemical engineers. HCM's mission is to become their clients' long term manufacturing partners by delivering innovative molding and production services of the highest quality and dollar for dollar value. Industries served include industrial controls, medical, LED/Lighting, irrigation, and various consumer products— from surfboard fins to paintball masks, and outdoor light casings.



THE HUNTER POP ROTOR. THE INDUSTRY STANDARD.



WATER-EFFICIENCY BY THE MP ROTATOR.



GET TOTAL CONTROL WITH THE I-CORE.

Products you will be selling (see attached documents for more information)

Controllers: ACC Decoder, Pro-C with FX Lighting Control, ET System

Rotor Sets: I-20, I-25 Plus, PGP

Landscape Drip Line

Hunter®



Power and Simplicity

Need an uncompromising controller for the most demanding landscapes? Hunter's Advanced Commercial Controller (ACC) is the industry's leading two-wire decoder controller for good reason.

This 99 station powerhouse can control irrigation over thousands of feet on a single pair of wires. Hunter's investment in two-wire control technology has created an irrigation dream team of robust, powerful in-ground decoder modules, combined with the proven ACC controller platform.

Of course, the ACC Decoder also delivers real time flow monitoring, built-in remote control, standalone ET adjustment, and everything you'd expect from a technology leader—except complexity.



01



01 Remote Control Ready

Pre-wired to directly accept Hunter ICR or ROAM remote controls—plug and go.

02 Easy Modular Upgrade to Two-way Communication with Central Control

Simple plug-in modules upgrade ACC to hardwire, modem, or radio control from central control software.

03 Information Button

Provides programming help, irrigation reports, and displays actual flow in real time. Also used to unlock advanced features.

04 Large Backlit LCD

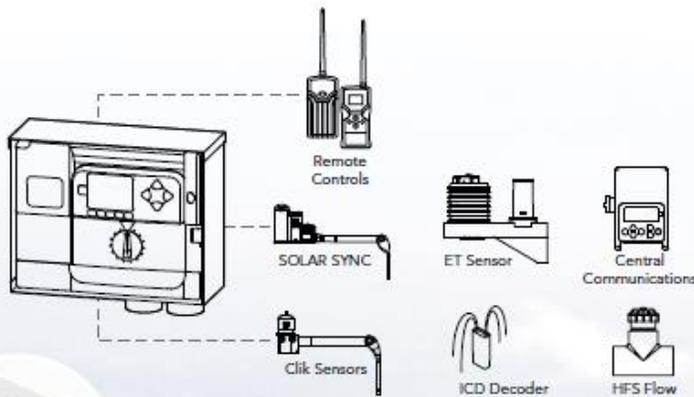
Adjustable contrast for easy viewing in both dim conditions and bright sunlight.

05 Facepack Features

Named Programs and Stations • Cycle and Soak • Pause/Resume • Flow Learning Mode By Station • Day of Week/Interval 1–31 Days/Odd or Even Schedules (by program) • Non-Water Windows • Non-Water Days • Delay Between Stations (by program) • Sensor Shutdown by Program • Programmable Contact Information • Easy Retrieve Save and Restore

06 USB 2.0 Input

Flash updates to the latest version of ACC, with free downloads from www.hunterindustries.com. Keep your ACC current with the latest features from Hunter. Also permits local programming of controller settings from laptop PC with IMMS software.



Easy-to-Read Backlit LCD Screen

```

STA 001-Front Yard
CONTAINED IN 2 PROGS
TOTAL # OF STARTS 2
TOTAL TIME 0:19:00
Gallons 1,233.1
  
```

Irrigation Summaries

```

FLOW OPERATION
SENSOR = HFS FCT:50
STA 001-Front Yard
FLOW LMT DELAY
(GPM) (MM:SS)
64.9 115% 1:00
  
```

Learned Flow Database

```

ALARM LOG
03/16/10 02:45:59PM
NO WATER WINDOW
Reason: Alarm Clear
Prst: A
MOST RECENT EVENT
  
```

Alarm Log (up to 250 events)

```

STATION DECODER 001
DEC TYPE: 4-STATION
STATION #: 001
PUR FACTOR: 2
INRUSH: 5
*+* for new view.
  
```

Decoder Setup

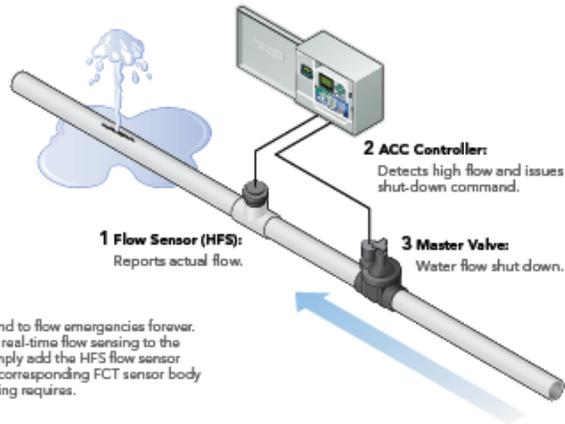
- 07 Transformer**
120/230 VAC transformer with global approvals, built-in surge protection, and enough power to run up to 6 programs at once.
- 08 Multiple Sensor Capability**
Accommodates devices for weather and flow to provide automatic system shutoff in abnormal conditions, and water-saving adjustment for local ET.
- 09 Copper-clad Earth Ground Lug**
Heavy duty connection for earth grounding of controller system. Advanced PTC surge protection throughout the controller relies on this industrial-strength connection.
- 10 ADM99**
Heavy-duty decoder output module controls up to 99 decoder stations and 2 pump/master valve outputs.

- 11 Hunter ICD Decoders**
1-, 2-, 4-, and 6-station waterproof modules with two-way communication and integrated surge protection.



ICD-HP Wireless Decoder Programmer
Program, test, and diagnose decoders without disconnecting any wires. The ICD-HP uses wireless induction to program and communicate with new or installed decoders, right through the decoder body. Never waste another waterproof connector.





Put an end to flow emergencies forever. To bring real-time flow sensing to the ACC, simply add the HFS flow sensor and the corresponding FCT sensor body your piping requires.

Real-Time Flow Sensing: Immediate Response to Abnormal Flows

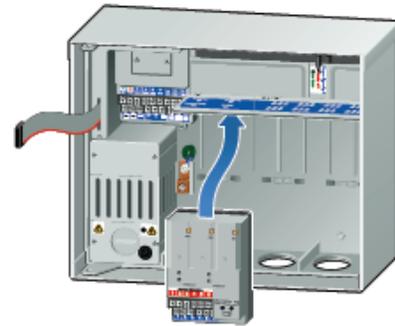
ACC can be equipped with an HFS flow meter, and record and report actual flow totals in gallons or liters. The ACC can also be directed to learn typical flow by station, and then troubleshoot high or low flow conditions to station level. When paired with a Normally Closed Master Valve, this can prevent waste and damage, while continuing to operate normal stations.

Power, Flexibility, Reliability: In a Package Your Crews Can Already Operate

Hunter's remarkable ACC-99D decoder output module simplifies decoder installation and troubleshooting. The ability to operate (and add) large numbers of irrigation solenoids over a single pair of wires has never been easier or more competitive. Best of all, ACC-99D is programmed like the rest of your controllers, with simple dial-and-button controls.

Electrically efficient decoders permit simultaneous operation of up to 12 solenoids, plus dual Pump/Master Valve combinations.

ACC-99D provides true two-way decoder control: each decoder confirms its on/off commands and status back to the controller, every time it is activated.



Put Sensors Where They're Needed the Most: Remote Sensors via Two-Wire



Hunter Rain-Clik with instant shut-off.

Each ACC-99D controller may have one flow sensor (responding to station level) and up to four sensors (with individual program-level response). Sensors may be connected in any combination of direct wire to the controller's main module or remotely via the sensor decoder (ICD-SEN).

Each sensor decoder can monitor up to two remote sensors over the same two-wire path used for decoder/solenoid activation (up to 15,000 feet). ICD-SEN can monitor weather sensors such as the Mini-Clik®, Rain-Clik™, Freeze-Clik®, Wind-Clik®, Mini-Weather Station, or the HFS Flow Sensor.

Each sensor may have its own alarm response pre-programmed, regardless of how it is connected.

ACC Solar Sync: Easy, Automatic Water Savings for Decoders

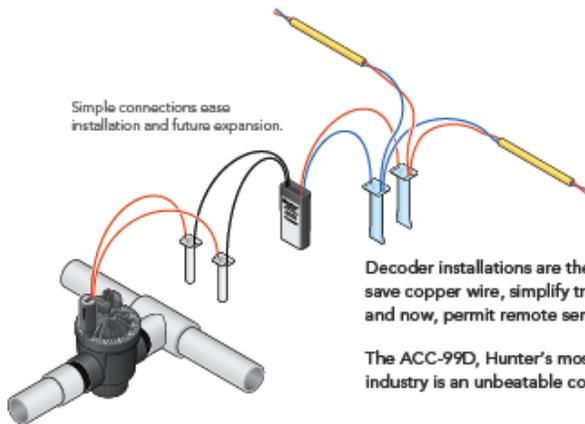
The standalone, water-saving solution the industry has been waiting for. The ACC Decoder Controller connects directly to Hunter's revolutionary Solar Sync sensor for automated weather adjustment and maximum water savings.

Solar Sync measures on-site evapotranspiration (ET) and adjusts ACC run times accordingly. All other ACC controller functions remain the same. All 99 decoder stations and each of the 6 automatic programs will operate normally but smarter.

Adjustments are tracked in the controller logs and visible in the main display. Any program may be exempted from automatic adjustment, if desired.

The Solar Sync sensor will also serve as the controller's Rain and Freeze shutdown sensor.





The Leader in Two-Wire Control

ACC-99D uses two-wire decoders to control up to 99 stations without giving up the arsenal of features in the ACC. With the powerful overlapping, stacking array of programs, as well as dual programmable Pump/Master Valve outputs, real-time flow monitoring, and up to four programmable sensor inputs, you can take full advantage of this controller's high capacity.

Decoder installations are the fastest growing technology in irrigation control. Why? Because they save copper wire, simplify troubleshooting, allow rapid addition of new stations, minimize trenching, and now, permit remote sensor operation over the two-wire path.

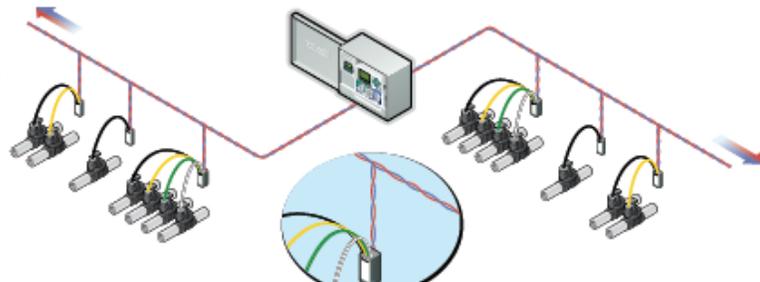
The ACC-99D, Hunter's most powerful controller, teamed with the most versatile decoders in the industry is an unbeatable combination for large sites with changing needs.

Decoders, Wiring, and Wire Paths: Simple to Design and Install

Each ACC-99D permits operation of 99 stations over one or more two-wire "paths" to the field. The full line of decoders comes in 1-, 2-, 4-, and 6-station waterproof configuration. You can even add in-line sensor decoders to monitor remote sensors, via the two-wire paths.

Up to 6 different paths out of the controller may be used to make the most efficient use of wire, to minimize trenching and disruption of landscaping.

Hunter's color-coded, twisted pair IDWIRE is a cost-effective, easily-installed, direct burial wiring solution that resists surges and electrical noise, while providing high tensile strength for permanent in-ground installation. The wire may also be spliced to follow piping in complex installations.



Earth Grounding: The Hunter Difference. Every ICD decoder has lightning surge suppression, built in. Connect every 12th decoder to earth ground hardware (minimum) and there are no additional surge suppression devices required.

Integrates Seamlessly with Hunter Irrigation Management and Monitoring System™

The ACC is designed to upgrade to a satellite controller in Hunter's IMMS, the affordable two-way central control system. IMMS can program and monitor a network of irrigation controllers over wide areas from a computer at a central location. Add an internal communications module for connection to a computer via cable, radio, dial-up telephone, or GSM cell phone, and get the big picture of irrigation control from your office. Add optional ET Sensors as needed to sample conditions in micro-climates, and have your central computer automatically base water use on evapotranspiration, as measured on-site. The IMMS system simplifies programming, saves water with ET control, monitors water usage with optional flow meters, and watches over your landscape investment for alarm conditions.

Now available with map-based navigation and control.



Plug-in Module



ET Sensor



Wall Mount



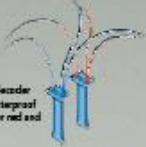
Plastic Pedestal



Metal Pedestal

Charts and Specs

BASE MODELS	OPTIONS USER-INSTALLED
ACC-99D = 2-Wire decoder controller with 99 station capacity, metal cabinet	(blank) = No option
ACC-99DPP = 2-Wire decoder controller with 99 station capacity, plastic pedestal	PED = Optional metal pedestal for metal cabinet models

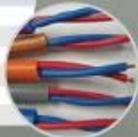
ACC-99D	PED
DECODERS SPECIFY SEPARATELY	
ICD-100 = Single-station decoder with surge suppression and ground wire	 <p>Note: Each decoder includes 2 waterproof connectors for red and blue wires.</p>
ICD-200 = 2-station decoder with surge suppression and ground wire	
ICD-400 = 4-station decoder with surge suppression and ground wire	
ICD-600 = 6-station decoder with surge suppression and ground wire	
ICD-SEN = 2-Input sensor decoder with surge suppression and ground wire	

COMMUNICATION OPTIONS		SPECIFY SEPARATELY
MODELS	OPTIONS	PURPOSE
ACC-COM-HWR = Hardwire/radio module	(blank) = No option	Supports hardwire and radio communication options
ACC-COM-POTS = Dial-Up modem module (also supports radio & hardwire)		Supports dial-up telephone line input, in addition to hardwire and radio communication sharing
ACC-COM-GSM = CSD cellular module (also supports radio & hardwire)	E = International frequencies	Supports GSM mobile input, in addition to hardwire and radio communication sharing (cell service required)

ACC-COM-HWR		
USER-INSTALLED OPTIONS		SPECIFY SEPARATELY
MODELS	DESCRIPTION	PURPOSE
ACC-HWM	Hardwire interface module, required for hardwire connections	Provides surge-protected terminals for hardwired cable connections
RAD3	UHF radio module (North America), 450-470 MHz	UHF radio module for wireless connections (license and antenna required and not included)
RAD460INT	UHF radio module (International), 440-480 MHz <i>Consult factory for other international frequency ranges</i>	UHF radio module for wireless connections, International only (license and antenna required and not included)
APPBRKT	Communication bracket for plastic pedestals	Holds com modules and accessories in plastic pedestal (not required in wall mounts)

ACC-HWIM		MODELS	SPECIFY SEPARATELY
OPTIONAL FLOW SENSOR	DESCRIPTION	DESCRIPTION	
HFS = ACC and I-CORE compatible flow sensor	Includes sensor only. Use with ACC and I-CORE controllers, sensor requires FCT for pipe installation (sold separately)	FCT-100 = 1" Schedule 40 sensor receptacle tee	
		FCT-150 = 1½" Schedule 40 sensor receptacle tee	
		FCT-158 = 1½" Schedule 80 sensor receptacle tee	
		FCT-200 = 2" Schedule 40 sensor receptacle tee	
		FCT-208 = 2" Schedule 80 sensor receptacle tee	
		FCT-300 = 3" Schedule 40 sensor receptacle tee	
		FCT-308 = 3" Schedule 80 sensor receptacle tee	
		FCT-400 = 4" Schedule 40 sensor receptacle tee	

HFS	
ID WIRE MODEL GUIDE	
14 AWG/2 MMF STANDARD DECODER CABLE (UP TO 10,000 FT/3KM)	
ID1GRY	Gray jacket
ID1PUR	Purple jacket
ID1YLW	Yellow jacket
ID1ORG	Orange jacket
ID1BLU	Blue jacket
ID1TAN	Tan jacket
12 AWG/3.3 MMF LONG RANGE, HEAVY-DUTY DECODER CABLE (UP TO 15,000 FT)	
ID2GRY	Gray jacket
ID2PUR	Purple jacket
ID2YLW	Yellow jacket
ID2ORG	Orange jacket
ID2BLU	Blue jacket
ID2TAN	Tan jacket



FCT-100			
HFS FLOW SENSOR FCT FITTING MODELS			
Model	Material	Dia (In)	Dia (mm)
FCT-100	Sch. 40 (white)	1	25
FCT-150	Sch. 40 (white)	1.5	37
FCT-158	Sch. 80 (gray)	1.5	37
FCT-200	Sch. 40 (white)	2	50
FCT-208	Sch. 80 (gray)	2	50
FCT-300	Sch. 40 (white)	3	75
FCT-308	Sch. 80 (gray)	3	75
FCT-400	Sch. 40 (white)	4	100

All tees are glue/slip type fittings.



- ### DIMENSIONS
- ACC Cabinet: 12¼" H x 15½" W x 6¼" D (31.3 cm H x 39.3 cm W x 16.4 cm D)
 - ACC Metal Pedestal: 37" H x 15½" W x 5" D (92 cm H x 39.3 cm W x 12.7 cm D)
 - ACC Plastic Pedestal: 38¼" H x 21¼" W x 15¼" D (97.5 cm H x 54.6 cm W x 40.3 cm D)
 - Decoders:
 - ICD-100, 200, ICD-SEN - 3¼" H x 1½" W x ½" D (92 mm H x 38 mm W x 12.7 mm D)
 - ICD-400, 600 - 3¼" H x 1¾" W x 1½" D (92 mm H x 46 mm W x 38 mm D)
 - Wire leads (all) - 18" L, 18 AWG dia. (46 cm L, 1 mm dia.) *Not including wire leads.

- ### SPECIFICATIONS AND FEATURES
- Transformer Input: 120/230 VAC, 50/60 Hz, 2 A max at 120 V, 1 A max at 230 V
 - Transformer output: 24 VAC, 4 A
 - Decoder Line (path) output: 34 V p-p
 - Decoder Power draw: 0.3 mA (standby), 40 mA per active output
 - Solenoid capacity: 2 standard 24 VAC Hunter solenoids per output within spec wire runs, up to 14 solenoids max simultaneous (includes dual P/MV outputs)
 - Decoder Wiring: Twisted red/blue pair in PE jacket (see ID Wire table)
 - Wiring, Decoder to solenoid: standard pair to 150 ft./45 m (twisted improves surge resistance)
 - 6 two-wire output paths to field decoders
 - Two-way confirmation of decoder activation
 - Two-way monitoring of Hunter sensor connections (ICD-SEN)
 - Diagnostic LEDs with line status, signal activity, decoder and status
 - Programmable decoder station IDs (from controller panel or ICD-HP handheld programmer)

- ACC-99D Decoder Systems include all standard features of the ACC controller, including:
- 6 Automatic programs, with 4 custom manual (auxiliary) programs
 - Dual pump/master valve outputs programmable by station
 - 1 flow meter (diagnostics to station level) and up to 4 Click sensor inputs (programmable to program level)
 - Programmable overlap or SmartStack™ by program with simultaneous station groups.
 - Seasonal adjust, 0 to 300% in 1% increments
 - Flow learning mode by station with programmable alarm thresholds
 - Station run times up to 6 hours with programmable delay between stations (up to 6 hours)
 - Programmable rain delay up to 31 days
 - Non-volatile memory and calendar
 - SmartPort® equipped for wireless remote control
 - Test program feature allows for quick system checks
 - IMMS central system compatible
 - Upgrade to ET or Solar Sync capability



Hunter Industries Incorporated
 1940 Diamond Street, San Marcos, California 92078
 www.hunterindustries.com

UF34 C 8/0

PRO-C

with FX Lighting control

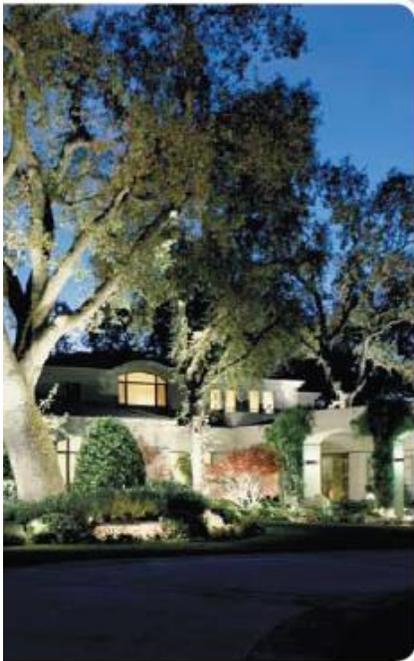
Hunter®



Control Landscape Lighting and Irrigation with a Single Pro-C

Hunter's Pro-C has a well-earned reputation as a highly innovative light commercial/residential irrigation controller. Its modular design and sensor compatibility offer flexibility and efficiency for a wide variety of needs. Now, the Pro-C offers one more bold option: the ability to control landscape lighting.

With a simple facepack upgrade, a single Pro-C can be used to control up to three stations of landscape lighting. The Pro-C can do this without interrupting scheduled irrigation run times or sensor commands. The added lighting stations (L1, L2, L3) include the same user interface as the irrigation programs, so anyone familiar with the Pro-C can program the lighting stations seamlessly. This upgrade is compatible with all new and existing Pro-C models.



Features & Benefits

- Upgraded facepack**
 With 3 new programs L1, L2, & L3, the Pro-C controller schedules landscape lighting
- Controls up to three PX or LX Transformers.**
 The Pro-C connects to a PX transformer using the PXSUNC relay, or connects directly to an LX transformer
- Uses Pro-C programming functions**
 Anyone versed in Pro-C irrigation control can use lighting programs seamlessly
- Lighting programs are unaffected by irrigation sensors**
 When weather sensors modify or halt irrigation schedules, lighting continues



Pro-C Lighting

Models

526205: Upgraded Pro-C facepack with FX Lighting control



PXSYNC: 24VAC Relay box for use with PX transformer



Specifications

- All Pro-C features remain the same
- 3 new lighting programs (L1, L2, L3) added to existing Pro-C with:
 - 4 start times each
 - 6 hour max run times per start times
 - Days of the week defaults to everyday (not programmable)
- Activating program L1/L2/L3 converts station output #1/2/3 to lighting control only
- PXSYNC relay box works with lighting station output to activate PX transformer (PXSYNC not needed for connection to LX transformers).

MODELS

526205 = Upgraded Pro-C facepack with FX Lighting control

PXSYNC = 24VAC Relay box for use with PX transformer

OPTIONS

LX150 = 150 watt LX Transformer by FX Luminaire

LX300 = 300 watt LX Transformer by FX Luminaire

EXAMPLES

526205

LX150

PXSYNC

LX300



Hunter Industries Incorporated
1940 Diamond Street, San Marcos, California 92078
www.hunterindustries.com

LF-581 2/17

Hunter®



ET System Module



ET System Sensor
(Shown with optional ET WIND)



SWAT™ Performance Summary and Technical Report now available at www.Irrigation.org



Gathers weather data on site, continuously calculates the ideal program for your landscape

Take the guesswork out of residential irrigation scheduling, by tracking your local microclimate and automatically calculating a scientific irrigation program. The Hunter ET System is an easy-to-add-on accessory (for Hunter SRC, Pro-C, & ICC controllers) that measures key climatic conditions, and uses them to calculate your local Evapotranspiration (ET) factor. The ET is then downloaded into your irrigation controller to create an irrigation program that is just right for your sprinkler system, plants, and soil conditions. By taking into account the rate at which water is consumed by weather conditions, the ET System will initiate a new schedule to replenish only the water that is actually needed. And our WiltGard™ technology can intervene to trigger protective watering when extreme conditions threaten your plants. The result can be a dramatic savings in your water bill (about 30%, on average), healthier root zones, and your participation in conserving our precious natural resources.

Features & Benefits

- **Calculates Evapotranspiration (ET) for your local microclimate** Automatically creates a scientific program and downloads it to your standard controller.
- **True station-specific database determines appropriate watering** ET information combines with each zone's particular plant, soil, sun, and sprinkler data.
- **Saves water and money** Minimizes water waste, applies just the water your plants need.
- **Easily upgrades most Hunter controllers to weather-based control** No high voltage AC wiring required.
- **WiltGard™ technology** Enables it to trigger protective watering when extreme conditions threaten your plants.
- **Non-volatile memory** Retains your program and site information in event of a power failure.

Weather Data at Your Site

Hunter's ET System requires no subscription fees, and is not based on any form of broadcast or other distant weather data. Your Irrigation schedule is based on actual conditions in your landscape. The ET System was designed to exceed standards developed by the Irrigation Association and government agencies, using Smart Water Application Technology to minimize waste, while creating healthier landscapes.

ET System

Models

ET SYSTEM: 1" plastic globe valve

ET WIND: 1" plastic globe valve with flow control

Dimensions

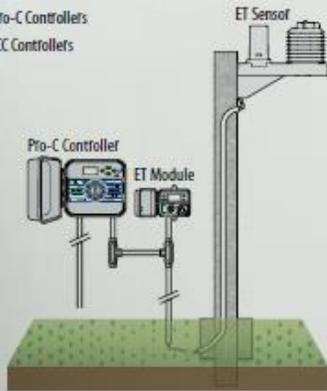
- **ET Module:** 6" H x 4" W x 1.75" D
(153 mm H x 102 mm W x 45 mm D)
- **ET Sensor:** 10½" H x 7¼" W x 12¼" D
(26.7 mm H x 18.4 mm W x 30.8 mm D)
- **ET Sensor with pole brackets:** 10½" H x 7¼" W x 13" D
(26.7 mm H x 18.4 mm W x 33.0 mm D)
- **ET Sensor with ET Wind:** 11½" H x 7¼" W x 19¼" D
(29.2 mm H x 18.4 mm W x 50.5 mm D)
- **ET Sensor and ET Wind with pole brackets:** 11½" H x 7¼" W x 20¾" D
(29.2 mm H x 18.4 mm W x 52.7 mm D)

Specifications

- 48 station maximum
- Power Input: 24 VAC, 50/60Hz (from host controller)
- Current draw: 20 mA, max
- Non-volatile memory
- Replaceable 10-year lithium battery
- Wiring:
 - ET Module power, SmartPort
 - ET Sensor, 2 x 18 AWG/1 mm
- Max distance, ET Module from controller: 6 ft./2 m
- Max distance, ET Sensor from module: 100 ft./30 m

Upgrade any of These Standard Hunter Controllers to Weather-based Control

SRC/SRC Plus Controllers
Pro-C Controllers
KCC Controllers



The ET Sensor can be conveniently wall or pole mounted up to 100 ft away from the ET Module.

No More Sprinklers Running in the Rain!

Each ET System has a simple user interface, so you can select from a menu of common sprinkler, plant, and soil types, or create your own custom factors. The system's sensor array includes solar radiation, relative humidity, temperature, a rain gauge that tracks precipitation, plus an optional anemometer for wind speed. The ET System stops wasteful irrigation after naturally occurring rainfall, and automatically resumes sprinkler operation when conditions return to dry.



ET and Irrigation: Working with Climate

Plants evaporate moisture through their leaves, and replenish it through their roots. In turn, conditions such as temperature, humidity, and wind dictate the rate at which the plants lose their moisture. ET-based irrigation measures these conditions and replenishes only the amount of water lost to plant evaporation. Factors such as the precipitation rate of your sprinklers, the crop coefficient of your plant types, and the infiltration rate and holding capacity of your soils are taken into account with simple menu selections.

Evapotranspiration and Hunter: Leading the Way

Evapotranspiration is a formula, based on weather conditions, which has been created through exhaustive research and experimentation by irrigation professionals. ET has come to symbolize the "best practice" for determining landscape watering needs. Hunter helped to pioneer this field of automatic irrigation, and has offered ET-capable controllers for over 15 years. Now, the ET System brings this proven technology to a simple, affordable package that lets all of us irrigate responsibly.



MODELS SPECIFY SEPARATELY FROM CONTROLLER

ET SYSTEM – ET Sensor with outdoor interface ET Module, for direct connection to Hunter PCC and Pro-C controllers

ET WIND – Optional anemometer to gather wind speed data

ET SENSOR – ET Sensor only for use with IMMS-ET installations

EXAMPLE

ET SYSTEM

Hunter
THE IRRIGATION INNOVATORS

Hunter Industries Incorporated
1940 Diamond Street, San Marcos, California 92078
www.hunterindustries.com

UT-36 0 8/11

Hunter®



Do the Math.

Let's sum this up: 18 nozzles + 17 to 46 foot radius + 6 body choices = 1 indispensable rotor. That's the difference of the I-20, whether you've got a small area, sandy soil, or a mix of shrubs and grass. Now we've added automatic arc return; non-reversing 360, from 50 to 360 degrees; and a non-strippable, vandal-proof drive mechanism that prevents gear stripping and saves you repair costs. Adding FloStop® control, easy through-the-top arc adjustment, and a standard drain-check valve all equate to one prime product.



I-20
6" stainless riser



Blue standard
nozzles included
P/N 782900

Gray low-angle
nozzles included



Optional
short-radius nozzles
P/N 465100



Optional
high-flow nozzles
P/N 444900



FloStop® stops the flow of water to individual heads while the system is running. Perform maintenance, change nozzles, or simply keep selected portions of landscape dry while the rest of your system is running.

Left: 4" Plastic riser featured



Extra strong spring is ready to work hard, for reliable retraction every time.



Hunter's famous blue square-top nozzles come with every I-20, as well as 4 low angle nozzles.

Above: 4" Plastic riser featured

I-20

Patented non-reversing 360 Part and full circle in one model, 50–360 degrees.



Light blue turret continuously turns 360 degrees counterclockwise.



Saves water, reduces liability Standard factory-installed drain check valve for up to 10' of elevation change.

Available in Shrub, 4', 6', and 12' pop-up.



For a toughness that can't be touched, the I-20 4-inch and 6-inch models are also available in stainless steel. Always number one.

Automatic arc return Returns to the original arc regardless of where the turret is turned.

Blue square top nozzles A full rack of easy to install nozzles, including 8 standard, 4 optional low angle.

Patented non-strippable, vandal-proof drive mechanism Enables the turret to be turned without causing damage.

The I-20's backdrive mechanism up close.



Five-year warranty The most reliable rotor on the market with the power to back it up.

Thick rubber cover Safer top allows the same through-the-top arc adjustment.



I-20 purple rubber covers indicate when non-potable water is being used.

Charts and Specs

I-20 Blue Standard Nozzle Performance Data (P/N 782900)

Nozzle	Pressure PSI	Radius ft.	Flow GPM	Precip In/hr	
				■	▲
1.5	25	29	1.2	0.27	0.32
	35	31	1.4	0.28	0.32
	45	31	1.5	0.30	0.35
	55	32	1.8	0.34	0.39
	65	32	1.9	0.36	0.41
2.0	25	33	1.4	0.25	0.29
	35	33	1.7	0.30	0.35
	45	34	2.0	0.33	0.38
	55	34	2.1	0.35	0.40
	65	32	2.3	0.43	0.50
2.5	25	33	1.7	0.30	0.35
	35	35	2.1	0.33	0.38
	45	35	2.5	0.39	0.45
	55	35	2.6	0.41	0.47
	65	35	2.9	0.46	0.53
3.0	25	35	2.2	0.35	0.40
	35	36	2.7	0.40	0.46
	45	38	3.0	0.40	0.46
	55	39	3.4	0.43	0.50
	65	39	3.7	0.47	0.54
4.0	25	37	3.0	0.42	0.49
	35	39	3.5	0.44	0.51
	45	40	4.0	0.48	0.56
	55	41	4.5	0.52	0.60
	65	41	4.8	0.55	0.63
5.0	25	37	3.7	0.52	0.60
	35	39	4.5	0.57	0.66
	45	42	5.0	0.55	0.63
	55	42	5.7	0.62	0.72
	65	42	6.2	0.68	0.78
6.0	25	38	4.3	0.57	0.66
	35	40	5.6	0.67	0.78
	45	43	6.0	0.62	0.72
	55	44	6.7	0.67	0.77
	65	44	7.3	0.73	0.84
8.0	25	37	6.0	0.84	0.97
	35	41	7.0	0.80	0.93
	45	44	8.0	0.80	0.92
	55	46	9.0	0.82	0.95
	65	46	9.8	0.89	1.03

I-20 Low Angle Nozzle Performance Data (P/N 782900)

Nozzle	Pressure PSI	Radius ft.	Flow GPM	Precip In/hr	
				■	▲
2.0	30	25	1.6	0.49	0.57
	40	27	1.9	0.50	0.58
	50	28	2.1	0.52	0.60
2.5	30	30	2.3	0.49	0.57
	40	27	2.1	0.55	0.64
	50	33	2.8	0.49	0.57
3.5	30	30	2.5	0.53	0.62
	40	30	2.5	0.53	0.62
	60	35	3.0	0.47	0.54
4.5	30	29	2.8	0.64	0.74
	40	32	3.1	0.58	0.67
	60	37	3.8	0.53	0.62
LA	30	29	3.4	0.78	0.90
	40	32	3.9	0.73	0.85
	60	37	4.7	0.66	0.76

I-20 High Flow Nozzles Performance Data (P/N 444800)

Nozzle	Pressure PSI	Radius ft.	Flow GPM	Precip In/hr	
				■	▲
10	40	42	8.4	0.92	1.06
	50	43	9.5	0.99	1.14
	60	45	10.5	1.00	1.15
	70	47	11.4	0.99	1.15
13	40	43	10.9	1.13	1.31
	50	44	12.3	1.22	1.41
	60	45	13.6	1.29	1.49
6.0	40	35	4.2	0.84	0.97
	50	35	5.0	0.79	0.91
	60	37	6.3	0.80	0.94
8.0	40	37	6.7	0.94	1.09
	50	39	7.7	0.97	1.13
	60	41	8.5	0.97	1.12
LA	70	41	9.2	1.05	1.22

I-20 18" Short Radius Nozzle Performance Data (P/N 466100)

Nozzle	Pressure PSI	Radius ft.	Flow GPM	Precip In/hr	
				■	▲
.50	30	17	0.36	0.24	0.28
	40	17	0.43	0.29	0.33
	50	18	0.50	0.30	0.34
SR	60	19	0.57	0.30	0.35
	30	17	0.78	0.52	0.60
	40	17	0.90	0.60	0.69
1.0	50	18	1.0	0.59	0.69
	60	19	1.1	0.59	0.68
	30	17	1.4	0.93	1.08
2.0	40	17	1.7	1.13	1.31
	50	18	2.0	1.19	1.37
	60	19	2.2	1.17	1.35

I-20 25" Short Radius Nozzle Performance Data (P/N 466100)

Nozzle	Pressure PSI	Radius ft.	Flow GPM	Precip In/hr	
				■	▲
.75	30	23	0.58	0.21	0.24
	40	24	0.68	0.23	0.26
	50	25	0.75	0.23	0.27
SR	60	26	0.83	0.24	0.27
	30	23	1.1	0.40	0.46
	40	24	1.3	0.43	0.50
1.5	50	25	1.5	0.46	0.53
	60	26	1.6	0.46	0.53
	30	23	2.5	0.91	1.05
3.0	40	24	2.7	0.90	1.04
	50	25	3.0	0.92	1.07
	60	26	3.1	0.88	1.02

Note: All precipitation rates calculated for 180 degree operation. For the precipitation rate for a 360 degree sprinkler, divide by 2. Optimum nozzle performance shown in bold.

MODELS	STANDARD FEATURES	FEATURE OPTIONS	NOZZLE OPTIONS
I-20-00 = 5" shrub	Adjustable arc, plastic riser, check valve, 8 standard nozzles, and 4 low-angle nozzles	R	1.5 to 4.0 = Factory installed nozzle number
I-20-04 = 4" pop-up		NCV, R	
I-20-06 = 6" pop-up		R	
I-20-12 = 12" pop-up		R	

MODELS	STANDARD FEATURES	FEATURE OPTIONS	NOZZLE OPTIONS
I-20-04-SS = 4" pop-up	Adjustable arc, stainless steel riser, check valve, 8 standard nozzles, and 4 low-angle nozzles	NCV, R	1.5 to 4.0 = Factory installed nozzle number
I-20-06-SS = 6" pop-up		R	

EXAMPLES

I-20-04	4" pop-up, adjustable arc
I-20-12 - NCV - R - 4.0	12" pop-up, adjustable arc, without check valve, with reclaimed water ID, and 4.0 nozzle
I-20-06-SS - R - 3.0	6" pop-up, adjustable arc, stainless steel, reclaimed water ID, and 3.0 nozzle



Hunter Industries Incorporated
1940 Diamond Street, San Marcos, California 92078
www.hunterindustries.com

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Hunter®

The Irrigation Innovators



4" Plastic



4" Stainless Steel



4" High-Speed
Stainless Steel



6" Plastic



6" Stainless Steel



6" High-Speed
Stainless Steel

I-25 Plus

*Efficient,
economical,
easy to use...
the ideal choice
for commercial
and recreational
sites*

For durability, performance and economy on medium to large area sites, no other rotor brings it all together like the Hunter I-25 Plus. A ribbed body and cap for better grip. An extra-thick heavy-duty rubber cover. The industry's smallest exposed surface area in its category. A dozen nozzles that provide optimum

performance in both primary and secondary coverage. The patented VStat® self-adjusting stator. Compact, extra-beefy construction. Plus, an optional stainless steel riser for even more toughness. The I-25 Plus has plenty to offer at quite an attractive price. No wonder it's the pick of so many people for so many jobs.

Features & Benefits



ProTech™ safety system

Small exposed heavy-duty rubber cover and boot keeps playing areas safe

12 color coded nozzles

Outstanding flexibility, identification, and distribution uniformity

Optional stainless steel riser

Long life in harsh conditions

Heavy duty ribbed cap and body

Stands up to heavy traffic, easy servicing

Proven water-lubricated gear drive

Time-tested and now improved for even longer life

Patented VStat self-adjusting stator

No stator rings required, drives with more power and adds years to sprinkler life

Drain check valve for up to 10 feet of elevation change

Saves water, reduces liability

Pressure Port™: Better Dispersal, Better Close-in Watering

With high flow, high pressure nozzles, the tremendous force of the primary stream tends to draw water away from the smaller secondary nozzle, limiting the efficiency for short and medium range coverage. But, Hunter's patented system decreases velocity and pressure while increasing droplet size, resulting in excellent close-in coverage. When the water droplets are larger, they are less affected by the primary nozzle and less likely to be carried away by the wind. And because the velocity is lower, seed washout in newly planted areas is greatly reduced.

Upper arrow: Water flowing to main orifice
Lower arrow: Water to secondary orifice.



Water is ported inside the turret, reducing the pressure for improved water distribution.

Models

- I-25, I-31* – 3½" (9 cm) Commercial duty rotor
- I-25 HS, I-31 HS* – 3½" (9 cm) High-speed commercial duty rotor
- I-25-6P, I-31-6P* – 5½" (14 cm) Commercial duty rotor
- I-25-6P HS, I-31-6P HS* – 5½" (14 cm) High-speed commercial duty rotor

* metric model number (BSP threaded nozzle)

Dimensions

- Overall height:
 - I-25, I-31, I-25 HS, I-31 HS – 7¾" (20 cm)
 - I-25-6P, I-31-6P, I-25-6P HS, I-31-6P HS – 10¾" (26 cm)
- Female inlet: 1" NPT or BSP
- Exposed diameter: 1½" (5 cm)

Operating Specifications

- Discharge rate: 3.8 to 31.5 GPM (0.86 to 7.16 m³/hr; 14.4 to 119.2 l/min)
- Radius for I-25, I-31, I-25-6P, I-31-6P: 40' to 71' (12.2 to 21.6 m)
- Radius for I-25, I-31 HS, I-25-6P HS, I-31-6P HS: 37' to 67' (11.3 to 20.4 m)
- Recommended pressure range: 50 to 70 PSI (3.4 to 4.8 bars; 344 to 482 kPa)
- Operating pressure range: 40 to 100 PSI (2.8 to 6.9 bars; 275 to 689 kPa)
- Precipitation rates: approximately .23" to .57" (6 to 14 mm) per hour
- Nozzle trajectory: 25°

Options Available

- For quick, light wetdowns of sports fields or any areas that require dust control, Hunter offers the high-speed version I-25/31 HS that cuts full circle rotation time from three minutes down to one. High-speed model I-42/43 also available.
- Reclaimed water cover
- Factory-installed nozzles

Primary and Secondary Nozzles Change as One Unit

Two distinct nozzles, each with its own particular function. One color-coded single unit, making it simple to replace both of these nozzles with one single action. Simply snap one out, snap another in and both the primary and secondary nozzles are changed, with no need to fine tune. With every I-25 Plus nozzle, the distribution of water over the entire area of throw is unsurpassed—no other rotor in its class delivers water more effectively or more efficiently.

In-the-Field Identification is Twice as Easy

Hunter helps you to distinguish nozzles in two different ways. First, every nozzle is individually color-coded for easy I.D. on the shelf, in the truck, or while in operation. Then, each nozzle has a number engraved on the outer surface. To aid in the selection process, these easy-to-read nozzle numbers approximate the nozzle's flow in gallons.



I-25 Plus Nozzle Performance Data

Nozzle	Pressure PSI	Radius ft.	Flow GPM	Precip in/hr
4 Yellow	40	40'	3.8	0.46
	50	41'	4.3	0.49
	60	42'	4.7	0.51
5 White	40	43'	4.4	0.46
	50	44'	4.8	0.48
	60	45'	5.3	0.50
7 Orange*	40	45'	5.6	0.53
	50	47'	7.0	0.61
	60	48'	7.5	0.63
8 Lt. Brown	40	47'	7.7	0.67
	50	49'	8.3	0.67
	60	50'	9.2	0.71
10 Lt. Green*	40	51'	9.9	0.73
	50	51'	10.1	0.75
	60	52'	11.1	0.79
13 Lt. Blue	40	53'	12.1	0.83
	50	53'	12.9	0.85
	60	54'	14.2	0.91
15 Gray*	40	55'	13.4	0.82
	50	57'	14.3	0.85
	60	57'	15.2	0.90
18 Red	40	58'	14.5	0.83
	50	59'	15.7	0.87
	60	62'	16.9	0.95
20 Dk. Brown*	40	62'	17.8	0.89
	50	63'	19.2	0.93
	60	64'	20.5	0.96
23 Dk. Green	40	64'	21.9	1.03
	50	65'	23.6	1.08
	60	66'	25.6	1.13
25 Dk. Blue*	40	67'	27.0	1.16
	50	66'	23.5	1.04
	60	68'	25.5	1.06
28 Black	40	69'	28.0	1.13
	50	70'	29.5	1.16
	60	71'	31.5	1.20

* is standard nozzle included with each controller.

Note: All precipitation rates calculated for 180 degree operation. For the precipitation rate for a 360 degree controller, divide by 2.

I-25 Plus High Speed Nozzle Performance Data

Nozzle	Pressure PSI	Radius ft.	Flow GPM	Precip in/hr
4 Yellow	40	37'	3.8	0.53
	50	38'	4.3	0.57
	60	38'	4.7	0.53
5 White	40	38'	4.4	0.59
	50	39'	4.8	0.61
	60	40'	5.5	0.66
7 Orange*	40	40'	5.1	0.70
	50	41'	5.9	0.79
	60	42'	7.0	0.82
8 Lt. Brown	40	41'	6.1	0.81
	50	42'	7.2	0.79
	60	43'	8.1	0.84
10 Lt. Green*	40	43'	8.9	0.88
	50	44'	8.9	0.88
	60	44'	9.8	0.90
13 Lt. Blue	40	45'	10.1	0.92
	50	46'	11.1	0.90
	60	48'	12.1	0.97
15 Gray*	40	49'	12.1	0.97
	50	49'	12.3	0.99
	60	51'	13.3	0.98
18 Red	40	51'	14.3	1.06
	50	49'	13.4	1.07
	60	51'	14.3	1.06
20 Dk. Brown*	40	51'	15.2	1.04
	50	52'	15.2	1.04
	60	54'	16.4	1.08
23 Dk. Green	40	54'	16.4	1.08
	50	53'	17.8	1.22
	60	53'	17.8	1.22
25 Dk. Blue*	40	53'	19.2	1.35
	50	53'	19.2	1.35
	60	54'	20.5	1.37
28 Black	40	54'	21.8	1.41
	50	59'	21.8	1.41
	60	59'	21.8	1.41
23 Dk. Green	40	56'	21.9	1.34
	50	56'	23.6	1.38
	60	60'	25.6	1.37
25 Dk. Blue*	40	57'	27.0	1.40
	50	58'	23.5	1.34
	60	62'	25.5	1.29
28 Black	40	64'	28.0	1.32
	50	65'	29.5	1.30
	60	67'	31.5	1.36

Data represents best results in air wind. Adjust for local conditions. Radius may be reduced up to 20% with nozzle retaining screw. (This may alter the uniformity of the spray pattern.) Performance data are derived from tests that conforms to ASAE Standard S399.1. See Hunter Irrigation Products Catalog for complete ASAE Certification Statement.

SPECIFICATION GUIDE



KEY TO FEATURES:

- ADV – Adjustable Arc with Check Valve
- 39V – Full-Circle with Check Valve
- ADS – Adjustable Arc, Stainless Steel Riser, with Check Valve
- 39S – Full-Circle, Stainless Steel Riser, with Check Valve
- ARV – Adjustable Arc, Reclaimed Water, with Check Valve
- SRV – Full-Circle, Reclaimed Water, with Check Valve
- ARS – Adjustable Arc, Reclaimed Water, Stainless Steel Riser, with Check Valve
- 39S – Full-Circle, Reclaimed Water, Stainless Steel Riser, with Check Valve
- ADSHS – ADS High-Speed Version
- 39SHS – 39S High-Speed Version

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Hunter®

The Irrigation Innovators

PGP®

The world's best selling residential and light commercial rotor sets the standards for an entire industry



Meet the First Family of gear-driven plastic rotary sprinklers for residential and light commercial irrigation. First because they've outsold and outperformed all others in their class since we introduced the original model in 1981.

By choosing these exceptional Hunter products, you endow your property with one of its greatest assets: durable, trouble-free rotary sprinklers with precision engineered nozzles for water-saving efficiency and

consistently beautiful results. You'll get no brown spots near the head or anywhere else, with evenly distributed water at a rate your soil can absorb. The PGP® is driven by today's most advanced technology, including the industry's best gear mechanism to provide you with years of flawless service. For a landscape of quiet beauty—and your peace of mind—why settle for second best when you can have the sprinkler by which everything else is measured.



Our pop-up sprinklers rotate silently, then disappear when the job is done. Nothing to disturb the ear or distract the eye from your landscape. Shrub versions are small to blend with plantings. Or you might prefer a high pop-up to clear the foreground plants in shrub beds. Only from Hunter will you find these residential rotor choices: a 4" pop-up (PGP), a 12" pop-up (PGH), and a shrub version (PGS).

**Save water
with slow, even
application and
no run-off**



Whisper Quiet Rotation

Unlike annoying impact sprinklers, the PGP waters quietly, evenly, efficiently. You'll get precise pattern control with no bothersome backslash onto walkways or buildings... as well as no impact clatter that will keep you awake when your system is running at night.

Features & Benefits



- Integral rubber cover with membrane covered sockets**
Keeps dirt out, permanently installed

- Through-the-top adjustment with helpful symbols**
Easiest to adjust, wet or dry

- Quick check arc/fast forward**
For quick verification of arc stop points

- Complete set of interchangeable nozzles**
20 standard or 7 low-angle nozzles for virtually any task

- Factory installed nozzles available**
Choose the convenience of pre-installed nozzles for large projects

- Radius adjustment of up to 25%**
Easy fine-tuning without changing nozzles

- Reversing full-circle and part-circle operation in one unit**
For fastest, hassle-free adjustment, 40° to 360°, wet or dry

- Proven, long-life water-lubricated gear drive**
First introduced over 20 years ago and still continuously improved (U.S. Patent numbers 4,568,024 and 4,718,605)

- Advanced riser seal**
Industry's most reliable and proven pressure-activated wiper seal

- Large dirty water screen**
Puts an end to nozzle clogging

PROFESSIONAL LANDSCAPE DRIPLINE



PLD: Professional Landscape Drip Line.

Reporting for Duty.

The new PLD applies water slowly and evenly for consistent distribution. Water soaks in gradually, easily reaching its intended goal. It also incorporates a pressure compensation system with a built-in check valve that helps prevent emitter clogging and water loss. It's flexible, kink resistant and does more than work. It works wonders. You'll see.

Precision is an Understatement.

It's no mystery: Hunter's PLD aims exactly where you want it. That's why it's so effective. It performs better because the watering is specific and precise, giving you control without waste. Whether it's a flower bed or other creative landscape configurations, the PLD's targeted technology is the perfect application. Even more, in-line pressure-compensating emitters with a built-in check valve ensure even flow on all terrains and lateral lengths. Plus the non-draining emitters prevent both debris suctioning back and drainage at low-lying points.

Precision watering at its best. Right on.

AVAILABLE BUILT-IN EMITTERS



0.4 GPH
(1.4 l/hr)

0.6 GPH
(2.4 l/hr)

1.0 GPH
(3.8 l/hr)

THREE SPACING CHOICES

24" (61cm)
Spacing

18" (45.7cm)
Spacing

12" (30.5cm)
Spacing



LIT-405 5/08

DRIP ZONE CONTROL KITS



Drip Zone Control Kits

Get in the Zone.

When you need automatic control of a drip zone, here's the solution.

Our pre-assembled kits marry our popular and dependable, high-grade valves with a filter and a pressure regulator that maintains the outlet pressure, ideal for drip zones. Each one comes with our bulletproof (take your best shot) solenoid for which Hunter valves are known, as well as a stainless steel screen in either 100 or 150 mesh sizes. Made for our Professional Landscape Drip Line and Micro Irrigation products. Try them.



PACZ-075

This model combines our Pro ASV with stainless steel mesh Y filter. Based on our eternally popular PGP valve. Choose from a 25 or 40 PSI regulator.



ICZ-101

Get the perfect combination of a 1" high-end commercial valve and stainless steel mesh Y filter. Select either a 25 or 40 PSI regulator.



PCZ-101

Get our PGP valve paired with a stainless steel mesh Y filter. Comes with either a 25 or 40 PSI regulator.

Create Your Vision.

No matter how complicated your design is, we'll get it watered. Hunter Micro Irrigation will make it happen.





DRIP ZONE CONTROL KITS SPECIFICATIONBUILDER		
MODEL		OPTIONS
FACZ	075 = 3/4" PRO-ASY valve with 3/4" HY1075 filter system	25 = 25 PSI regulator 40 = 40 PSI regulator
PCZ	101 = 1" PGV globe valve w/1" HY100 filter system	
ICZ	101 = 1" ICV valve with 1" HY100 Wye filter	
▶ PCZ	▶ 101	▶ 40
EXAMPLE ▶ PCZ - 101 - 40		

SPECIFICATIONBUILDER			
MODEL	FLOW	SPACING	LENGTH
PLD	0.4 0.6 1.0 BLNK (Blank)	12" 18" 24"	100' 250' 1,000'
▶ PLD	▶ 04	▶ 12	▶ 250
EXAMPLE ▶ PLD - 04 - 12 - 250			
<small>Note: 100' only available in (a) PLD-BLNC-100, (b) PLD-06-12-100, (c) PLD-10-12-100, and (d) PLD-10-18-100</small>			

PLD Maximum Line Length Chart				0.4 GPH	
Pressure (PSI)	Emitter Spacing				
	Maximum	Lateral	Length (ft)	12"	18"
15.0	344	475	594		
20.0	479	660	823		
25.0	509	703	879		
30.0	535	742	928		
35.0	584	808	1010		
40.0	627	868	1086		
45.0	646	894	1119		
50.0	689	957	1200		

PLD Maximum Line Length Chart				0.6 GPH	
Pressure (PSI)	Emitter Spacing				
	Maximum	Lateral	Length (ft)	12"	18"
15.0	190	261	325		
20.0	279	384	479		
25.0	331	459	574		
30.0	354	490	614		
35.0	390	542	679		
40.0	420	585	735		
45.0	436	607	761		
50.0	472	654	819		

PLD Maximum Line Length Chart				1.0 GPH	
Pressure (PSI)	Emitter Spacing				
	Maximum	Lateral	Length (ft)	12"	18"
15.0	141	193	240		
20.0	203	283	354		
25.0	243	339	427		
30.0	259	361	453		
35.0	289	401	502		
40.0	312	432	541		
45.0	322	447	561		
50.0	344	482	606		

*Maximum single lateral length at 0% slope

PLD

APPLICATION
Residential/Commercial

FLOW RATES
0.4, 0.6, 1.0 GPH

SPECIFIC AND PRECISE, PLD DELIVERS WATER WITHOUT THE WASTE.

PLD FEATURES

- In-line pressure-compensating emitters provide consistent high-quality performance
- Built-in check valve prevents emitter clogging and wasteful runoff
- Available emitter spacing of 12", 18", or 24"
- Emitter flow rates available in 0.4, 0.6, or 1.0 GPH
- Blank tubing available (no emitters)
- Comes in 250' and 1,000' coils
- Superior flexibility and kink resistance
- Works with Drip Zone Control Kits
- 100' rolls available in models PLD 0612100, PLD 1012100, and PLD 1018100

PLD FITTINGS FEATURES

- Ideal for use with all PLD drip line products
- Quick and easy connections without using tools or glue
- Handles pressures up to 50 PSI
- UV resistant
- Same color as original PLD drip line for a perfect blend under mulch

OPERATING SPECIFICATIONS

Pressure compensating, non-draining emitters Recommended filtration: 120 Mesh
Operating pressure range: 15 to 50 PSI Accepts 17 mm Insert fittings

Pressure (PSI)	Emitter Spacing Maximum Lateral Length (ft)		
	12"	18"	24"
15.0	344	475	594
20.0	479	660	823
25.0	509	703	879
30.0	535	742	928
35.0	584	808	1010
40.0	627	868	1086
45.0	646	894	1119
50.0	689	957	1200

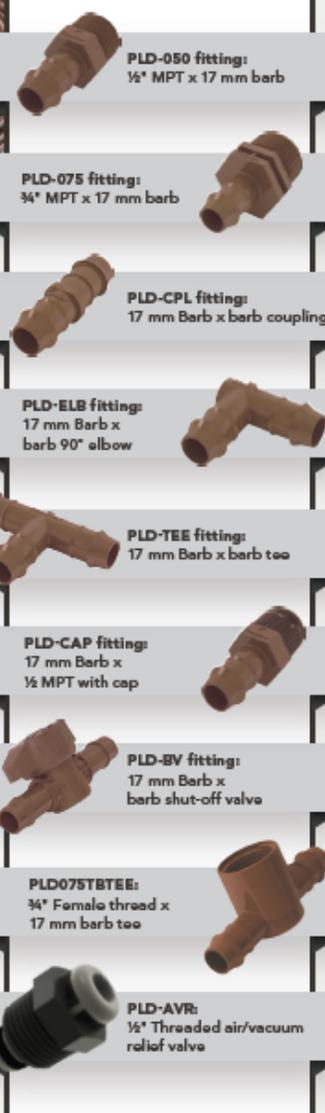
Pressure (PSI)	Emitter Spacing Maximum Lateral Length (ft)		
	12"	18"	24"
15.0	190	261	325
20.0	279	384	479
25.0	331	459	574
30.0	354	490	614
35.0	390	542	679
40.0	420	585	735
45.0	436	607	761
50.0	472	654	819

Pressure (PSI)	Emitter Spacing Maximum Lateral Length (ft)		
	12"	18"	24"
15.0	141	193	240
20.0	203	283	354
25.0	243	339	427
30.0	259	361	453
35.0	289	401	502
40.0	312	432	541
45.0	322	447	561
50.0	344	482	606

Model	Description
PLD050	Barb to 1/2" NPT Adapter
PLD075	Barb to 3/4" NPT Adapter
PLDCPL	Barb to Barb Coupling
PLDELB	Barb to Barb, 90° Elbow
PLDTEE	Barbed Tee
PLDCAP	Barb to End Cap
PLDBV	Barbed Valve
PLD075BTTEE	3/4" Female Thread x 17 mm Barb Tee
PLD-AVR	Air Relief Valve

Emitter (GPH)	Quick Reference Chart - GPM per 100'		
	12"	18"	24"
0.4	0.67	0.44	0.33
0.6	1.00	0.67	0.50
1.0	1.67	1.11	0.83

* Maximum angle lateral length at 0% slope



SPECIFICATIONBUILDER

www.hunterindustries.com/PLD

MODELS	SPACING	LENGTH	OPTIONS
PLD-04 = 0.4 GPH Flow	12 = 12" 18 = 18" 24 = 24"	100 = 100' 250 = 250' 1K = 1,000'	(blank) = No option R = Reclaimed
PLD-06 = 0.6 GPH Flow			
PLD-10 = 1.0 GPH Flow			
PLD-BLNK = Blank			

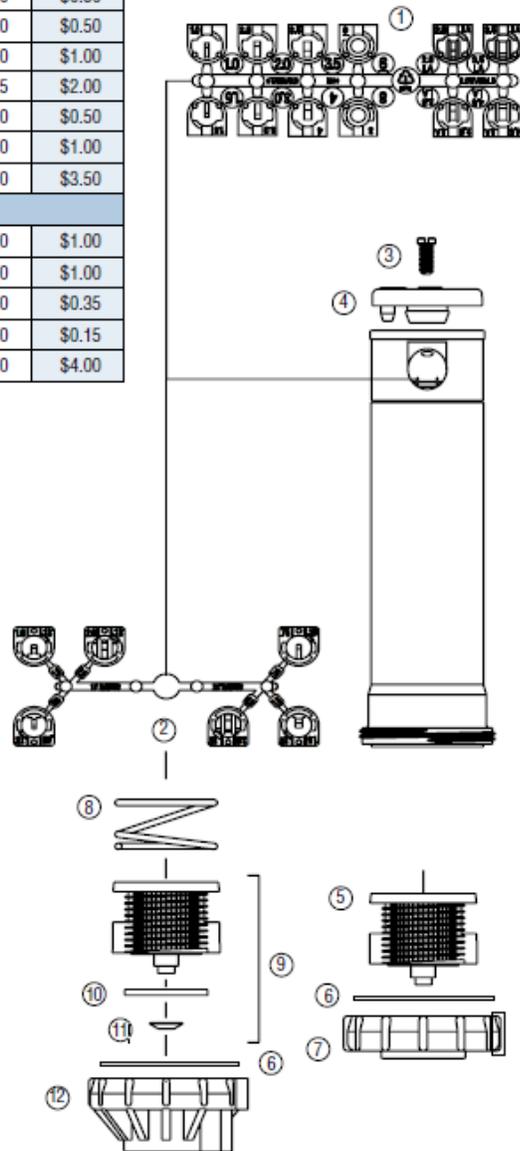
EXAMPLES

PLD-04 - 12 - 250	0.4 GPH landscape dripline with 12" spacing in a 250' roll
PLD-06 - 12 - 100	0.6 GPH landscape dripline with 12" spacing in a 100' roll
PLD-10 - 24 - 250 - R	1.0 GPH landscape dripline with 24" spacing in a 250' roll, with reclaimed option
PLD-BLNK - 100	100' Roll of blank tubing
PLD - AVR	1/2" MPT air relief/anti-vacuum valve



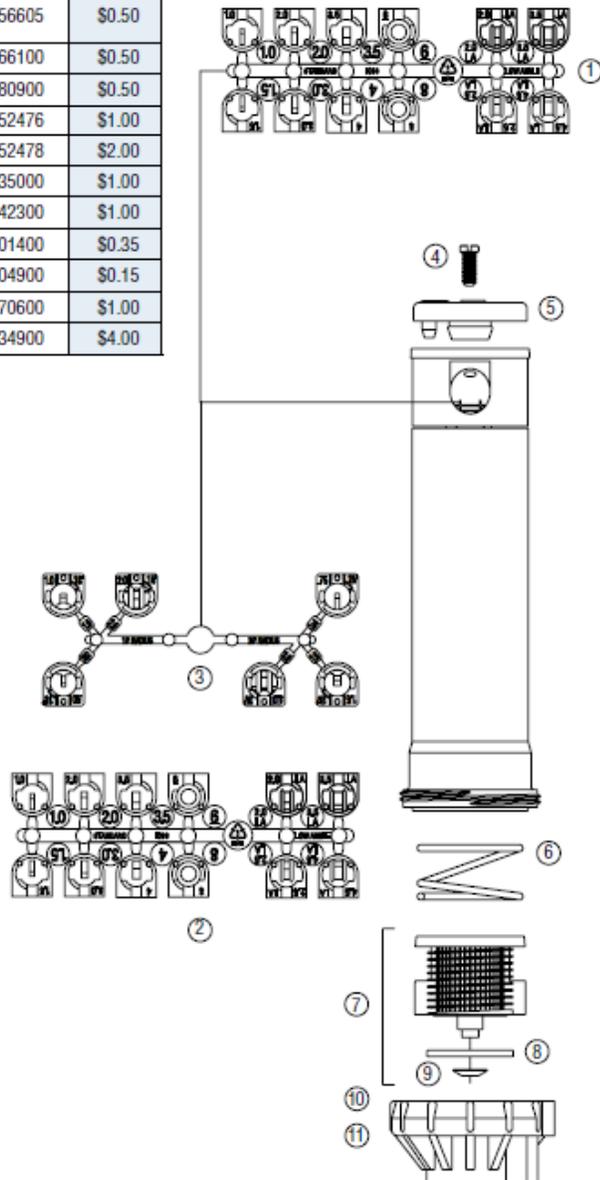
PGP-00: Gear-Driven Sprinkler

Item	Description	Catalog No.	Price	
①	Standard (8) and Low Angle (4) Nozzle Set, Blue & Gray	782900	\$0.50	
②	Short Radius Nozzle Set (6), Black	466100	\$0.50	
③	Nozzle Retainer Screw - Headed w/ Slot	180900	\$0.50	
④	Rubber Cover Assembly	Black	183600	\$1.00
		Purple	183605	\$2.00
⑤	Standard Filter Screen (Black)	102600	\$0.50	
⑥	O-Ring	170600	\$1.00	
⑦	Standard Shrub Head Base	106900	\$3.50	
Options				
⑧	Check Valve Spring	235000	\$1.00	
⑨	Filter Screen/Check Valve Sub Assembly	142300	\$1.00	
⑩	Check Valve Seal	101400	\$0.35	
⑪	Retainer Clip	204900	\$0.15	
⑫	Shrub Head Base	Check Valve Model	234900	\$4.00



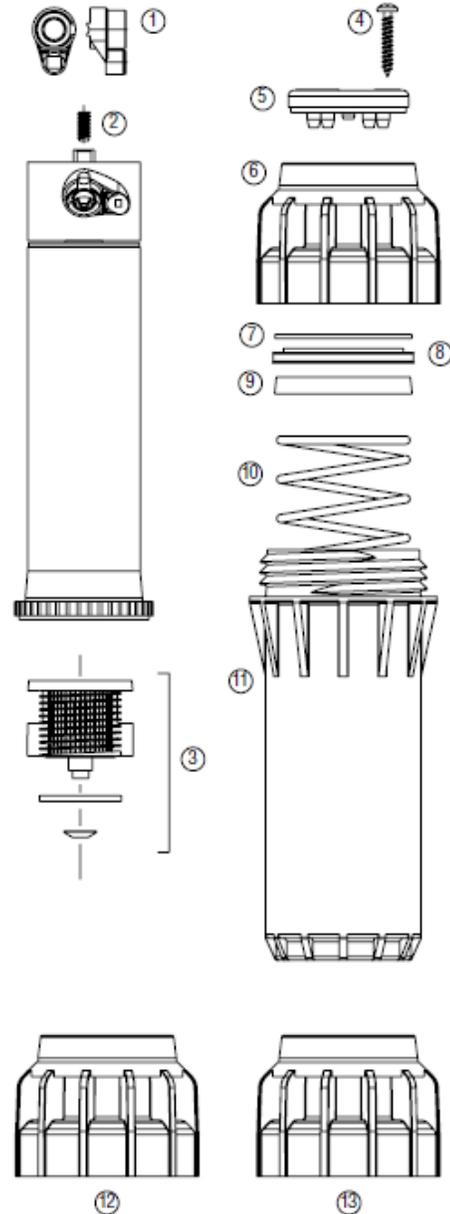
I-20-00: Gear-Driven Sprinklers

Item	Description	Catalog No.	Price	
①	Standard (8) and Low Angle (4) Nozzle Set, Blue & Gray	782900	\$0.50	
②	Standard (8) and Low Angle (4) Nozzle Set, NAVY Blue & Gray	356605	\$0.50	
③	Short Radius Nozzle Set (6), Black	466100	\$0.50	
④	Nozzle Retainer Screw	180900	\$0.50	
⑤	Rubber Cover Assembly	Black	352476	\$1.00
		Purple	352478	\$2.00
⑥	Check Valve Spring	235000	\$1.00	
⑦	Check Valve Screen Assembly	142300	\$1.00	
⑧	Check Valve Seal Only	101400	\$0.35	
⑨	Retainer Clip	204900	\$0.15	
⑩	O-Ring	170600	\$1.00	
⑪	Shrub Head Base	Check Valve Model	234900	\$4.00



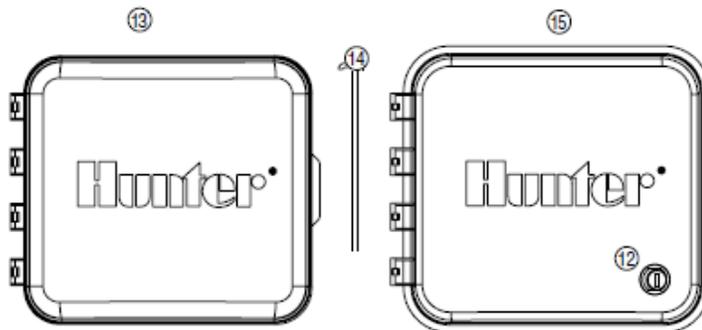
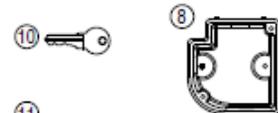
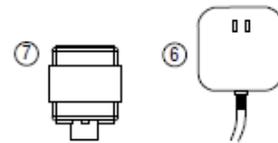
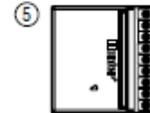
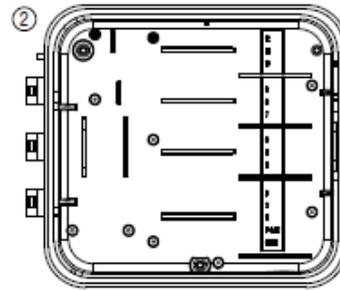
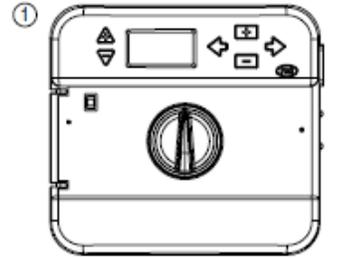
I-25-04, 06: Gear-Driven Sprinklers

Item	Description	Catalog No.	Price	
①	Nozzle Pack (1 each 7, 10, 15, 20, 25)	460010	\$4.00	
	#4 – Yellow	463401	\$1.00	
	#5 – White	463402	\$1.00	
	#7 – Orange	463403	\$1.00	
	#8 – Lt. Brown	463404	\$1.00	
	#10 – Lt. Green	463405	\$1.00	
	#13 – Lt. Blue	463406	\$1.00	
	#15 – Gray	463407	\$1.00	
	#18 – Red	463408	\$1.00	
	#20 – Dk. Brown	463409	\$1.00	
	#23 – Dk. Green	463410	\$1.00	
	#25 – Dk. Blue	463411	\$1.00	
	#28 – Black	463412	\$1.00	
②	Nozzle Retainer Screw	333900	\$0.50	
③	Filter Screen/Check Valve Assembly (White)	303700	\$1.00	
④	Rubber Cover Screw (2 Required)	334000	\$0.75	
⑤	Rubber Cover Assembly (logo base & rubber cover)	Black	344605	\$6.00
		Black SS	344635	\$6.00
		Purple	344615	\$7.00
		Purple SS	344640	\$7.00
		Brown SS	344625	\$7.00
⑥	Body Cap Assembly	341500	\$8.00	
⑦	Riser Seal Slip Washer	221800	\$0.25	
⑧	Riser Seal	221200	\$0.75	
⑨	Spring Seat	221100	\$0.35	
⑩	Retraction Spring	Standard Models (4")	300800	\$10.00
		High-Speed Models (4")	221300	\$14.00
		Standard Models (6")	615600	\$15.00
		High-Speed Models (6")	615700	\$21.00
⑪	Body	NPT (4")	336405	\$10.00
		BSP (4")	336410	\$10.00
		NPT (6")	614705	\$15.00
		BSP (6")	614710	\$15.00
⑫	I-25/I-35/I-40 Shut Off Cap	223200	\$5.00	
⑬	I-25/I-35/I-40 Blow Out Cap	345400	\$5.00	



Pro-C: Indoor and Outdoor Controller

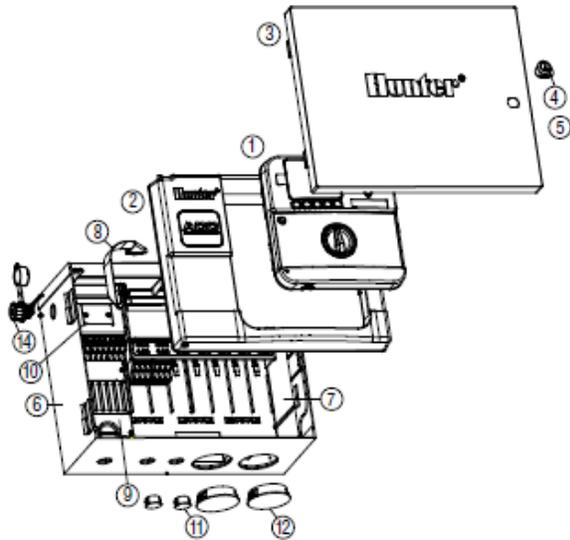
Item	Description	Catalog No.	Price
①	Front Panel	526200	\$80.00
②	Cabinet	Indoor Unit	463200 \$38.00
		Outdoor Unit	462800 \$48.00
③	Main Module	466500	\$60.00
④	3-Station Module	PCM-300	\$47.00
⑤	9-Station Module	PCM-900	\$195.00
⑥	Indoor Transformer	120/24VAC (U.S.)	526500 \$32.00
		230/24VAC (European)	545700 \$32.00
		240/24VAC (Australian)	545500 \$32.00
⑦	Outdoor Transformer	120/24VAC (U.S.)	468000 \$32.00
		230/24VAC (European)	545800 \$32.00
		240/24VAC (Australian)	545600 \$32.00
⑧	Junction Box	464000	\$8.00
⑨	Junction Box Cover	464100	\$5.00
⑩	Key Set (2)	122516	\$5.00
⑪	Battery Door	462900	\$2.00
⑫	Lock & Key Set	387300	\$12.00
⑬	Front Door (Without Lock)	Outdoor Unit	463100 \$16.00
⑭	Front Door Hinge Pin	464400	\$2.00
⑮	Front Door	Indoor Unit	463300 \$8.00
⑯	SmartPort® Wiring Harness	6' Wire (pack of 50)	ROAMWH \$475.00
		25' Wire - Shielded	SRR-SCWH \$18.00
	Owner's Manual	English	LIT-329 \$2.00
	Hanging Card Kit	English	LIT-335 \$2.50
	International Kit (Includes Owner's Manual)	Spanish	INT-451 \$1.50
		French	INT-452 \$1.50
		Italian	INT-453 \$1.50
		German	INT-454 \$1.50
		Portuguese	INT-497 \$1.50



ACC Wall Mount Controllers (ACC1200, ACC99D)

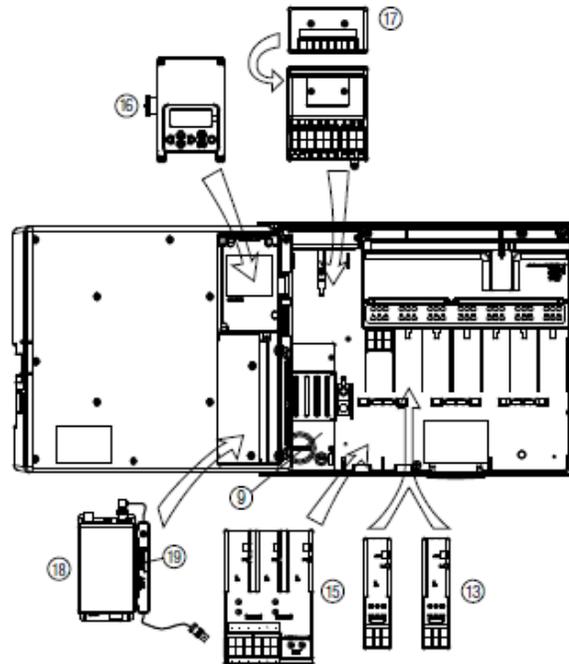
Item	Description	Catalog No.	Price
①	Front Faceplate Face Pack	571500	\$375.00
②	Front Face Pack Door Frame	589000	\$160.00
③	Metal Front Door w/o Lock	585500	\$120.00
④	Lock & Key Set (Not Shown)	387300	\$12.00
⑤	Key Set (2) (Not shown)	122516	\$5.00
⑥	Metal Cabinet w/o Door	585000	\$230.00
⑦	Shell kit, includes metal cabinet, plastic backplane, transformer, no modules	* ACCSHELLKIT	\$350.00
⑧	Door Ribbon Cable (Wall mount only)	585100	\$50.00
⑨	Transformer Assembly	587000	\$102.00
⑩	Master Module	572000	\$189.00
⑪	Small Hole Plug	654400	\$19.00
⑫	Large Hole Plug	654500	\$25.00
⑬	Station Module(s) ACM-Module (Standard) AGM-Module (Extreme service)	ACM600 AGM600	\$400.00 \$445.00
⑭	SmartPort® Assembly including Nut	112200	\$53.00
⑮	Decoder Output Module	ADM99	\$1135.00

* Replaces part 586005 which is no longer available.



Communications Modules and Parts

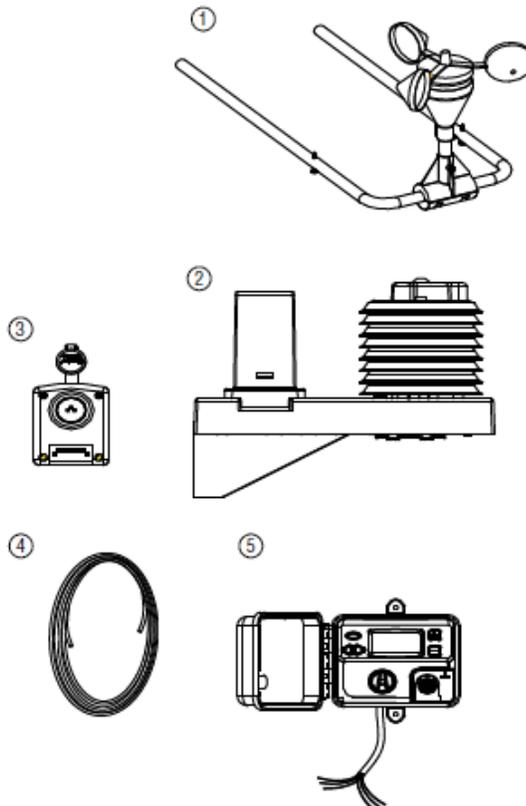
Item	Description	Catalog No.	Price
⑯	Com module for dial-up (POTS)	ACC-COM-POTS	\$999.00
⑯	Com module for GSM cell (USA)	ACC-COM-GSM	\$2200.00
⑯	Com module for GSM, International	ACC-COM-GSM-E	\$2200.00
⑯	Com module for radio and hardwire only	ACC-COM-HWR	\$600.00
⑯	Com module for Ethernet	ACC-COM-LAN	\$999.00
⑯	Com module for GPRS	ACC-COM-GPRS	\$2000.00
⑰	Hardwire Interface Module	ACC-HWIM	\$230.00
	Antenna for GSM or GPRS (USA) not shown	666251	\$115.00
	Antenna for GSM or GPRS (Int'l) not shown	666261	\$115.00
⑱	UHF radio (No antenna)	RAD3	\$1315.00
⑲	Antenna Isolation Module	AIM-BNC	\$28.00



ET Systems

Item	Description	Catalog No.	Price
①	ET Anemometer	ETWIND	\$450.00
②	ET Sensor Platform	ETSENSOR	\$300.00
③	Smartport Adaptor for ACC	ETADAPTOR	\$50.00
④	100'/30m Direct Burial Wire	206100	\$50.00
⑤	ET Control Module	ETMODULE	\$150.00
	Spare Lithium Battery (Not shown)	622032	\$5.00
	Mounting Bracket Hardware (Not shown)	ETHARDWARE	\$60.00
	Owner's Manual (Not shown)	LIT-399	Web*

*Available on Hunter website



Team Sales Situation Scenario #2

West Farms Data Sheet

About Us:

West Farms Landscape Services Owned and operated by Nick, Tammy and John West, West Farms is located in Gainesville Florida.

We are a member of the Gainesville Area Chamber of Commerce and have been providing landscape services in north central Florida since 1978.

West Farms has been the leader in irrigation installations in North Central Florida since 1980. Our fully automatic systems feature rain cut offs that will not allow your system to operate if nature has already watered your lawn. Our trained staff will design a custom system for you that will save water and insure the health of your landscape.

West Farms Landscape Services is at the forefront of paving stone installation. We enjoy what we do, are constantly striving for excellence and warranty our work from the ground up. We believe that as people become aware of the superiority of a segmental pavement and that as we continue to require our customer's overwhelming approval of our installations, West Farms Landscape Services will continue to be a dynamic leader in an expanding industry.

We would be glad to provide you with pictures of projects to determine if a paving stone driveway, walkway or front porch best meets your needs.

Services Offered:

- Pavers
- Retaining Walls
- Firepits
- Landscaping
- Lawn Maintenance
- Irrigation installation and maintenance

Gallery of Work



Team Sales Situation Scenario #2

FIS Outdoor Data Sheet

A message from our Vice President, Jeff Bower

First, I would like to extend our sincere appreciation to each and every one of our customers and vendor partners for your phenomenal support.

Yes, the economic climate and building markets were very strong during the first several years of the 2000's, and most likely our competitors enjoyed solid performance as well. Over the past few years though, the business climate has been more challenging and success doesn't come as easily. Today, more than ever, we all must make our own success. I am reminded of a question a friend once posed... "Is your success because of you, or in spite of you?" Of course, what he was asking was whether our actions created our success or were we just in the right place at the right time. I truly believe our success is because of the way we conduct business and the people who make it happen.

At FIS Outdoor, we strive to do business as seen through our customer's eyes. We don't want to be just a supplier of materials to you; we truly want to be an extension of your business. The only way to gain this perspective is to forge solid relationships with our customers and understand their business. We are fortunate to enjoy such extraordinary relationships with many of our customers. We seek to understand the challenges you face everyday. We know that it's not just important to have the right products at a competitive price, but to have those products available and delivered to you when you need them is most critical. Productivity of your employees is where the real money is either made or lost.

Doing business from this perspective, we continue to seek new ways to provide solutions to your needs and reasons for you to feel that we are "the easiest to do business with in the industry." Based on your input, we have developed additional resources to assist you in securing new revenue streams and efficiency. These range from a full department focused on providing commercial job leads and quotes, to a customer portal called @FIS that will allow you to manage your account online, to training classes on complimentary products you could install to create supplemental revenue.

In addition, with our customers adapting to provide more services beyond irrigation; many requested that we seek out and acquire additional products to be their one stop, outdoor products provider. "We heard you!" and we placed a major emphasis on providing these products at very competitive prices. A few of these products that have gained great acceptance in the past few years are: a wide range of quality landscape lighting brands, mulch, chemicals like RoundUp, fertilizer, landscape tools, drainage, custom pump stations, as well as commercial mowers, power equipment and parts in many markets to name a few. These additional product lines are a natural compliment to the quality brand name irrigation products that we have supplied for over 36 years.

Although FIS is a fast growing company, with over 30 branch locations in five states throughout the Southeastern US, we still do business as we did decades ago. We remain agile in our ability to serve you and adapt to the market. We are still a family owned business who sees our customers and our vendor partners as friends of the family. Serving our customers as friends is vastly different than just providing customer service. When it comes down to it ... people do business with people. The “face” of our company is not our logo, it’s the salesperson who works with you to secure projects; it’s the counter person who facilitates your order, or the delivery driver that brings product to your job site. They are the “face” of FIS, and I am proud to say we have the best people in the industry. Look for the FIS Outdoor logo, because your friends are there to help you.

Again, thank you for your business over the years and we look forward to serving you, and growing with you, in the future!

Best Wishes,
Jeff Bower
Vice President
FIS Outdoor



FIS OUTDOOR

Home Shop FIS Locations Products Business Resources Corporate Export Sales

FIS Outdoor



FIS Outdoor

Delivering Outdoor To You



WHO WE ARE ...



FIS OUTDOOR has proudly supplied the Green Industry since 1974.

We operate **30+ stores** throughout the Southeast.

We deliver with a fleet of over **100 trucks**.

We provide **Irrigation and Landscape Products** to the Green Industry professional.

WHAT WE DO ...



FIS OUTDOOR strives to be the **easiest** to do business with in the industry.

We believe that if we "see" every interaction and transaction **through our customer's eyes**, we can truly be an extension of their business.

We want to help you **grow your business** and accomplish your goals; whether that is by providing you with job leads or finding new ways to increase your revenue.

We continue to grow to be **where you need us, when you need us.**

www.fisoutdoor.com

Hunter
RAIN-BIRD
Irritrol
SYSTEMS
TORO
ALLIANCE
OUTDOOR LIGHTING
LASCO
Fittings, Inc.
KICHLER
LIGHTING
NDS
The source. Many solutions.
Arborbrace

SANDERSON PIPE
Silver-Line
NIBCO
REGENCY
Wire & Cable
FP
Freedom Plastics, Inc.

WHAT WE SELL...

<ul style="list-style-type: none"> Advance Drainage Systems (ADS) Air O Later Alliance Outdoor Lighting American Hydro Systems Ametek Amiad USA Arborbrace Ay Mcdonald Bermad Boshart Industries Bowsmith Carson Industries Channellock Clow Corporation Coleman Cable Systems Dewitt Company Dig Corporation Echo* Fabco Freedom Plastics GH Stenner Greenlee Textron Hoover Pumping Systems Howard Fertilizer Hunter Industries Intermatic 	<ul style="list-style-type: none"> IPS Corporation Jain Irrigation K Rain Kichler Lighting King Innovation Lakos Filters Lasco Fluid Dist. Lenox Maxijet Merrill Mfg. Monoflex Co. Mulch Naples Electric Motor Works National Diversified Sales (NDS) Netafim Irrigation Nibco Oatey Paige Electric Pentair Products Papco Pulsafeeder RainBird Corporation Regency Wire Ring Industrial Group Rotary Corporation Round Up 	<ul style="list-style-type: none"> Sanderson Pipe Saninger Seymour Mfr Silver Line Plastics Simmons Manufacturing Southern Valve Starite Industries Stoney Creek Fisheries Equip. T Christy Enterprises Harrington Corp. Scag* Toro Ag. Toro Company Toro Dingo Toro Siteworks Transitional Systems Mfg. Co. TRC Irrigation Remotes Vartek Vu Flow Filters Co. Watertronics West Howell Company Wilkins Regulator Division
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Business Partners

STAPLES

We make buying office products easy. So relax and take advantage of our savings, service and selection. Use our helpful online tools. Explore our great deals. You'll save time. You'll save money. And you'll find yourself saying one word a lot more often: easy. [Learn More](#)

DELTACOM

Deltacom has earned a strong reputation built on customer satisfaction. We first opened our doors more than 100 years ago and following multiple mergers and acquisitions, Deltacom, Inc. was formed in 1997. Today, with more than 40 locations and 2,000 experienced employees, Deltacom is the largest facilities-based Competitive Local Exchange Carrier (CLEC) in the Southeast. Businesses trust Deltacom's suite of seamless, reliable, cost-effective communication and technology solutions to help them succeed in today's competitive marketplace. The company's keen focus on flawless execution and superior customer service is what sets us apart from the competition.. [Learn More](#)

i-TECH

Experience, certifications and specializations with industry leading technologies have allowed us to better serve our clients. I-Tech is a Cisco Premier Partner, a Microsoft Gold Certified Partner, and a Citrix Silver Partner, with over 100 years of combined experience on our staff. We possess the skills sets, experience and industry partnerships to be a true total technology support partner to our clients.

Team Sales Situation Scenario #2

Haile Plantation Golf and Country Club Data Sheet

Harmoniously nestled among the towering woods and rolling terrain of Haile Plantation community, Haile Plantation Golf and Country Club offers private club amenities in the family-focused environment. Eighteen holes of championship golf and an outstanding tennis program offer plentiful challenges for both social and competitive play. Dining at the club provides incomparable quality and service within a family-oriented dynamic. And private events at Haile Plantation Golf and Country Club, whether casual, formal, intimate or immense, promise a memorable occasion perfectly tailored to your specifications.

We are transforming Haile Plantation Golf & Country Club

The next generation of Haile Plantation Golf & Country Club is right around the corner. Watch as we transform golf, dining and Club activities to make them even better, just for you. It's all NEW and all yours:

- NEW Tavern and Knight Rooms
- NEW outdoor bar and patio with poolside and courtside service
- NEW family-friendly activities and games
- NEW rebuilt bunkers and tee boxes across the course
- NEW cart path renovations

Haile Plantation: good southern living

Haile Plantation Golf and Country Club sits quietly nestled in Gainesville's premier, award-winning master-planned community. Great care is taken to integrate the golf course into the spectacular natural setting. As a result, the fairways wind deliberately through a carefully preserved upland hammock spotted with such native species as majestic live oaks, wild plum and dogwood trees.

Haile Plantation Golf and Country Club strives to accommodate every member of the family by hosting a variety of events throughout the year. For adults these events often include after-work wine tasting parties with live music, couples' scramble golf and tennis events, and for the serious golfers, the men's, women's and seniors' Club championships. The kids look forward to junior golf school, tennis and swimming lessons, and the Annual Easter Egg Hunt – just to name a few. Family cookouts held on the Fourth of July and other times during the year are another favorite.

The Haile Plantation Golf and Country Club clubhouse represents all that is good about southern living. From socializing after a round with friends on the sweeping verandas to relaxing and simply enjoying the magnificent views, our Club is the standard for generous hospitality. The clubhouse offers a complete range of services including Members-only locker rooms with personal lockers, snack bar, restaurant, conference room and well-stocked golf shop.

Additionally, Members enjoy access to the other outstanding facilities. These include two swimming pools and 9 tennis courts (5 clay, 4 hard).

Exceptional Gainesville Golf

Haile Plantation's championship golf course offers you Gainesville golf at its finest. Great care is taken to integrate our country club course into the spectacular natural setting. As a result, the fairways wind deliberately through a carefully preserved upland hammock spotted with such native species majestic live oaks, wild plum and dogwood trees. Other Gainesville golf courses truly take a back seat to this premier golf club. Our golf course offers you the exciting challenge you desire but in a breathtaking natural layout.

APPENDIX C
AGRICULTURAL SALES PRETEST AND POSTTEST

**2012 FFA Sales CDE
Written Examination
Pretest September 2012
45 minute time limit**

Name: _____ KEY _____
Contestant Number: _____
School: _____
Score: _____

(100 pts possible)

Part I: True-False Statements. Please circle the best answer. (3 points each)

- T F 1. Experienced salespeople dread objections because objections signal that the presentation has failed.
- T F 2. The two most important salesperson attributes are ego drive and empathy.
- T F 3. According to the website lectures, gaining conviction is the fourth step in a selling point.
- T F 4. Assertiveness in sales is defined as the way in which a person is perceived as expressing feelings when relating to others.
- T F 5. According to the website lectures, a salesperson that uses the “raving fan” concept is going beyond the norm and expectations.
- T F 6. According to the website lectures, value is defined by price divided by perceived benefits.
- T F 7. A person with a very strong analytical communication style would most likely have more trouble communicating with a person that has a very strong amiable style than they would with a person that has a strong expressive style.
- T F 8. When considering social styles, a “Tell Directed” person is a person that tends to be higher in assertiveness.
- T F 9. It is wise to build rapport early in your sales presentation and once you have established rapport you don’t have to worry about rapport for the rest of the sales presentation.
- T F 10. Deception in sales is when a salesperson presents inaccurate information, half-truths, or withholds important information.

- T F 11. In website lectures we discussed how, on average, the typical salesperson will spend the least amount of their time waiting and traveling.
- T F 12. Salespeople from other companies (not direct competitors) can be a good source for prospecting.

Part II: Multiple Choice Statements. Please enter the best answer in the blank provided. (4 points each)

- A 13. What handling objection technique is being used here: "Based on your questions, it looks like you would be more interested in the ¾ ton Gator Blue pickup truck than the ½ ton red pickup truck. Would you like to take another look at the Gator Blue pickup?"
A) Alternative Product.
B) Boomerang.
C) Direct Denial.
D) Compensate and Counterbalance.
E) Put Off.
- C 14. What handling objection technique is being used here: Customer asks "How long will I have to wait for my Boston Market Order? I have been waiting in the car for over 5 minutes to order!" The order taker/salesperson: "I am so sorry for the delay. I had to replace the battery on my headset. I have fixed that now. Please tell me what you would like to order."
A) Put Off.
B) Pass Off/Blow Off.
C) Indirect Denial.
D) Compensate and Counterbalance.
E) Feel, Felt, Found.
- C 15. Which of the following statements best describe a salesperson letting the customer agree (gaining conviction) with a benefit statement on a selling point?
A) Did the value analysis make sense?
B) Do you have any questions regarding what I have just told you?
C) Was I able to show you that even though our product is more expensive initially, it will save you money in the long run?
D) Can we send you two cases next Wednesday?
E) All of the above are sufficient ways to gain conviction on a selling point.
- A 16. In the website lectures we discussed the 10 ingredients for success. Need to succeed and to survive rejection is most closely associated with which ingredient?
A) Ego Drive.
B) Diplomacy.
C) Empathy.

- D) Self-Motivation.
- E) Determination.

- B 17. Which closing strategy is the salesperson using: "Mr. Sandberg, you have indicated that you like the orange and blue color, the 90-day payment schedule, and the prompt 48-hour delivery schedule. I am going to put you down for delivery Wednesday of next week."
- A) Summary Benefit Close and Choice Close.
 - B) Assumption Close.
 - C) Summary Benefit Close and Direct Close.
 - D) Choice Close
 - E) None of the above
- A 18. According to the website lectures, a person who is earnest, but nervous and wants to convey warmth, but lacks sensitivity are likely to shake hands using which handshake?
- A) The Bone Crusher.
 - B) The Limp Noodle.
 - C) The Jackhammer.
 - D) The Condolence.
 - E) The Sanitizer.
- E 19. Which closing technique is being used when the salesperson says: "Did that answer your question? Yes, perfect. I will put you down for two cases next Tuesday."
- A) Direct Close.
 - B) Turnover Close.
 - C) Standing Room Only Close.
 - D) No Risk Close.
 - E) Objection Close.
- B 20. According to the website lectures when customers wish to change product specifications, change delivery schedules, or negotiate price, this describes which business buying situation?
- A) New task buy.
 - B) Modified rebuy.
 - C) Straight rebuy.
 - D) All of the above.
 - E) None of the above.
- A 21. Which closing technique is being used when the salesperson says: "We agreed that our product performed the trial better than your competitors, correct? We agreed that our financing options are more flexible than our competitors, correct? Can I put you down for 10 cases for delivery on Tuesday?"
- A) Stimulus Response Close.
 - B) Lost Sale Close.

- C) Assumption Close.
- D) Summary Close.
- E) Standing Room Only Close

- D 22. According to the website notes, successful salespeople do which of the following to improve the quality of their prospecting?
- A) Shorten the sales cycle quickly by determining which new prospects are qualified.
 - B) Improve the quality of people who board the ferris wheel.
 - C) Increase the number of people they contact.
 - D) All of the above.
 - E) Both A and C.
- D 23. According to the website lecture notes on communication, a person with a dominant style of driver will exhibit what mannerism when they first face conflict?
- A) Attacking.
 - B) Avoiding.
 - C) Acquiescing.
 - D) Autocratic.
 - E) None of the above.
- B 24. Which of the following are not common types of concerns raised by customers?
- A) Concerns related to the source of your product or service.
 - B) Concerns related to the salesperson's appearance
 - C) Concerns about the product or service itself.
 - D) Concerns about the need for the product or service.
 - E) All of the above
- E 25. According to the website lecture, a salesperson who is a customer advocate and one that will even deliver products to the customer when the customer is in a bind is carrying out which diverse role?
- A) Demonstrator.
 - B) Negotiator.
 - C) Prospector.
 - D) Planner.
 - E) Facilitator.

Part III: Short Answer. Please answer the following questions.

26. In sales, it is wise to follow time-tested procedures, such as the five steps of a close. State the five generic steps for closing a sales call. (5pts)

One point for each step

- 1. Ask if there are any more questions**

2. Review the customer's problem
3. Review the solution to the problem
4. Use an appropriate closing strategy
5. Ask for the sale (call to action)

27. In selling, the concept of "selling points" is very important. Assume you are a sales rep at your local farm supply cooperative and you are trying to sell heavy duty wheel barrows to a local farmer. Your wheel barrow will cost the farmer \$100.00 and your competitor's (Tractor Supply) wheel barrow is priced at \$85.00. **List the four steps of a selling point and include a simple numerical value analysis (table with a side-by-side comparison)** as part of one of the steps showing why the farmer should purchase your \$100.00 wheel barrow instead of the \$85.00 wheel barrow from your competitor. (7pts)

1 pt for labeling each step (feature, benefit, proof, conviction = 4pts total)

3 pts for presenting a solid value analysis. For the VA they need to show a side by side comparison (1pt) and they should show how the cooperative is more expensive initially (1pt), but a better value in the long run (1pt)

**2012 FFA Sales CDE
Written Examination
October 12, 2012
45 minute time limit**

Name: KEY
Contestant Number: _____
School: _____
Score: _____

(100 pts possible)

Part I: True-False Statements. Please circle the best answer. (3 points each)

- T F 1. In today's world, selling is more than an art. It is a science or a discipline.
- T F 2. Personal visits, telephone calls, letters, and emails are all acceptable methods for following up after a sales call.
- T F 3. According to the website lectures, gaining conviction is the fourth step in handling an objection.
- T F 4. Assertiveness in sales is defined as the way in which a person is perceived as attempting to influence the thoughts and actions of others.
- T F 5. According to the website lectures, over 96 percent of communication effectiveness is determined by non-verbal cues.
- T F 6. According to the website lectures, packaging is considered to be a tangible characteristic of a product.
- T F 7. A person with a very strong expressive communication style would most likely have more trouble communicating with a person that has a very strong analytical style than they would with a person that has a strong amiable style.
- T F 8. When considering social styles, an "Ask Directed" person is a person that tends to be higher in assertiveness.
- T F 9. Whenever possible, it is wise to arrive early to an appointment.
- T F 10. Business slander is when a sales person makes untrue or unfair statements about competitor in writing.
- T F 11. In website lectures we defined SMART as specific, monetary, attainable, challenging, and time.

T F 12. According to the website lectures, value is defined as the perceived benefits of your product or service divided by the price of your product.

Part II: Multiple Choice Statements. Please enter the best answer in the blank provided. (4 points each)

- E 13. What handling objection technique is being used here: "Based on your questions, it looks like you would be interested in the $\frac{3}{4}$ ton Gator Blue pickup truck. Could you tell me what additional features you are interested in?"
- A) Alternative Product.
 - B) Boomerang.
 - C) Special Deal.
 - D) Compensate and Counterbalance.
 - E) Answer with a question.
- A 14. Which of the following statements best describe a salesperson letting the customer agree (gaining conviction) with a benefit statement on a selling point?
- A) Was I able to show you that even though our product costs more initially, it is the safest on the market and you won't have to worry about your family's safety.
 - B) Did the value analysis make sense?
 - C) Do you have any questions regarding what I have just told you?
 - D) Can we send you two cases next Wednesday?
 - E) All of the above are acceptable for describing a salesperson gaining conviction on a selling point.
- C 15. In the website lectures we discussed the 10 ingredients for success. The ability to put yourself in someone else's position is most closely associated with which ingredient?
- A) Ego Drive.
 - B) Diplomacy.
 - C) Empathy.
 - D) Self-Motivation.
 - E) Determination.
- D 16. Which closing strategy is the salesperson using: "Mr. Sandberg, you have indicated that you like the orange and blue color, the 90-day payment schedule, and the prompt 48-hour delivery schedule. May I put you down for delivery Wednesday of next week?"
- A) Summary Benefit Close and Assumption Close
 - B) Assumption Close.
 - C) Summary Benefit Close and Direct Close.
 - D) Direct Close
 - E) None of the above

- B 17. According to the website lectures, a person who the opposite of a knuckle cruncher, one who leaves you with the impression that they have a lackluster personality are likely to shake hands using which handshake?
- A) The Bone Crusher.
 - B) The Limp Noodle.
 - C) The Jackhammer.
 - D) The Condolence.
 - E) The Sanitizer.
- D 18. What handling objection technique is being used here: Customer asks “How long will I have to wait for my Boston Market Order? I have been waiting in the car for over 5 minutes to order!” The order taker/salesperson: “I am so sorry for the delay. I had to replace the battery on my headset. I have fixed that now. Since you had to wait, we will throw in a free desert with you meal purchase tonight. Please tell me what you would like to order.”
- A) Alternative Product.
 - B) Boomerang.
 - C) Compare and Contrast
 - D) Compensate and Counterbalance.
 - E) Feel, Felt, Found.
- C 19. Which closing technique is being used when the salesperson says: “I am glad you like the house. We have two other potential buyers who have indicated they will put a bid in by the end of the day, so I suggest if you are interested, you also submit a bid today.”
- A) Direct Close.
 - B) Turnover Close.
 - C) Standing Room Only Close.
 - D) Lost Sale Close.
 - E) Summary Close.
- A 20. According to the website lectures when customers make purchases for a product for the first time, this describes which business buying situation?
- A) New task buy.
 - B) Modified rebuy.
 - C) Straight rebuy.
 - D) All of the above.
 - E) None of the above.
- A 21. Which closing technique is being used when the salesperson says: “I know that new tractor has some features you are not sure about. I would like you to use the tractor on your farm for a week, at my cost to see if you think it will work for you.”
- A) Puppy Dog Close.
 - B) Lost Sale Close.
 - C) Assumption Close.

- D) Turnover Close.
- E) Success Story Close

- E 22. Accord to the website lectures, a sales manager that sets challenging standards for his/her salespeople is practicing what leadership philosophy?
- A) Supportive.
 - B) Directive.
 - C) Participative.
 - D) Achievement-Oriented.
 - E) None of the above.
- C 23. According to the website lecture notes on communication, a person with a dominant style of amiable will exhibit what mannerism when they first face conflict?
- A) Attacking.
 - B) Avoiding.
 - C) Acquiescing.
 - D) Autocratic.
 - E) None of the above.
- E 24. Which of the following are common sources of product knowledge?
- A) Plant tours.
 - B) The product itself.
 - C) Publications.
 - D) Internal sales and sales support teams.
 - E) All of the above.
- C 25. According to the website lecture, a salesperson that is constantly looking for new ways to find new customers is carrying out which diverse role?
- A) Demonstrator.
 - B) Negotiator.
 - C) Prospector.
 - D) Planner.
 - E) Facilitator.

Part III: Short Answer. Please answer the following questions.

26. In sales, it is wise to follow time-tested procedures, such as the four steps for handling an objection. State the four generic steps for handling an objection during a sales call. (4pts)

One point for each step

- 1. Listen**
- 2. Restate**
- 3. Handle**
- 4. Verify**

27. In selling, the concept of “selling points” is very important. Assume you are a sales rep for MWI, a veterinary supplies distributor and you are trying to sell a cattle de-wormer to a local large animal veterinarian. Your cattle de-wormer costs \$4.00 a dose (per animal once a year) and your competitor’s (Webster) cattle de-wormer is priced at \$3.50 per dose (per animal once a year). **List the four steps of a selling point and include a simple numerical value analysis (table with a side-by-side comparison)** as part of one of the steps showing why the veterinarian should purchase your \$4.00 per dose cattle de-wormer instead of the \$3.50 per dose cattle de-wormer from your competitor. (8pts)

1 pt for labeling each step (feature, benefit, proof, conviction = 4pts total)

4 pts for presenting a solid value analysis. For the VA they need to show a side by side comparison (2pts) and they should show how the cooperative is more expensive initially (1pt), but a better value in the long run (1pt)

APPENDIX D
PRETEST/POSTTEST MATRIX

Module	Pretest Questions	Posttest Questions
1		
2	2, 4, 7, 8, 9, 18, 23	1, 4, 7, 8, 9, 17, 23
3	3, 6, 10, 15, 27	3, 10, 14, 24, 27
4	1, 3, 13, 14, 24	3, 6, 13, 18, 26
5	26,	2,
6	17, 19, 21	16, 19, 21
7	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27
8	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27

APPENDIX E
ARGUMENTATION SCORING RUBRIC

Schen, M.S. (2007). Scientific reasoning skills development in the introductory biology courses for undergraduates. Unpublished doctoral dissertation, The Ohio State University, Columbus.

Item Number	0	1	2
1- Claim made	No claim made or claim made is irrelevant to data/scenario presented	Claim made is weakly related to or supported by data/scenario presented or is too broad/general	Claim made is clearly related to data/scenario presented and is conservative
2- Grounds used	No grounds used or grounds used are irrelevant to data/scenario presented (“all data”)	Grounds given weakly support claim made and/or are too general	Grounds given sufficiently support claim made, identifying specific data and trends
3- Warrants given	No warrants given or warrant given is irrelevant to data/scenario presented or is completely unclear	Warrant weakly related grounds to claim or is somewhat unclear	Warrant is valid in light of grounds used and claim made
4- Counterargument generated	No counterarguments generated or counterargument generated is irrelevant to data/scenario presented or not opposed to initial claim at all	Counterargument given is weakly opposed to initial claim or supported by/related to data/scenario presented (no answer to “why”)	Counterargument given is clearly related to data/scenario presented and opposes initial claim
5- Rebuttal offered	No rebuttal offered or rebuttal offered is irrelevant to data/scenario presented (“both valid” or “more research needed”)	Weak rebuttal offered, not supported by grounds or just expansion on warrant/claim	Rebuttal is clearly identified and supported by grounds, offers new viewpoint

If the individual begins the assessment in earnest and leaves items blank, those items are scored as 0.

APPENDIX F
ARGUMENTATION INSTRUMENT

ID Number: _____

Argumentation

Mr. Baldwin farms 150 acres of watermelons in Newberry, Florida. Over the past few years he has noticed that his fruit set is not as high as he would like it to be in order to produce a maximum profit (Fruit set is the number of melons produced versus the number of flowers present). Because of the low fruit set, he contacted *Hackenberg Apiaries* to set up a pollination contract. A pollination contract requires the owner of the bees to deliver the bee hives to the farmer's land, leave them there for a set number of days to pollinate the crop, and then pick up the hives when the time frame is over. **Mr. Baldwin is upset because he did not see a drastic increase in his fruit set. He has contacted *Hackenberg Apiaries* to get his money back because he does not feel the honey bee pollination services were effective.**

Mr. Baldwin has objections in the following areas, leading him to ask for his money back:

- Not enough hives, therefore not all of the plants were pollinated
- Hives were delivered too late, so the bees were not able to pollinate adequately
- Hives were not placed in an adequate location, so the bees were not able to pollinate as easily
- When it was raining, bees did not come out of the hives, so there were lost days of pollination

As a representative for *Hackenberg Apiaries* you are responsible for handling Mr. Baldwin's objections. Before you meet with him, you review the information he provided and the contract he signed.

The information provided by Mr. Baldwin indicates the following features of his land:

- Mr. Baldwin indicated that he has seen bumble bees and wild honey bees on his land

The contract signed by Mr. Baldwin and *Hackenberg Apiaries* indicates the following:

- Honey bees hives will be provided at a rate of 1.5 hives per acre, since Mr. Baldwin has indicated the presence of natural pollinators
- Bad weather will not be grounds for compensation
- Honey bee hives will be delivered 5 days following Mr. Baldwin's email notification
- Mr. Baldwin will provide an adequate location to place the bee hives

- The honey bees will be kept for 8 weeks (56 days) during the growing season

The following are recommended practices for using honey bee pollination:

Watermelon Growing Specifics:			
Length of Season	Length of flowering	Stocking Rate	# of visits needed for pollination
<ul style="list-style-type: none"> • Planting dates: mid-December to mid-April • From seed to maturity requires 80-100 days 	<ul style="list-style-type: none"> • Approximately 6-7 weeks • Each flower is only receptive to pollination one day 	<ul style="list-style-type: none"> • 1.8 hives per acre** • One bee for each 100 flowers • Hives have 40,000-60,000 bees 	<ul style="list-style-type: none"> • At least 1000 grains of pollen must be deposited for the fruit to develop • Approximately 24 visits from bees to adequately pollinate
<p>**Can be variance from 1.8 hives/acre if there are natural pollinators (need less bees) or other, more attractive sources to pollinate (need more bees)</p>			

- Hives should be delivered when approximately 10% of the flowers are open. Sooner than this could result in the bees finding another source to pollinate (a source other than the intended crop)
- Optimum placement of honey bee hives is a hive every 500 feet, on high ground, in an area that receives morning sun, and in an area that is protected from strong winds

When you visit Mr. Baldwin's property and review his file, you find the following things:

- There is a scrub pine area just beyond his property that includes a variety of trees/plants, however Mr. Baldwin has indicated there may be some palmetto and gallberry plants. (Palmetto and gallberry are very attractive sources for honey bees).
- Mr. Baldwin's hives were delivered 5 days after his email, however, you discover that the email was sent prior to flowers blooming
- Mr. Baldwin did not have his hives placed in the recommended locations. The hives were spread further than 500 feet, and not all of the hives received morning sun

What are the conclusions you can draw from reviewing Mr. Baldwin's file, contract, and visiting his farm?

What information are you using to support these conclusions?

What rationale links this information to your conclusion?

While you are examining Mr. Baldwin's information, a local beekeeper (that is a friend of Mr. Baldwin's) has come over to inspect the situation also. You speak with him and share your conclusions. He listens to your conclusions, but offers an alternative conclusion. What does he conclude?

How do you respond to his viewpoint?

Mr. Baldwin wants his money back. What do you do? How will you explain this to him?

APPENDIX G
AGRICULTURAL SALES PRACTICUM: COMPANY INFORMATION

Animal Health
INTERNATIONAL



The company you will be representing is [Animal Health International, Inc.](#), a premier food and companion animal health distributor. The company sells products for cattle, equine, poultry, swine, cats and dogs.

In 2011, Animal Health International, Inc. (which also operates under the name [Walco](#)) merged with [Lextron, Inc.](#). The combination of these two companies resulted in a premier animal health business with over 100 years of combined experience and expertise in animal health.

Animal Health International sells numerous products for food animals and companion animals. Products include (but are not limited to): pharmaceuticals, vaccines, veterinary equipment, grooming supplies, barn and stable equipment, dental products, pet food, dewormers, and flea and tick prevention. Animal Health International provides products to retailers, veterinarians, large and small livestock operations, horse stables, and individual owners. Products can be purchased online, through a local sales representative, or through retail locations (limited locations).

Background Materials to be attached on website:

- Price List
- AIH merger press release
- FAQ merger
- FFA Press Release.Foundation Chairman
- General Overview of Animal Health International
- History of Walco and Lextron
- Ocala AIH Location
- Okeechobee AIH Location

Links for website:

<http://www.facebook.com/pages/Animal-Health-International-Joe-Berry/185040144852738>

<http://www.linkedin.com/company/animal-health-international-inc->

Animal Health

INTERNATIONAL



Product	Common Name	Use/Species	Price	Requires Vet Approval
Antibiotics/Vaccines				
Penicillin G procaine (500mL)	Agricillin	To treat bacterial infections in cattle, sheep, swine, & horses	\$21.00	No
Oxytetracycline HCl (500mL)	Agrimycin 100	Powder for drinking water to treat bacterial diseases in cattle, sheep, swine, chickens, & turkeys	\$13.00	No
Ceftiofur Sterile Suspension (100 mL)	Excede	To treat bacterial infections in cattle and swine; and lower respiratory infections in horses	\$171.00	Yes
Tylosin (500 mL)	Tylan	Injectable treatment for foot rot, shipping fever and diphtheria in beef cattle and non-lactating dairy cattle	\$52.00	No
Tulathromycin (100 mL)	Draxxin	Injectable solution for treatment of respiratory disease in swine and dairy	\$380.00	No
Gentamax 100 (100 mL)	Gentamax	For treatment of bacterial infections of the uterus in horses	\$31.00	Yes
West Nile Innovator + EWT (10 doses)	EWT	Vaccination for prevention of eastern encephalitis, western encephalitis, and tetanus	\$220.00	No

Product	Use/Species	Price	Requires Vet Approval
Mastitis Treatments			
Spectramast DC 10 mL (contains 12)	For use in dry dairy cows	\$41.00	Yes
Spectramast LC 10 mL (contains 12)	For use in lactating dairy cows	\$48.00	Yes
Pirsue Solution 10 mL (contains 12)	For use in lactating dairy cows	\$45.00	No
QUARTERMASTER (contains 12)	For use in dry dairy cows	\$24.00	Yes
Teat Dips			
Bovadine Teat Dip (1 gallon)	Use directly following milking to prevent spread of bacteria that cause mastitis	\$19.00	No
Bovadine Teat Dip (55 gallons)	Use directly following milking to prevent spread of bacteria that cause mastitis	\$789.00	No

Product	Use/Species	Price	Requires Vet Approval
Ketosis Treatments			
Dextrose Solution 50% (12 x 500 mL)	Supply energy substrate via IV for dairy cattle—restores blood sugar level	\$32.00	No
Propylene Glycol (4 x 1 gallon)	Supply energy substrate for dairy cattle, to restore blood sugar. Used as a drench or mix with feed	\$99.00	No
Hoof Treatments			
Formaldehyde (55 Gallons)	Use in footbath to control and prevent lameness and/or bacterial infections, such as footrot	\$302.00	No
Implants			
Ralgro (24 dose)	Beef cattle, no withdrawal period	\$25.00	No
Ralgro (240 dose)	Beef cattle, no withdrawal period	\$230.00	No
Parasite Control			
Ivermectin 5L	Ivermax-Topical control, cattle	\$57.00	No
Ivermectin 1% (10 x 200 mL)	Ivomec- Injectable, cattle and swine	\$99.00	No
Zimecterin Gold Tube (20 pack)	Horse wormer, paste	\$99.00	No
Safeguard Equine 25GM	For use in horses up to 1110 lbs, paste (single dose)	\$8.00	No
Companion Animals			
K-9 Advantix (4 pack)	Flea, tick, mosquito control for canines	\$45.00	No
Frontline Plus (3 doses)	Flea control for canine and felines	\$33.00	No
Heartgard (6 doses)	Prevent heartworm disease in canines	\$38.00	Yes
Heartgard Cat (6 doses)	Prevents heartworm disease in cats	\$28.00	Yes
Heartgard Plus (6 doses)	Prevents heartworm disease and controls roundworms and hookworms	\$41.00	Yes
Other Veterinary Supplies			
Catheters	Flexible catheter with needle to insert into the vein	\$5.00 each	No
Plasmalyte	Used for electrolyte and fluid replenishment	\$30.00	Yes
Saline Solution 7.2% (1000mL)	Replace sodium chloride and water that can be depleted due to disease	\$6.00	Yes
Blood Tube (5mL)	Box of 100	\$16.00	No
Blood Tube (10mL)	Box of 100	\$19.00	No
6cc Syringe	6 pack	\$2.00	No
20cc Syringe	4 pack	\$2.00	No
60cc Syringe	2 pack	\$2.00	No
16 gauge needle	6 pack	\$2.00	No
18 gauge needle	6 pack	\$2.00	No
22 gauge needle	6 pack	\$2.00	No



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ANIMAL HEALTH INTERNATIONAL, INC. ANNOUNCES FINAL MERGER TRANSACTION

Beef

Jun. 13, 2011

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Greeley, Colo. – June 13, 2011 – Lextron, Inc. and Animal Health International, Inc. (AHII) (Nasdaq: AHII), which also did business under the name “Walco,” today announced the close of their transaction and completion of the merger. Lextron has acquired all of the outstanding common shares of AHII for \$4.25 per share, or approximately \$111 million, plus the repayment of AHII’s outstanding indebtedness, for a total purchase price of approximately \$251 million.

Effective June 10, the privately held company will operate under the name “Animal Health International, Inc.” as a premier provider of products and services to the food animal and companion animal markets. Animal Health International will be headquartered in Greeley, Colo., and will be run by an integrated management team led by John Adent, as president and CEO.

The combination of these two long-standing companies creates a premier animal health business with more than 100 years of combined knowledge and industry expertise. A commitment to driving business-building technology systems forward will be a primary focus to the organization.

“Animal Health International is a strong and stable company dedicated to improving the way business is done in the animal health industry,” said John Adent, President and CEO. “Maintaining consistent and exceptional service to our customers will always remain a top priority, but we will also emphasize innovation and the incorporation of new technologies and value-added services into our portfolio of customer offerings.”

About Animal Health International, Inc.

Animal Health International is a premier leader in animal health distribution for the livestock industry, formed in 2011 from two leading animal health companies each established more than 40 years ago. For more information, visit <http://ahii.com/>.

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[USDA Makes Big Meat Purchase](#)

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Frequently Asked Questions concerning the merger of Animal Health International:

Q: What are the details and timing of this transaction?

A: On March 14, 2011, Animal Health International, Inc. and privately held Lextron, Inc. announced that they had entered into a definitive merger agreement. Today, June 10, 2011, the transaction closed, and the new combined company will now operate under the umbrella of the Animal Health International, Inc. name. The new company brings more than 100 years of combined experience to the industry and will be one of North America's leading animal health businesses.

Q: Why did these two companies decide to merge?

A: This decision was made with careful consideration for employees and customers of our respective companies. Both companies bring a solid reputation and long-standing presence in this industry, and we ultimately moved forward because we believe we can create North America's premier animal health business.

Q: Who comprises the new leadership team?

A: Animal Health International will be run by an integrated management team led by John Adent, as president and CEO.

Q: Why are you keeping the Animal Health name?

A: The name "Animal Health International" clearly defines our business and already holds a strong presence in this market. As we move forward with this name, our goal is to maintain the high standard of service that's already associated with it.

Q: What does this mean for customers?

A: Our goal is to offer our customers the highest standard of service and experience while becoming more efficient. We will plan to update customers regularly as we proceed and as we have more information about any impact the transaction may have to our customers.

Q: With the newly merged company, what changes in service or product offerings should customers be prepared for?

A: We are committed to maintaining our high standard of service and the efficiency you've come to expect of us; the only changes we intend to make are those that increase efficiency and support your business. As we move forward, we're committed to implementing new technologies and other value-added services that support your business.

Q: Are there any plans for future expansion?

A: Animal Health International's final merger transaction was a great milestone for the companies involved and for the industry. This company continues to look forward to a strong and stable future. While we do not have any additional announcements to make at this stage, we are constantly evaluating opportunities that make sense for the future growth and prosperity of our company and employees.

ANIMAL HEALTH INTERNATIONAL PRESIDENT, CEO JOHN ADENT TO SERVE AS NATIONAL FFA FOUNDATION BOARD OF TRUSTEES CHAIRMAN FOR 2012

CONTACT

Duane Brodt
Marketing and Communications
National FFA Foundation
DBrodt@FFA.org
317-802-4351

INDIANAPOLIS (Wednesday, Feb. 1, 2012/National FFA Foundation) – Animal Health International president and CEO John Adent has been selected to serve as chairman of the National FFA Foundation Sponsors' Board for 2012.

Raised on a fruit orchard and hog farm in southwestern Michigan, Adent and his brothers were responsible for the swine operation and he was very active in 4-H. After graduating from DePauw University with a double major in Economics and Chinese, he completed the executive development program at Northwestern University's Kellogg School of Business.

Adent was then hired into the management-training program at Ralston Purina. He spent about nine months in the training program working in Canada, Korea and Taiwan. After training, he held the positions of director of business development for Purina China, sales and marketing manager for Purina Nanjing Feedmill Co., and director of business development and director of operations for Purina Philippines.

He continued in various capacities with Ralston Purina International Division after its acquisition by Agribands International and with Agribands after being purchased by Cargill. In 2004, Adent joined Lextron and held the title of president and CEO until the company merged with Animal Health International, where today he serves as president and CEO.

He and wife Hannah have five children.

The National FFA Foundation is the fundraising arm of the National FFA Organization, which provides agricultural education to 540,379 student members in grades seven through 12 who belong to one of 7,489 local FFA chapters throughout the U.S., Puerto Rico and the Virgin Islands.

###

About National FFA Foundation

The National FFA Foundation builds partnerships with industry, education, government, other foundations and individuals to secure financial resources that fund FFA activities, recognize member achievements, develop student leaders and support the future of agriculture education. Governed by a 19-member board of trustees comprised of educators, business leaders, individual donors and FFA alumni, the foundation is a separately-registered nonprofit organization. About 82 percent of all sponsorship dollars received by the foundation support FFA members and agricultural education opportunities. For more, visit the National FFA Foundation at <http://www.FFA.org/donate>.

About National FFA Organization

The National FFA Organization is a national youth organization of 540,379 student members as part of 7,489 local FFA chapters in all 50 states, Puerto Rico and the Virgin Islands. The FFA mission is to make a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education. The National FFA Organization operates under a federal charter granted by the 81st United States Congress and it is an integral part of public instruction in agriculture. The U.S. Department of Education provides leadership and helps set direction for FFA as a service to state and local agricultural education programs. For more, visit the [National FFA Organization online](#), on [Facebook](#), on [Twitter](#) and [FFA Nation](#).

General overview of Animal Health International, Inc.

Animal Health International is a distributor for all the "major brand" animal health products - plus we market over 200 products under the Aspen and Cooper's Best labels ranging from pharmaceuticals, biologicals, insecticides, anthelmintics, cleaning and sanitizing agents, as well as many other specialty products.

The Animal Health International distribution network markets products to veterinarians, dealers, poultry and livestock producers throughout most of the United States. Products can be purchased online, through a local sales representative, or through retail locations (limited locations).

Animal Health International has the experience, the products, the people, and the dedication to the animal health industry.

Purchasing your animal health products and supplies from Animal Health International gives you the benefit of a credible, reliable, single source for all your animal health needs. We understand the importance and necessity of good animal health products and good animal health programs. Our goal is to provide veterinarians, dealers and livestock producers with the right products and health programs to help make their job easier, more satisfying and more profitable. We are dedicated to providing our customers with uncompromising service.

CATTLE **BEEF**

Animal Health International is dedicated to helping cattle producers maximize herd health and improve beef quality and safety. Providing the highest quality products and services to the beef cattle industry is a major part of Animal Health International 's focus. We service all segments of the beef cattle industry from cow/calf through feedlot operations. Animal Health International is your single source for vaccines, pharmaceuticals, anthelmintics, parasiticides, insecticides, implants, livestock identification plus all the other supplies and accessories required to run a successful livestock production operation.

COW/CALF

Animal Health International is dedicated to helping cattle producers maximize herd health and improve beef quality and safety. We deliver innovative, high-quality animal health products and supplies that offer powerful solutions for all your animal health needs. Solutions that help you improve your bottom line.

FEEDLOT

One of Animal Health International's core businesses is providing a complete line of products and supplies for processing incoming cattle as well as supplying antibiotics and treatment products used in the sick pen and treatment barn. Animal Health International has everything you need to get feedlot cattle back on feed, gaining weight and adding dollars to your bottom line. An innovative veterinary treatment and records system is available from Lextron Information Systems.

DAIRY

Animal Health International 's involvement in the dairy industry ranges from sales, service and installation of dairy equipment to a full line of dairy supplies. This includes dairy cleaners, sanitizers and teat dips, as well as vaccines, pharmaceuticals, and fly and rodent control products.

SWINE

Animal Health International markets a full range of animal health products for all sizes and segments of the swine industry. Animal Health International is your single source for vaccines, pharmaceuticals, anthelmintics, parasiticides, insecticides and vitamin and mineral supplements...the products you need to help ensure the health of your herd and improve the efficiency of your operation.

EQUINE

Animal Health International can help you maximize your horses' health with vaccines, pharmaceuticals, vitamin/mineral supplements and parasite control. Plus, we are your best source for fly control, shampoos and conditioners, tack, and farrier supplies. Animal Health International is the one-stop source for all your equine needs.

COMPANION ANIMALS

Pet owners are better informed and more receptive to providing quality care, treatment products and professional services to improve their pets' quality of life. Animal Health International provides an extensive line of products to help insure the health and well being of your pets.

POULTRY

Animal Health International provides poultry producers with a wide selection of quality, cost-effective products (vaccines, feed additives, coccidiostats, parasite control, etc.) to help maximize health, productivity and profitability.

SHEEP/GOAT

Animal Health International provides a full range of products for sheep and goat producers such as parasiticides, anthelmintics, vaccines and pharmaceutical treatment products, ID, clippers, shears, show equipment and supplies.

EXOTIC/OTHER

Animal Health International provides products for producers and breeders of llamas, alpacas and certain other exotic animals.

History of Walco International and Lextron

Animal Health International, Inc., one of the leaders in the animal health industry, dawned as two businessmen with above average desire, vision, perseverance, and inspiration set out to change the landscape of the animal health industry.

Walco History

- Willard Wall opened a sundries store in Porterville, California, in 1945 that would later grow into the company known as Walco International.
- Wall closed the sundries store and opened Livestock Supply in 1954 and expanded into Visalia, CA and Phoenix, AZ.
- In 1972, nine companies were brought together to form Walco International.
- The company flourished, with retail and distribution outlets popping up throughout North America.
- By 1995, Walco fielded 700 employees and booked more than \$330 million in sales.
- Wall passed away after 50 years of continuous operations as a family business man.
- Walco International sold to an investment firm and moved its original home base from Porterville, California to Westlake, Texas.
- In 2007, the company went public under the new name Animal Health International, Inc.

Lextron History

- Founded by Bob Hummel in 1966 as an animal health distribution business serving veterinarians in California.
- In 1967, Hummel and Jim Laughlin purchased RX Company, and incorporated the new company under the name Great Plains Chemical Company, Inc.
- In 1972, Hummel made Greeley, Colorado as the home base of Great Plains Chemical Company, Inc.
- Hummel acquired several regional distributors in the late 1970's, and began marketing private labels under the name Lextron, Inc.
- In 1986, Great Plains Chemical Company officially changed it's name to Lextron, Inc.
- The company flourished, and began opening retail and distribution outlets throughout North America.
- In 2011, Lextron, Inc. purchased its respected long-time rival operating under the new name Animal Health International, Inc.

The combination of these two histories creates a premier animal health company with more than 100 years of combined knowledge, proven vision, unmatched commitment to the customer, and industry expertise.

- HOME
- LOCATIONS MAP
- ORDER NOW
- VENDORS
- CAREERS
- CONTACT
- WEATHER
- RETURN TO CORPORATE

Locations



Florida

- Lextron Animal Health
- Lextron Animal Health Division Headquarters

Lextron Animal Health
 5875 S.W. 6th Place
 Ocala, FL 34474
 Phone: (352) 237-1755
 Fax: (352) 854-2340
[more information](#)

Lextron Animal Health
 2297 NW 9th Street
 Okeechobee, FL 34972
 Phone: (883) 763-0225
 Fax: (883) 763-3195
[more information](#)

Lextron Animal Health (Ocala, FL)

Regional Vice President: **Kevin Pohlman**
 Dealer Sales Manager: **Bob Moon**
 Dairy Service Manager: **Paul LaRose**
 Operations Manager: **Ed Keith**
 Purchasing Agent: **Lisa Hernandez**
 Office Coordinator: **Bonnie Weiss**



[CLICK HERE FOR DRIVING DIRECTIONS](#)

[CLICK HERE FOR BRANCH SPECIALS](#)

The Southeast division of Lextron Animal Health distributes products to the entire Southeast region of the United States including Florida, Georgia, Alabama, South Carolina, North Carolina, Tennessee, and Kentucky. We also distribute products into South America.

We are the distributor of choice in our marketplace because of the level of service that our quality, experienced personnel provide to our highly valued customers. Our people make the difference! They take pride in providing prompt, accurate, filled orders, on time and at a very competitive price. We have the highest fill rates in the region which ensures you get what you want when you want it.

The Ocala location is a new 45,000 square foot facility which serves as the primary distribution point for all of our business. All dealer business is conducted through this facility. Due to its proximity to the thriving horse industry in Marion County, this location has a heavy emphasis on equine products. The dairy and beef markets of Central and North Florida are also serviced out of here. Ocala also serves as a hub for transfers to our other physical locations which serve the Southeast U.S. market.

Our customer service and telephone sales personnel are located in Ocala to serve your needs and field anycalls from our customers. A retail store is also located in Ocala with a broad range of products for walk in customers.

5875 S.W. 6th Place | Ocala, FL 34474 | Phone: (352) 237-1755 | Fax: (352) 854-2340

- SAFETY | LEGAL
- HAZARDOUS MATERIALS DOCUMENTS

- HOME
- LOCATIONS MAP
- ORDER NOW
- VENDORS
- CAREERS
- CONTACT
- WEATHER
- RETURN TO CORPORATE

Locations



Florida

- Lextron Animal Health
- Lextron Animal Health Division Headquarters

Lextron Animal Health
 5875 S.W. 8th Place
 Ocala, FL 34474
 Phone: (352) 237-1755
 Fax: (352) 864-2340
[more information](#)

Lextron Animal Health
 2297 NW 9th Street
 Okeechobee, FL 34972
 Phone: (863) 763-0225
 Fax: (863) 763-3195
[more information](#)

Lextron Animal Health (Okeechobee, FL)

Division Manager: **Kevin Pohlman**
 Sales Manager, Dealer Sales: **Rodney Morrow**
 Dairy Service Manager: **Paul LaRose**
 Purchasing/Facility Manager: **Carole Reno**
 Warehouse Manager: **Sue Jilian**



[CLICK HERE FOR DRIVING DIRECTIONS](#)

[CLICK HERE FOR BRANCH SPECIALS](#)

Our Okeechobee facility services the dairy and beef producers of South Florida primarily. It serves as a warehouse for the Field Sales Representatives that call on those producers. Product is housed here and loaded onto our trucks for delivery daily. A retail store is also found here to serve the needs of local walk in customers.

2297 NW 9th Street | Okeechobee, FL 34972 | Phone: (863) 763-0225 | Fax: (863) 763-3195

- SAFETY | LEGAL
- HAZARDOUS MATERIALS DOCUMENTS

APPENDIX H
AGRICULTURAL SALES PRACTICUM: TEAM SALES SCENARIO

**2012 Mock Sales CDE
Team Sales Situation (Judge's Version)**

Grading/Judging Suggestions

Be sure to put the name of the school on top of each grading sheet. Refer to the grading criteria on the Team Sales Situation scorecard. Remember, you need to judge how well the team works together to tackle this team sales problem in addition to evaluating their presentation.

A couple of thoughts relative to the task each team is charged with:

1. ***Determine potential customer needs and wants.*** Look for these during the presentation. Read of the info sheets as you are waiting for the teams to present. Most customers seek value, just like I taught you in class. They need to identify the four types of customers for full credit, and their needs: *North Florida Holsteins* (A large dairy that is probably most concerned with purchasing a large amount of supplies and getting it for a good price), *Dr. Marty Stevens, DVM* (A veterinarian who is most concerned with getting products in a timely manner, having good service, and products at a relatively decent price so he doesn't have to pass high costs of to the customer), *Hunter Stables* (a small horse stable who is concerned with purchasing relatively small quantities, but still wants the same customer services as the other companies), and *Tractor Supply Company* (a large retail chain that would be most interested in a variety of products at a good price).
2. ***The team is to describe the key features and benefits of the product(s) that address the customer's needs and wants.*** Identify the key features and benefits of the product that will address the needs of the specific customer types. Use your common sense. Push them on benefits and benefits specific to the types of customers. Note the attached sheets are filled with features and advantages, not so much on benefits.
3. ***Identify potential customer objections and develop strategies to address those objections.*** Use your common sense here. I have listed a few below, but these are not all inclusive.
4. ***Identify potentially related products and suggested selling strategies.*** Use your common sense here. No reason they can't leverage the entire offering of quality service and product knowledge for some of the potential customers.
5. ***Develop information gathering questions to be utilized in clarifying each customer's needs and wants.*** Use your common sense here. I think this is a key that the best teams will devise a separate strategy for each of the four potential customer groups.

Use common sense and ask questions related to the information provided or generated by their presentation.

Key Features of Animal Health International

- See attached AHI price list
- Offer a wide array of products to help suit the needs of many different customers (i.e. different animal industries)
- Have salespeople throughout Florida and U.S. and a few retail locations (in larger farming communities)

- Recently merged with Lextron, Inc., therefore they have an increased number of products and salespeople
- Ability to provide different products to different customers (size, quantity, etc.)
- Dedicated to providing great service to their customers
- Provide service to many different size operations, and several different types of customers
- Sell prescription products
- Can obtain veterinary approval/prescription from the customers vet in order to receive the product

Benefits for Customers (may apply to all four customer types)

- Well equipped to meet all the needs of the four customer types (not a specific benefit , just a judge's note)
- Frequent delivery schedules, and some retail locations to make delivery/pickup easier
- Competitive prices (won't pay higher prices than what you would pay at our competitors)
- Diverse product line (you won't have to hold accounts with several different suppliers because you can get all your products from us)
- Regional salespeople who are knowledgeable and available to answer any questions
- Since they contact your veterinarian for the customer, they don't have to worry about getting a copy of the prescription, or sending it in.
- Don't have to use a separate company to obtain prescription products

Common Objections Raised by Customers

- Pricing is too high
- Want a different size than what is available.
- May want quantity discounts (particularly for large operations)
- Want to purchase products they don't have
- Items may be out of stock/on back order
- Can't purchase prescription products without veterinary approval
- Currently purchase from other companies who they have a long time relationship with, and they are happy with them

Remember, the teams have a ***40 minute time limit: 20 minutes to read the scenario and to prepare and write a marketing plan, 10 minutes to present the plan, and 10 minutes to answer questions from you (the judges).***

Grading Rubric and Grading Guidelines

You have a copy of the grading rubric that each judge will fill out. You will then average the three grades and turn in one summary sheet (stapled to the three individual judge's sheets). Below are some things I want you to consider for each of the grade categories.

How well did each team member participate by analyzing and providing input to the solution? (8 pts)

To receive the full 8 points, all members must actively participate in the preparation phase. It's okay if one of the team members takes the lead in organizing the team, etc.

How well did each team member communicate with the rest of the team members? (10 pts)

To receive full points, there must be dialogue between all team members. Look for the quiet team members who don't seem to contribute as much as others.

How well did each team member demonstrate effective listening skills? (10 pts)

To receive full points, each member should listen, restate (when appropriate), respond to the teammates inquires and verify they handled the questions, etc.

How well did each team member respect the input of other team members? (9 pts)

To receive full points, each team member must at least appear to receive suggestions from other team members. It does not mean they need to change their mind in all cases.

What level of knowledge did the team have of the products they are selling? (12 pts)

To receive full points, it must be obvious that all team members have come prepared regarding their role as *Animal Health International* and they should have been guessing ahead of time what types of potential customers they would be dealing with in the competition.

Did the team accurately analyze all the information for each customer type? (12 pts)

To receive full credit, the team must be able to discuss all four customer types and be able to point out the differences in needs (sometimes subtle differences) between these four types of customers. You also need to assess if they "got it right" regarding the needs and differences between the four types of customers.

Did the team identify customer needs and wants, and prepare quality questions to help clarify the customer's needs and wants? (12 pts)

To receive full points, the team needs to understand a wide variety of needs for each of the four customers. Their questions should show their understanding of customer needs. This would be similar to the second step used in the SPIN method in our class.

Did the team identify products for each customer type based on their product's features and benefits and the customer's anticipated needs and wants? (15 pts)

To receive full points, the team must be able to identify products for each of the four customer types. Not all of the products are appropriate for all the customer types. Only veterinarians can purchase products they require a prescription/vet approval and only dairy farms or the veterinarian would purchase ketosis treatments, while only the horse stable or veterinarian would purchase horse related products.

How well did the team identify potential objections for each customer type and how to address them? (12 pts)

To receive full points the team needs to show a thorough understanding of potential objections. I have listed some, but not all possible objections. Also, teams that are able to see that there might be different objections for different customer types would be entitled to receive more points.

Were complimentary/related products also identified? (10 pts)

To receive full points the team needs to suggest complimentary and related products from the product list they have received prior to coming to the contest. Allow latitude in this category, as they may pick all possible products from their product list, which would leave them little additionally products to select.

Were the decisions made by the team based on sound sales principles using the information they were given? (12 pts)

To receive full points, the team needs to match customer needs with products that fit those needs. Teams that bring out more specifics would earn higher points versus those teams that tend to generalize solutions to needs.

Was the presentation delivered professionally? (8 pts)

To receive full points, the team needs to be organized, speak clearly, and have a systematic approach (e.g., answer each of the five questions in order).

Did all team members participate in the presentation? (8 pts)

To receive full points the team needs to have all four members presenting.

Were all the questions answered correctly by all team members? (12 pts)

To receive full points, the team needs to answer your questions to your satisfaction.

2012 Mock Sales CDE

Team Sales Situation (What contestants' receive)

Animal Health International

You and your teammates are salespeople for *Animal Health International*. Your company sells a variety of products for the care of food and companion animals, which were given to you prior to arriving at the competition. Your team is to develop a sales strategy for the following customers. You will need to decide which product or products best fit each customer and answer the questions concerning each of the following customers. The judges will **observe you as you work on your solutions for twenty minutes**. You will then have **ten minutes to present your solution** for all the customers to the judges as if **they are your supervisors at the company**. After your presentation, the **judges will have ten minutes to ask questions** about the products, the customers, and the information you presented.

Customers:

1. ***North Florida Holsteins***. They began in 1980 with 125 cows and are now the largest single location dairy operation in the state of Florida. They produce the most milk of any single location in the state. Currently they have about 10,000 head of cattle on 2400 acres of land. Refer to the attached handout for more information about *North Florida Holsteins*.
2. ***Dr. Marty Stevens, DVM***. Dr. Stevens is a veterinarian that works with both small and large animals; however, the majority of his work is with large animals. He works with several dairies, cow/calf operations, and horse owners, as well as smaller operations in North Florida. His work with small animals primarily consists of providing services for the companion animals of his large animal clients. See the attached handout for more information about Dr. Marty Stevens.
3. ***Hunter Stables***. Jessica Hunter owns and operates *Hunter Stables*, a small horse stable in Micanopy, Florida. At any point, she can house up to eight horses, three of which are her own. Deworming is part of the fee that the horse owners pay, however, Jessica is generally the first to deal with any medical issues that may arise, so she likes to have a few supplies on hand. Refer to the attached handout for form information about *Hunter Stables*.
4. ***Tractor Supply Company***. They are the largest operator of retail farm and ranch stores in the United States, with over 1,130 stores in 45 states, focused on supplying the lifestyle needs of recreational farmers and ranchers. The Company offers merchandise for equine, pets and small animals, and livestock. Items include feeds, tack and other equipment, and health related items.

Your job is to answer these questions for each customer:

1. What are the potential customer needs and wants?
2. What are the features and benefits of the product(s) that address the customer's needs and wants?
3. What are the potential customer objections and how will you prepare to address them?

4. What are the possible related/complimentary products and their suggestive selling strategies?
5. Develop information gathering questions to be utilized in clarifying the customer's needs and wants.

After the judges are finished with their questions, you will go individually to a pair of judges that will represent one of the customer types listed above. You will then interact with the judge to determine which customer they are, establish rapport, and discover their needs and wants. Once you have accomplished these steps, you will then attempt to sell the appropriate products to the customer. You will have twenty minutes to accomplish all of those steps.

It is critical to remember that in addition to the final presentation being judged, teamwork and equal involvement of all team members will also be judged. Also, it is critical to not only state what you chose to do, but why you chose to do it. In selling, there are not absolute right or wrong answers. The judges will act as the audience, but will not engage in dialogue during the presentation.

2012 Mock Sales CDE North Florida Holsteins Data Sheet

About North Florida Holsteins

History

North Florida Holsteins (NFH) began in 1980 when one dairy farmer and two cattle dealers purchased a feed lot with cropland in Bell, Florida. They immediately built a double 10 herringbone parlor. The parlor was opened in September with 125 cows. The capacity of the double 10 milking parlor was reached in 1985 as the herd approached 1000 cows. At that time a double 12 herringbone milking parlor was added. Also three times a day milking was initiated at this time. By 1990 the capacity of both parlors was reached and a double 40 parallel milking parlor was added.

Soon over 3000 cows were being milked in the double 40 milking parlor. The double 10 facility was converted to a parlor office allowing the cow records to be maintained away from the employee and accounting divisions. The double 12 became the hospital facility with ability to handle overflow from the double 40.

Originally, cattle were bought and sold in addition to the milking herd. After nine years, one of the dealer partners was bought out. This allowed greater emphasis on improvement of the milking herd.

The major challenge was how to make cows comfortable in Florida's climate. Many different combinations were tried. In 2002, a tunnel ventilation facility was constructed. From the first attempt, a number of variations were initiated. Today the milking cows from the 4700 cow herd are mostly in tunnel ventilation with bunk sprinklers and evaporative cooling in the summer. Some overflow cows would not be in the cooling facilities in the winter.

Current Practice

The farm consists of about 10,000 head of cattle and 2400 acres of land. The 10,000 head of cattle are 4700 cows; 4000 replacement heifers; 350 bulls held for AI and for sale to other dairy farms, 350 Holstein steers sold at 400 to 500 pounds to feedlots and a few beef cattle. Calves are raised on site, and heifers are raised as replacements, while some bull calves are raised as breeding bulls, and others are castrated and sold to western feedlots.

Ninety-five percent of the breeding at the dairy is done through artificial insemination, with the use of clean-up bulls for heifers. NFH uses AI to help manage genetic traits. The traits the dairy is most concerned with are high daughter fertility, low somatic cell count, high productive life with sound udders and mobility, and low still births.

The land is used for farm facilities, pasture and cropland. The farm's feed program is purchased commodities and farm stored forages. Today the bulk of the forages are purchased from neighboring farmers. The future includes more home grown forage.

The dairy employs about 80 people, including a general manager, a herd health and embryo transplant specialist, manager of non-milking cattle, parlor and free stall barns manager, crops and shop manager, and a maintenance manager. NFH does not employ a full time veterinarian. They have a few staff members with some veterinary training, however a consultant veterinarian only visits once a week to check on the operation.

NFH produces 23,500 pounds of milk per cow, per year, making the dairy the largest milk producing dairy at any one location in the state of Florida. Although milk prices in Florida are high, the cost of production is also very expensive relative to other states. This is due to the high heat and humidity, as well as the difficulty in raising high quality forages to be used for feed.

Common Herd Health Problems

- Dystocia: trouble calving
- Metritis: bacterial infection of the uterus
- Ketosis: cow has low energy balance
- Mastitis: infection of the udder
- Pneumonia: infection of the respiratory tract-lungs
- Lameness: cow with limp

2012 Mock Sales CDE Dr. Marty Stevens, DVM

A Message from Dr. Stevens

My name is Marty Stevens. I am a veterinarian in North Florida, mostly servicing Dixie, Gilchrist, Lafayette, Levy, Madison, Suwannee, and Taylor counties. I began my practice 18 years ago after graduating from the College of Veterinary Medicine at Auburn University. Currently, I am the only veterinarian within my practice, and I hire a part-time bookkeeper to manage my records and client payments.

I have a mobile service instead of a clinic location since I primarily work with large animals. Since I have a mobile service, I cannot keep that much stock on-hand, but I do have some facilities at my home that allow me to store some extra supplies.

Most of my work is with large animals—dairy cattle, beef cattle, horses, with some sheep, goats, and swine mixed in. I work with operations of varying sizes, from 5,000 head dairies, to 5 head cow/calf owners, to horse stable owners, and everything in between. Because of the diversity of my work, I usually need various supplies, but in limited quantities (relative to the amount of business I do with each species).

In addition to the large animal work, I do some work with small animals, but usually only for the large animal clients I already have. Most work includes general procedures, and prescriptions for parasites.

I am very passionate about what I do, and building relationships with my clients is one of the most important things in my practice, aside from doing ethical business. I have built great relationships with my clients and intend to keep that through providing excellent veterinary care at a sustainable cost.

Attached are specific details about the breakdown of my practice.

Sincerely,

Marty Stevens

Marty Stevens, DVM

Practice Breakdown

- Dairy 45%
- Beef 15%
- Equine 25%
- Sheep/Goat/Swine 10%
- Companion Animal 5%

2012 Mock Sales CDE Hunter Stables

About Hunter Stables

Hunter Stables is a private horse boarding facility located in Micanopy, Florida, just off of SR 441. It is located about 15 miles south of Gainesville, Florida. *Hunter Stables* takes pride in their love for all animals, whether they are under their personal care or not. Each horse that joins their herd is treated as an individual with his/her own preferences and emotions. They have expectations of the horses' caregivers to provide veterinary care and general health care as needed.

Jessica Hunter began the stable 8 years ago after much experience in the horse industry. She began riding at age 13, and has owned and worked with horses since. She earned a bachelor's degree in Animal Science from the University of Florida 20 years ago, and since that time has been working and volunteering in the equine industry, but eventually felt led to open her own stable.

The stable has an 8-stall concrete block barn with clay aisle-ways and fans/lights in every stall. There are also wash stalls, a tack room, and a feed room. They provide both stall and pasture accommodations, along with areas for exercising and trail riding. As part of the boarding fee, owners pay for farrier, veterinary, and dental care. Additionally, fly spray, deworming, and other basic veterinary services are provided.

Jessica lives on the property, so she is normally the first person to respond for health issues. However, there are a few staff members who also work with the horses that would be alerted to health issues during business hours. Minor health issues are usually handled by staff, however when more severe issues arise, the veterinarian is called.

2012 Mock Sales CDE Tractor Supply Company

About Tractor Supply Company

Tractor Supply Company is the largest retail farm and ranch store chain in the United States. The company operates over 1,130 retail stores in 45 states, employs more than 16,000 team members and is headquartered in Brentwood, Tenn. Its stock is traded on the NASDAQ exchange under the symbol "TSCO."

The company was founded in 1938 as a mail order catalog business offering tractor parts to America's family farmers. Today Tractor Supply is a leading edge retailer with revenues of approximately \$4 billion.

Tractor Supply stores are primarily located in rural areas and the outlying suburbs of major cities. The typical Tractor Supply store has 15,000-24,000 square feet of inside selling space with a similar amount of outside space used to display agricultural fencing, livestock equipment and horse stalls.

Stores supply the unique products to support their customers' rural lifestyle, from welders and generators to animal care products and men and women's workwear. You can also find pet supplies, animal feed, power tools, riding mowers, lawn and garden products and more. Each store team includes welders, farmers and horse owners who collectively provide an exceptional depth of knowledge and resources.

Tractor Supply is committed to understanding and fulfilling the needs of those who enjoy the rural lifestyle: folks who frequently describe themselves as hobby farmers and hobby ranchers. It is estimated that the "hobby" or "pleasure" farmer consumer segment spends more than \$5.5 billion annually on farm supplies. Today less than 10 percent of the company's customers classify themselves as full-time farmers or ranchers. In fact, Tractor Supply's largest customer segment does not farm at all. They are more aptly described as rural or suburban homeowners, or "self-reliants." When asked, customers often describe Tractor Supply as "a store you can trust."

Tractor Supply is continuing to grow with new stores and improved product offerings. The Tractor Supply mission and values motivate and inspire team members and give the organization a unified focus for the future.

Who are Tractor Supply Company's customers? A niche market of farmers, horse owners, ranchers, part-time and hobby farmers, and suburban and rural homeowners, as well as contractors and tradesmen.

What can you buy at Tractor Supply Company?

Everything except tractors. At TSC, customers find everything they need to maintain their farms, ranches, homes and animals. As the inventors of the "do it yourself" trend, our customers handle practically every chore themselves, from repairing wells to building fences, welding gates

together, constructing feed bins, taking care of livestock and pets, repairing tractors and trucks and building trailers for hauling.

TSC's products include: clothing, equine and pet supplies, tractor/trailer parts and accessories, lawn and garden supplies, sprinkler/irrigation parts, power tools, fencing, welding and pump supplies, riding mowers and more.

TSC Products:

Farm Maintenance Products

Fencing
Tractor Parts and Accessories
Agricultural Spraying Equipment
Tillage Parts
Specialty Feeds
Animal Supplements and Medicines
Veterinary Supplies
Livestock Feeders

General Maintenance Equipment

Air Compressors
Welders
Generators
Pumps
Electrical Products
Plumbing
Paint

Lawn and Garden Products

Riding and Push Mowers
Tractor/Mower Parts and Accessories
Tillers
Fertilizers
Long Handle Tools

Animal Care

Feed and Supplements
Health and Medicine Products
Tack and Equipment
Pet Supplies

Apparel

Men's/Ladies' Work Clothes and Western Wear
Men's/Ladies' Work Footwear
Work/Garden Gloves

Automotive Accessories

Batteries
Lubricants
Tarps/Tiedowns
Truck Toolboxes
Trailers
Towing Parts/Accessories
Fuel Tanks

APPENDIX I
 AGRICULTURAL SALES PRACTICUM: TEAM SALES SCENARIO SCORING RUBRIC

**Agricultural Sales CDE
 Team Event Scorecard**

Chapter Name: _____

State: _____

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

APPENDIX J
AGRICULTURAL SALES PRACTICUM: INDIVIDUAL SALES SCENARIO

2012 Mock Sales CDE (Judge's Copy)
SALES PRESENTATION AND JUDGING COMMENTS

The contestant will have 20 minutes to present (18 minute warning will be given). The sales presentation is to be interactive between the contestant and the judges.

Before the contestant begins the sales presentation you are to inform him/her that as the customer, you will be a buyer from *North Florida Holsteins*. I have included the *North Florida Holsteins* information the contestants see during the team sales event as background information for you. The students know from the team event that *North Florida Holsteins* was one of four possible customers they would have to sell to.

I have also included a copy of the product and price list the teams were given a month ago. I have modified this product list to show you what products you will be interested in during the call. See below for additional instructions on how to role play for this contest.

The two judges should each grade the contestant separately. Turn in one grade sheet for each contestant that is an average of your scores. Do not share your grading with the contestant or give them a copy of your grading. **Be sure to clearly write down the contestant's name, school, and contestant number (e.g., Jane Doe, Gainesville High School, 4C) on each grade sheet you submit. Place the completed grade sheets in the envelope that will be turned into Doc W at the end of the contest.**

Situation

You are a buyer for *North Florida Holsteins*, a 10,000 head dairy operation located in Bell, Florida. This dairy produces the most milk of any single location in the state. Read the attached data sheets for *North Florida Holsteins*, but know that their obvious main purpose is producing milk and ensuring the health of their herd to sustain production levels. The contestants need to probe for your needs, don't just tell them with them asking, unless they are really struggling (they will lose points in this case).

This sales situation is likely to be a little different than the one-on-one sales call you will do for class, in that they will likely ask you to place orders for different products throughout the sales call. This is fine and normal in animal pharmaceutical sales. They should try and get your commitment on a number of different products from the price list and some may even suggest something not on the list. In other words, they will be closing numerous times, but the final close should include some kind of summary of what you have agreed to purchase.

Needs

There are some things that you would not purchase from the *Animal Health International*. See the additional comments on the price list for specifics of what you could buy and what you will not buy. I have also given price objections and suggestions. I will also give you a quantity order range that you should stay within. Do not offer to buy anything unless they will sell it to you.

You could consider buying in larger quantities if they are willing to give you a discount. Also keep in mind that there are some products you want to purchase, but that you need veterinary approval. They may offer to gain approval for you, or offer some other solution. This is obviously a good objection to raise. However, they should not sell you products that require veterinary approval—that would be illegal in a real situation.

Presentation Grading Rubric

Attached is a copy of the grading rubric you are to use to evaluate the sales presentation. It is somewhat different than what we will use in class, so I have given you grading advice for each of the categories (see below).

The contest places a lot of weight on the opening (more than we do in class).

Did the salesperson identify themselves with a good first impression? (5 pts)

To receive full points, the contestant needs to have a good handshake, state their name, and company name clearly. Offer them a seat.

Did the student ask questions/dialogue in an attempt to build personal rapport with you? (8 pts)

To receive full points, the contestant needs to make small talk and hopefully more than just one sentence or two. I would be impressed if they looked around the room, or took note of something you were wearing to make a connection with you. Whatever they do, play along with them to the extent they try to build rapport.

Did the student actively listen to your personal comments when you answered? (8 pts)

To receive full points, the contestant would not cut you off and give at least non-verbal signals that they were listening and clarifying your statements.

Did the student use the information from your answers to further establish personal rapport? (8 pts)

To receive full points, the contestant needs to build on your responses here.

Did the student ask questions to learn about your business? (10 pts)

To receive full points, the contestant needs to ask clarifying, general questions about your business and your goals. This is the sense of asking open-ended probes first and in the grading below, ask more directed probes.

Did the student listen to the answers about your business you provided? (10 pts)

To receive full points, the contestant should not cut you off and verify their understanding of your answers.

Did the student confirm and discover your needs and wants? (12 pts)

To receive full points the contestant needs to verify that they have uncovered all of your needs and not just a few of them.

Did the student apply the features/benefits of their product to your needs/wants? (16 pts)

To receive full points, the contestant needs to present complete selling points to you.

Did the student allow you to participate in matching your needs/wants to their product features? (15 pts)

To receive full points, the contestant needs to involve you in the process, not just talk at you. Ideally, you could see involvement in the value analysis calculations.

Did the student effectively use trial close (gain conviction on a point, identify customers willingness to buy, or a closing opportunity)? (11 pts)

To receive full points, the contestant needs to trial close you. In this pharmaceutical sales situation, you are likely to say yes to a number of products you need, versus our one-on-one sales calls where you build up to one yes or no decision.

Did the student listen to and clarify your objections? (14 pts)

To receive full points, the contestant needs to follow at least the four generic steps to handling an objection (listen, restate, handle, verify). I would be very impressed if they provided more specific handling objection strategies. This should be noted in your comments and score.

Did the student apply and discuss the features/benefits of their product to address your objections? (13 pts)

To receive full points, the contestants need to bring up features and benefits and some may even launch into a selling point to handle an objection (I know, I don't like this in our class, but this is fine for the contest).

Did the student clearly close or attempt to close the sale? (20 pts)

To receive full points, the contestant needs to close the sales at least once, but I suspect they will get your order for a number of products throughout the call and that is great. Contestants that use specific closing strategies like the choice close will earn more points. I would expect all contestants should summarize the call, the problem you had, and the order you placed.

2012 Mock Sales CDE

North Florida Holsteins Data Sheet

About North Florida Holsteins

History

North Florida Holsteins (NFH) began in 1980 when one dairy farmer and two cattle dealers purchased a feed lot with cropland in Bell, Florida. They immediately built a double 10 herringbone parlor. The parlor was opened in September with 125 cows. The capacity of the double 10 milking parlor was reached in 1985 as the herd approached 1000 cows. At that time a double 12 herringbone milking parlor was added. Also three times a day milking was initiated at this time. By 1990 the capacity of both parlors was reached and a double 40 parallel milking parlor was added.

Soon over 3000 cows were being milked in the double 40 milking parlor. The double 10 facility was converted to a parlor office allowing the cow records to be maintained away from the employee and accounting divisions. The double 12 became the hospital facility with ability to handle overflow from the double 40.

Originally, cattle were bought and sold in addition to the milking herd. After nine years, one of the dealer partners was bought out. This allowed greater emphasis on improvement of the milking herd.

The major challenge was how to make cows comfortable in Florida's climate. Many different combinations were tried. In 2002, a tunnel ventilation facility was constructed. From the first attempt, a number of variations were initiated. Today the milking cows from the 4700 cow herd are mostly in tunnel ventilation with bunk sprinklers and evaporative cooling in the summer. Some overflow cows would not be in the cooling facilities in the winter.

Current Practice

The farm consists of about 10,000 head of cattle and 2400 acres of land. The 10,000 head of cattle are 4700 cows; 4000 replacement heifers; 350 bulls held for AI and for sale to other dairy farms, 350 Holstein steers sold at 400 to 500 pounds to feedlots and a few beef cattle. Calves are raised on site, and heifers are raised as replacements, while some bull calves are raised as breeding bulls, and others are castrated and sold to western feedlots.

Ninety-five percent of the breeding at the dairy is done through artificial insemination, with the use of clean-up bulls for heifers. NFH uses AI to help manage genetic traits. The traits the dairy is most concerned with are high daughter fertility, low somatic cell count, high productive life with sound udders and mobility, and low still births.

The land is used for farm facilities, pasture and cropland. The farm's feed program is purchased commodities and farm stored forages. Today the bulk of the forages are purchased from neighboring farmers. The future includes more home grown forage.

The dairy employs about 80 people, including a general manager, a herd health and embryo transplant specialist, manager of non-milking cattle, parlor and free stall barns manager, crops and shop manager, and a maintenance manager. NFH does not employ a full time veterinarian. They have a few staff members with some veterinary training, however a consultant veterinarian only visits once a week to check on the operation.

NFH produces 23,500 pounds of milk per cow, per year, making the dairy the largest milk producing dairy at any one location in the state of Florida. Although milk prices in Florida are high, the cost of production is also very expensive relative to other states. This is due to the high heat and humidity, as well as the difficulty in raising high quality forages to be used for feed.

Common Herd Health Problems

- Dystocia: trouble calving
- Metritis: bacterial infection of the uterus
- Ketosis: cow has low energy balance
- Mastitis: infection of the udder
- Pneumonia: infection of the respiratory tract-lungs
- Lameness: cow with limp

APPENDIX K
 AGRICULTURAL SALES PRACTICUM: INDIVIDUAL SALES SCENARIO SCORING
 RUBRIC

**Agricultural Sales CDE
 Individual Sales Call Scorecard**

Student Name: _____ Chapter Name: _____

State: _____

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

APPENDIX L
INTRODUCTION LETTER FOR TEACHERS



Institute of Food and Agricultural Sciences
Department of Agricultural Education and Communication

305 Rolfs Hall
PO Box
Gainesville, FL 32611-0540
352- 0502
352-392-9585 Fax
<http://aec.ifas.ufl.edu>

July 17, 2012

Agriculture Teachers:

Let me begin by saying thank you! I am so grateful that you have committed to participating in my study. I am excited about your involvement, and I am hopeful that we will get great results from the study.

This study should last about five weeks in its entirety. You will use the modules provided to prepare your team for the mock Agriculture Sales Career Development Event that will be held as a culminating event for this study. Part of the CDE requires the students to represent a company, and use that company as the focal point for both the individual sales call and the team sales scenario. Presently, that information is not contained within your modules, however, you will receive that information five weeks prior to the mock CDE.

This study will evaluate several variables, however, I am particularly interested in the development of content knowledge and argumentation skill through participation in this specific CDE. Argumentation skill is the ability to develop a position about a topic, and provide justification for selecting that position. Additionally, in argumentation, an individual should be able to acknowledge alternative positions, but still justify the selection of their own position over the alternative. Based upon the components of the CDE, myself and my thesis committee feel argumentation is naturally embedded into this CDE. Therefore, I am interested in looking at the development of argumentation skill while preparing for the Agricultural Sales CDE.

The nature of these modules allows for you to decide whether you will teach this in class, or teach this after school, as if you were preparing for the state CDE. I will ask that you log times spent teaching each module. Included is a teacher log sheet that allows you to write down specific information that is needed.

In the end, I am hopeful that we find useful information about students' participation in Career Development Events. With increasing demands on teachers, and a greater push for accountability, I believe the results of this study will help illustrate the benefits of students participating in CDEs.

If you have any questions or concerns during the study, please feel free to contact me. Again, thank you for your participation. I am very grateful and I hope you find these materials useful.

Sincerely,

A handwritten signature in blue ink that reads 'Sarah Burleson'.

Sarah Burleson

The Foundation for The Gator Nation
An Equal Opportunity Institution

APPENDIX M
ARGUMENTATION INFORMATION FOR TEACHERS

Argumentation

Argumentation is defined as “the process of arguing.” Although it is an argument, it is not an argument in the typical sense of the word. It is not a heated debate or conversation over a particularly controversial topic. Argumentation is more about selecting a position on a topic based upon facts and evidence. The learner should recognize that there are other positions that can be taken, however, the learner reasons their position is based upon data and supported by evidence.

Argumentation is focused on the logic behind selecting a particular position or opinion. Through argumentation learners are more engaged because they are required to consider all the facts and evidence to develop a position on a topic. Argumentation can be explicitly taught through instruction. Specific instructional strategies help develop argumentation skill. Research has reported a link between argumentation skill and success on classroom assessments and standardized tests.

The very nature of the Agriculture Sales CDE lends itself to the development of argumentation skill, thus many of the activities inadvertently challenge students to develop this skill. Therefore I am examining at both the natural development of argumentation through this CDE, and the development of argumentation skill if is explicitly highlighted.

As part of the argumentation infused group, you will be asked to specifically teach to build argumentation skill. This is done through a series of questions found on the yellow sheets in modules 1, 4, 7, and 8. For module 1, you will guide the students in finding information that will be beneficial when presenting the product that is assigned for this CDE. The students will be asked to look up information about competing companies/product, in order to understand the features and benefits of those companies/products. For modules 4, 7, and 8 you will lead a discussion with the students based upon the questions provided. The discussion will be focused on the scenario that was presented in that module. Ultimately, students will be reasoning through the decisions that could have been made within the module.

APPENDIX N
IRB APPROVAL



PO Box 112250
Gainesville, FL 32611-2250
352-392-0433 (Phone)
352-392-9234 (Fax)
irb2@ufl.edu

DATE: August 22, 2012

TO: Sarah E. Burleson
PO Box
Campus

FROM: Ira S. Fischler, PhD; Chair *ISF*
University of Florida
Institutional Review Board

SUBJECT: **Approval of Protocol #2012-U-0874**

TITLE: The Effects of FFA Agriculture Sales Career Development Event (CDE) Training Modules on the Development of Content Knowledge and Argumentation Skill

SPONSOR: None

I am pleased to advise you that the University of Florida Institutional Review Board has recommended approval of this protocol. Based on its review, the UFIRB determined that this research presents no more than minimal risk to participants. Your protocol was approved as an expedited study under category 7: *Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.*

Given your protocol, it is essential that you obtain signed documentation of informed consent from each participant over 18 years of age and from the parent or legal guardian of each participant under 18 years of age. Enclosed is the dated, IRB-approved informed consent to be used when recruiting participants for the research.

Given your protocol, it is essential that you obtain signed documentation of informed consent from each participant over 18 years of age and from the parent or legal guardian of each participant under 18 years of age.

If you wish to make any changes to this protocol, *including the need to increase the number of participants authorized*, you must disclose your plans before you implement them so that the Board can assess their impact on your protocol. In addition, you must report to the Board any unexpected complications that affect your participants.

The approval of this protocol is valid through **August 16, 2013**. If you have not completed this study by this date, please telephone our office (392-0433), and we will discuss the renewal process with you. It is important that you keep your Department Chair informed about the status of this research protocol.

ISF:dl

Institutional Review Board

FWA00005790

MEMORANDUM

98A Psychology Bldg.
PO Box 112250
Gainesville, FL 32611-2250
Phone: (352) 392-0433
Fax: (352) 392-9234
E-mail: irb2@ufl.edu
<http://irb.ufl.edu/irb02>

DATE: 11-Sep-2012
TO: Sarah Burleson
PO Box
Campus,
FROM: Ira Fischler, Chair
SUBJECT: **Renewal of Protocol #2011-U-1092** Expires: **17-Oct-2012**
TITLE: Career And Technical Education (CTE) Supervisor Study On Academic Integration
SPONSOR Self Funded

Approval for this protocol by the University of Florida Institutional Review Board will expire on the date shown above. For the IRB to authorize continuation or to close this protocol, you must submit your written responses to the 11 items on the Continuing Review/Study Closure Report available at our Internet site <http://irb.ufl.edu/irb02/continuing_review.html>, at least 3 weeks before the expiration date shown above.

University policy and the Federal regulations that protect human subjects require that researchers respond to this request for information. All 11 items must be answered whether you continue your protocol or you close it.

WHAT HAPPENS IF YOU DON'T GET REAPPROVAL BEFORE THE PROTOCOL EXPIRES?

If your protocol has not been reviewed by the IRB before it expires, your research will be suspended as of that expiration date. There are no provisions for extension, and there is no grace period. While under a suspension, you may not recruit any new research participants. All data collection must stop unless there is an overriding concern for the safety or well being of the research participants, or other ethical issues are involved. In such cases, you must contact this IRB office immediately. Research funds cannot be released when a protocol is suspended. The suspension can be lifted following review and approval of your completed Continuing Review/Study Closure Report by the IRB. If you take no action to remove a suspension within 3 months, your protocol will be sent to the Board to be terminated.

WHAT IF YOU STILL PLAN TO COLLECT DATA ON NEW RESEARCH PARTICIPANTS?

If you are still planning to collect data on human research participants, please submit a clean copy of the informed consent form, if one was approved by the IRB for the first year of your protocol, with your completed Continuing Review/Study Closure Report. Sample informed consent forms are available at <<http://irb.ufl.edu/irb02>>.

WHAT IF YOU NEED TO MAKE CHANGES?

For all changes to protocols and consent forms, you must submit a revised protocol and/or consent form with a memo describing the changes that you would like to make. Revised IRB protocol forms should be submitted with appropriate signatures. Also, submit clean copies of the informed consent documents to the IRB office. All changes, no matter how minor, including the need to change the number of participants authorized, must be submitted to the IRB for review and approval BEFORE they are implemented. Use only the stamped, dated IRB-approved version of the consent form when recruiting participants.

Please send the completed Continuing Review/Study Closure Report form to the IRB Office, PO Box 112250, Gainesville, FL 32611-2250. If you have any questions, please contact the IRB Office at 392-0433. We appreciate your cooperation in keeping us informed about your research.

APPENDIX O
INFORMED CONSENT FOR PARENTS

**Department of Agriculture Education and Communication
PO Box 110540
University of Florida
Gainesville, FL 32611**

**Parental Consent
(for students 17 years and younger)**

Dear Parent/Guardian,

I am a graduate student in the Department of Agriculture Education and Communication at the University of Florida, conducting research on secondary agriculture students' development of argumentation skill and content knowledge under the supervision of Dr. Andrew Thoron, Assistant Professor in the Department of Agriculture Education and Communication. The purpose of this study is to evaluate the development of argumentation skill and content knowledge through the use of researcher-developed training modules for preparing an agriculture sales Career Development Event (CDE) team. The results of this study may help provide insight into the types of skills students develop from participation in CDEs, and how those may be helpful for students' performance in academic areas. This study may help your student develop knowledge and skills in agriculture sales. With your permission, I would like to ask your child to volunteer for this research.

Students participating in the research will be asked to take two pre-tests regarding agriculture sales. This should not take more than one hour. Then the student will receive five weeks of instruction about agriculture sales from their agriculture teacher. The instructional units will provide information about specific techniques used in the agriculture sales field. Finally, the students will take two pre-tests, which will not take more than one hour.

The student will put their name on the pre-tests and post-tests. Then their name will be assigned a code number which will be used for the duration of the study. The file containing their name and assigned code number will be kept in a locked file. When the study is complete, the file connecting the name and code number will be destroyed. Results will be reported as group data. Participation or non-participation in this study will not affect the student's grade.

You and your child have the right to withdraw consent for your child's participation at any time without consequence. There are no direct risks for participating in the study, and benefits include the development of knowledge and skills in agriculture sales. No compensation will be offered for participation in this study. Group results will be available in January, 2013 upon request. If you have any questions about this research protocol, please contact me at (352) 392-2095 or my faculty supervisor, Dr. Thoron, at (352) 392-1992. Questions or concerns about your child's rights as a research participant may be directed to the IRB02 office, University of Florida, Box 112250, Gainesville, FL 32611, (352) 392-0433.

Thank you,

Sarah Burleson

Approved by
University of Florida
Institutional Review Board 02
Protocol # 2012-U-0874
For Use Through 08-16-2013

I have read the procedure described above. I voluntarily give consent for my child, _____
_____ to participate in Sarah Burleson's student of secondary agriculture students' development of argumentation skill and content knowledge in agriculture sales. I have received a copy of this description.

Parent/Guardian

Date

2nd Parent/Witness

Date

APPENDIX P
INFORMED CONSENT FOR STUDENTS

Informed Consent
(For students 18 years or older)

Protocol Title: The Effects of FFA Agriculture Sales CDE Training Modules on the Development of Content Knowledge and Argumentation Skill

Purpose of the research study: The purpose of the study was to examine the effects of the type of training module on the development of argumentation skill and content knowledge in agriculture sales of secondary school students.

What you will be asked to do in the study:

First, you will be asked to take two pre-tests. These pre-tests will not have any effect on your grade in your agriculture class. Following the pre-tests, you will learn about agriculture sales from your agriculture teacher for a period of five weeks. At the end of the five week period, you will be asked to complete two post-tests using the knowledge you have developed over the course of the five weeks.

Time Required:

5 weeks

Risks and Benefits:

Benefits of participation in this study could potentially include the development of knowledge and skills in agriculture sales and the development of higher order thinking skills such as argumentation and problem solving.

There are no direct risks to you for participating in the study.

Compensation:

There is no compensation for participation in this study.

Approved by
University of Florida
Institutional Review Board 02
Protocol # 2012-U-0874
For Use Through 08-16-2013

Confidentiality:

Your identity will be kept confidential to the extent provided by the law. You will be asked to put your name on the pre-tests and post-tests. Then your information will be assigned a code number which will be used throughout the duration of the study. The list connecting your name to the code number will be kept in a locked file. When the study is completed, this file will be destroyed. Your name will not be used in the final report.

Voluntary participation:

Your participation is completely voluntary. There is no penalty for not participating.

Right to withdraw from the study:

You have the right to withdraw from the study at any time without consequence.

Whom to contact if you have questions about the study:

Sarah Burleson, Graduate Assistant, Department of Agriculture Education and Communication, University of Florida; Rolfs Hall, (352) 2905

Dr. Andrew Thoron, Assistant Professor, Department of Agriculture Education and Communication, University of Florida; Rolfs Hall, (352) 1923

Whom to contact about your rights as a research participant in this study:

IRB02 Office, Box 112250, University of Florida, Gainesville, FL 32611-2250; (352) 392-0433

Agreement:

I have read the procedure described above. I voluntarily agree to participate in the procedure and I have received a copy of this description.

Participant: _____

Date: _____

Principal Investigator: _____

Date: _____

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BIOGRAPHICAL SKETCH

Sarah E. Burluson grew up in Deltona, Florida. Although her parents were not involved in agriculture, Sarah developed her passion for agriculture while enrolled in an agriculture course at Deltona Middle School. Sarah graduated from Deltona High School in 2006 and went on to serve the Florida FFA Association as the State FFA President from 2006-2007.

After completing her year of service to the Florida FFA Association, Sarah attended the University of Florida and received her Bachelor of Science degree in agricultural education and communication with honors in 2011. Sarah student taught at Union County High School, in Lake Butler, Florida, under the guidance of Mrs. Amanda James, Mr. David Harris, Mr. Tom Williams, and Mrs. Brittney McGee, and was awarded a teaching certificate in agricultural education by the Florida Department of Education. While pursuing her undergraduate degree, Sarah was awarded the College of Agricultural and Life Science Alumni and Friends Leadership Award in 2011.

Following complete of the B.S. degree in 2011, Sarah accepted a graduate teaching and research assistantship with the Agricultural Education and Communication Department at the University of Florida to begin work on a Master of Science. As a graduate teaching and research assistant, Sarah taught various courses within the department and conducted research in various areas of agricultural education.