

Summer 2021

## The Sales Process

Chris Wiley

Follow this and additional works at: <https://lib.dr.iastate.edu/creativecomponents>



Part of the [Business Commons](#)

---

### Recommended Citation

Wiley, Chris, "The Sales Process" (2021). *Creative Components*. 897.  
<https://lib.dr.iastate.edu/creativecomponents/897>

This Creative Component is brought to you for free and open access by the Iowa State University Capstones, Theses and Dissertations at Iowa State University Digital Repository. It has been accepted for inclusion in Creative Components by an authorized administrator of Iowa State University Digital Repository. For more information, please contact [digirep@iastate.edu](mailto:digirep@iastate.edu).

Chris Wiley  
706-424-1923  
312 Briarwood Dr.  
Bowman, GA 30624

### AGEDS 599 Creative Component

What is agricultural education and how do we apply the principles of agricultural education to sales? The connection of scholarship between agriculture and teaching is agricultural education (Williams, 1991). My definition of agriculture education has been the same since the beginning of my time at Iowa State University, as I believe it can be defined as someone being educated about the principles and science of agriculture, therefore sustaining agriculture for the future. The agricultural education discipline contributes to agricultural and educational systems by linking the technical areas of agriculture and the humanistic dimensions (Barrick, 1988). Therefore, when you link all these definitions together, there is a common theme to defining agricultural education, which is the relationship of agriculture and education. When combined, it forms a strong bond to how to educate the public about agriculture principles. I firmly believe that every person needs to be educated about agriculture while they are in their youth. An education in agriculture will allow our youth to learn where their food comes from and how to keep sustaining agriculture as the world is increasing at such a rapid pace (nine billion people by 2050). We all must learn how to be good stewards of the agriculture resources we have available. Now that I have defined agricultural education and you know what it means to me I want to talk a little about its purpose and its concept.

The purpose of agricultural education is to educate the public about agricultural issues and challenges that the industry faces daily. There are several ways an educator can teach their target audience, It depends on the setting taking place. The concept or end purpose of agricultural education is to update instruction in and expand programs about the food, fiber, and natural resources systems, serve all people and groups equally and without discrimination, strengthen and expand the whole person concept of education, including leadership, personal, and interpersonal skills, to develop educational programs that continually and systematically respond to the marketplace, provide the stimuli that foster the spirit of free enterprise and develops creative entrepreneurship and innovation, and provide leadership and cultivate strong partnerships in the total educational system (Case, L., 1998). Before, I transition into the phase of my philosophy, I want to give you a little more understanding of what philosophy is and how I discovered my personal philosophy.

Although, my definition of agricultural education has not varied too much, my understanding of philosophy has changed greatly in my semesters at Iowa State University. During the lectures of philosophy inventory from Dr. Retallick, I discovered that I had a progressive philosophy approach. I believe it's great to be well cultured in all philosophical foundations of adult education. The original definition of philosophy was the love of wisdom and philosophers were those who searched for meaning and truth for a variety of questions in a variety of settings. The definition of philosophy has been expanded to also mean the general

beliefs and attitudes of an individual or group and the body of principles underlying a branch of learning or major discipline (Moore, 1998). Moreover, by learning about all the philosophical foundations, this allows you the opportunity to realize which philosophy you will support throughout your adult agricultural education teaching. It's best to know what philosophy you will adopt early on.

My time at Iowa State University has allowed me to realize how important agricultural education is to the future of America. Not only are the principles of agricultural education relevant, but I have found it important to have knowledge of sales in the agriculture field as well. It is critical to understand how agricultural education and agricultural business relate to one another. This is why I want to create an agricultural sales curriculum, to prepare our future agriculture students for life after high school.

The goal for my creative component is to design an agricultural sales curriculum called "The Sales Process" designed to target senior high school students. The Sales Process curriculum will fall under the Agricultural Business and Management section for the Georgia Agriculture Education Curriculum category for their high schools. I did not have anyone in high school or college teach me about sales. Once students either graduate from high school or college, most entry level jobs they seek will be a sales role. For example, when I graduated from the University of Georgia (while going through stage 3 melanoma cancer surgeries), I applied with every agricultural company out there. For me to get a job with any company, I had to start out as a sales representative with that particular company before I could advance my agricultural career. No matter what you do in life you are either selling something, or someone is selling you something. Therefore, I want to help prepare agriculture students for the real world once they leave high school. I would love to one day see a curriculum like this be implemented into high schools. This is also the reason I went to get my master's degree in agricultural education. Someday, I want to return to the classroom and help students pursue their agriculture goals in life.

My goal for this agriculture sales curriculum is to be completed in a semester of 90 total days (18 weeks) in the classroom and as an internship/mentor program. The class will be taught every day for 45 minutes a day. This curriculum is strictly targeted for high school seniors as they will need transportation for part of this course. The first 9 weeks for this curriculum will follow the below objectives. I will cover one objective every week until all objectives are met. After meeting all 9 objectives, the students will complete an internship/mentor program through any sales organization of their choice (I will have internships lined up for those students who can not find one). Therefore, this will be an 8-week assignment or to be completed in the allotted time frame of 30 hours (8 weeks' times 45 minutes a day). This will give students some flexibility to work around their schedules or can be completed on weekends, just as long as they complete the 30 hours in 8 weeks. They will be given a form to get signed by their supervisor/mentor once the 30 hours is complete (my goal here is for them to turn this into a summer job as well once they complete this assignment or meet some future contacts). On the first day of class, listed in the Syllabus, it will be stated that they have 9 weeks to try and find an internship/sales mentor of their choice. If they can not find one, then I will help them find leads (I will have contacted the local sales organization and use my contacts to find leads). I believe this is a great teaching opportunity because they will need to do an internship in college or once they leave high school they will have some experience in the sales industry. Once those eight weeks are completed, all students in this class will meet back in the classroom for the final week

of school. We will spend two days discussing as a class everyone's experiences. Then the last three days, students will have to complete their final for this course. The final is called "Can You Make the Sale".

I want to make the final as fun and creative as possible. Students will have several agriculture products of my choice or any idea they want to sell. Each student will have to try and sell their product or idea to a panel of other teachers/administrative staff for their final. They will be given 5-10 minutes in front of their panel, thus making their final a real life scenario like cold-calling a prospect. The final will be completed in front of the whole class so every student can gain experience through The Sales Process. My objectives for The Sales Process are the following:

- 1-Prospecting- students will practice and do exercises on how to prospect future clients depending on the material from the week
- 2-Follow Up- students will then practice their follow up on their prospecting customers
- 3-Master the Cold Call- students will practice with other students on how to make a cold call depending on the material for the week
- 4-Customer Service and selling your vision to the customer- students will learn how to treat their customers to gain their business properly
- 5-Ways to stay motivated- students will learn several positive ways to stay motivated throughout this process to help them get the order/sale
- 6-Traits of great sales people- students will learn several great traits from examples from professional salesmen
- 7-Internet sales training (salesforce)- students will learn about internet sales websites and how to conduct CRM's
- 8-Handling objections and incoming sales calls- students will learn how to handle objectives through examples and practice receiving incoming calls with other each other
- 9-How to close a deal- Most Important – this curriculum will teach students several great closes

This curriculum will consist of several assigned books to read and videos to watch. There will be a teacher's module for the teachers that will guide them through the program (attached at the bottom of this paper). The Sales Process curriculum will be driven by specific objectives to be completed in each section (weekly) with the end goal of students being able to apply this sales process for future success.

The Sales Process will combine sales development skills with core language art skills development into a powerful package. This curriculum will contain a table of contents, demonstration methods, videos, case studies, assigned books, field trips, group assignments, internship ideas (30 hours' internship), activities (pre and post lesson exercises), and worksheets. The curriculum will have students learn in the classroom through different activities as well. I will have motivational stories and videos from various guest speakers for the motivational week.

It will be a great learning experience for the students to learn about the sales process to prepare and equip them once they leave high school. The teachers will have access to whatever the students have as well. Teachers will be able to tailor this plan so they can meet their state

qualifications. They will also be supported with learning materials and tools for their teaching aid. They will have access to their lesson plans and activities through this program. The Sales Process curriculum will allow the agriculture students the flexibility to learn in the classroom and in a real life experience. They will be assigned a reflection paper due the following Monday after each weeks teaching objectives to check their progress on learning the material. They will also be required to write a portfolio on their internship (resume, supervisor sign off sheet and reflection on internship experiences) that will be due the Monday when we all come back to meet for the final week of class.

At the age of 24 as I was getting ready to graduate from the University of Georgia, I was diagnosed with Melanoma Stage 3 cancer (caner was in left muscle). It was definitely something that I did not plan for. I had to have two cancer surgeries in three months and almost three months of chemotherapy treatments. I had to rehab my left leg and learn how to walk again. I was without a job for over a year and I applied for hundreds of jobs in the agriculture industry. When I finally got a job interview with Dow AgroSciences, they were impressed with my internship with Louisiana Pacific. During my three month paid internship, I was able to impress my supervisor and parlayed that internship into a full time job before even graduating college. I worked full-time and was able to take a couple of class at University of Georgia for a couple of years until I graduated in 2008. I tell this story because I believe an internship in high school sets up students for great success for the future or sets them apart from other candidates applying for the same job. It might turn into a full-time job, part-time job, or might even meet some great connections. Plus, getting sales experience is always a positive outcome. I wish someone would have taught me sales in high school because I had to teach myself sales while on the job. However, I believe my sales experience and knowledge combined with a Masters degree in agricultural education from Iowa State University, will set me up for success as a future agriculture education teacher.

## References

AgWeb: <https://www.agweb.com/listing/?k=&b=1&t=19%2C18&pt=Latest%20News>

Barrick, RK. (1988). *The Discipline Called Agricultural Education*. Agricultural Education Department, Ohio State University, Columbus, Ohio.

Cardone, G. (2009). *The Closers Survival Guide*. Los Angeles, Califorina: Card 1 Publications, Inc.

Case, L. (1998). What are the Goals and Purposes of Agricultural Education?. *The Agricultural Education Magazine* December 71 (3)

Galbraith, M. (2004). *Adult Learning Methods: A Guide for Effective Instruction*. Malabar, Florida: Krieger Publishing Company

Georgia Agriculture Education Curriculum:

<http://www.gaaged.org/curriculum2/topic.aspx?TID=42>

Koch, C. (2015). *Good Profit*. New York, New York: Crown Publishing Group

Koegel, T. (2007). *The Exceptional Presenter*. Austin, TX: Greenleaf Book Group Press

Gallo, C. (2011). *The Innovation Secrets of Steve Jobs*. New York, New York: McGraw-Hill

Moore, G. (1988). A Philosophy Primer for Agricultural Educators. *The Agricultural Education Magazine December*. 61(6), 1-4

Salesforce: <https://www.salesforce.com/solutions/by-role/salesforce-for-sales/>

Varga, C. (2013). *Bounce: Down is Inevitable, Up is a Choice*. West Chester, Ohio: The Chad Varga Company, LLC

Williams D. L., (1991) .Focusing Agricultural Education Research: Strategies for the Discipline. *Journal of Agricultural Education*. Retrieved from [http://www.jae-online.org/attachments/article/774/Williams,%20D\\_Vol32\\_1\\_7-12.pdf](http://www.jae-online.org/attachments/article/774/Williams,%20D_Vol32_1_7-12.pdf)

## **The Sales Process Syllabus**

Agribusiness Management- The Sales Process

Instructor: Chris Wiley

Phone: 706-424-1923

Email: [cjwiley@iastate.edu](mailto:cjwiley@iastate.edu)/ [cwiley60@gmail.com](mailto:cwiley60@gmail.com)

**Course Description:** The Sales Process course is designed to prepare agricultural management students with the knowledge and experience of how to generate agricultural sales and close deals. The principles of this course will allow them the opportunity to learn how to stay motivated in sales and throughout their lives after this course. Students will be expected to complete a reflection every week based on what they learned the previous week. An internship of 30 hours is required in the second half of this course. It is designed to help gain sales management experience in the agriculture industry with real life scenarios and applications. At the conclusion of this course students will understand the effects of agricultural business management, the selling process, how to ask for the sale, how close a sale, product sales, how to sell their ideas, and how to stay motivated throughout the selling process.

### **Objectives:**

1-Identify how to prospect for new customers- students will practice and do exercises on how to prospect future clients depending on the material from the week

2-Determine how and when to follow up- students will practice their follow up on their prospecting customers

3-Explain how to master the cold call- students will practice with other students on how to make a cold call depending on the material for the week

4-Identify how to have excellent customer service and how to sell your vision to the customer- students will learn how to treat their customers to gain their business properly and how to sell their vision to the customer

5-Determine ways to stay motivated- students will learn several positive ways to stay motivated throughout this process to help them get the order/sale

6-Determine traits of great sales people- students will learn several great traits from examples from professional salesmen

7-Identify how to use internet sales training (salesforce)- students will learn about internet sales websites and how to conduct CRM's

8-Recognize how to handle objections and incoming sales calls- students will learn how to handle objections through examples and practice receiving incoming calls with other each other

9-Apply closing strategies on how to close a deal- I believe this is the most important step in the process- this curriculum will teach students several great closes

### **Reading and Resources for Course:**

1-The Exceptional Presenter, Timothy Koegel –Handouts from chapters

2-The Closers Survival Guide, Grant Cardone- **Required book**

3-Bounce: Down is Inevitable, Up is a Choice, Chad Varga - **Required book**

4-Good Profit, Charles Koch- Handouts from chapters

5-The Innovation Secrets of Steve Jobs, Carmine Gallo- Handouts from chapters

### **Grading:**

<u>Percent Range</u>	<u>Grade</u>	<u>Percent Range</u>	<u>Grade</u>
100-95	A	76-73	C
94-90	A-	72-70	C-
89-87	B+	69-67	D+
86-83	B	66-63	D
82-80	B-	59-0	F
79-77	C+		

Based Upon:

Class participation, group activities, weekly reflection papers, intern portfolio, and the class final (can you make the sale)

### **Course Delivery:**

The Sales Process course will meet every day for 45 minutes for the first 9 weeks of the semester. Methods will include lecture, PowerPoint, videos, case studies, assigned readings, worksheets, group work, field trips, demonstrations, guest speakers, active participation, class presentations, reflections and an internship. Students will have the opportunity to find a sales internship before week 10 of their choice or I will help them find leads through some established relationships with local sales organizations. Their sales internships need to be completed in 8 weeks, students have the flexibility to get their internship completed. Students will be required to complete 30 hours in a sales internship at any local area business. The goal is to gain sales experience, network, and use the previous 9 weeks to bring value to the sales organization you

are interning for. The last week of the semester we will all meet back up to discuss everyone's internship and complete the course final- "Can You Make the Sale".

**Spring/ Fall Semester: The Sales Process Course Outline**

<b>Date</b>	<b>Topics</b>	<b>Required Readings</b>	<b>Important Dates/ Internship Portfolio and Final Dates</b>
Week 1	Syllabus/Permission forms "The Sale Process" Objective 1: Prospecting	Handouts on importance of prospecting and handouts from book: The Exceptional Presenter	Receive the <b>permission form</b> to do an internship- needs to be signed by parent/ student/place of work and returned to me to be signed by the <b>end of the day on the last day of week 9</b>
Week 2	Objective 2: The Follow-Up Group Activity	Handouts on the importance of the follow-up and how to implement it	<b>Prospecting reflection due- 1 page</b>
Week 3	Objective 3: Master the Cold Call Group Activity	Handouts on the importance of mastering the cold call and how to apply it to growing your business in sales	<b>The Follow-Up reflection due- 1 page</b>
Week 4	Objective 4: Customer Service and Selling Your Vision to the customer  Case Studies from the book: Good Profit	Handouts from the book: Good Profit	<b>Cold Call reflection due- 1 page</b>  <b>4 assigned case studies</b>
Week 5	Objective 5: Ways to Stay Motivated  Guest Speaker: Chad Varga	The book: Bounce: Down is Inevitable,	<b>Customer Service reflection due- 1 page</b>



		Up is a Choice-Varga	
Week 6	Objective 6: Traits of Great Sales People Group Activity	Handouts from the book: The Innovation Secrets of Steve Jobs	<b>Stay Motivated reflection due- 1 page</b>
Week 7	Objective 7: Internet Sales Training Computer lab assignments: Salesforce and AgWeb	Handouts on what is CRM and how to use internet programs for your advantage	<b>Traits reflection due- 1 page</b>
Week 8	Objective 8: Handling Objections/Incoming Sales Calls Group Activity	Book: The Closer's Survival Guide- Cardone	<b>Internet Sales training reflection due- 1 page</b>
Week 9	Objective 9: How to Close a Deal Group Activity Guest Speaker: local agriculture salesman	Book: The Closer's Survival Guide- Cardone	<b>Handling Objectives reflection due- 1 page</b> <b>Return Permission Form-Internship</b>
Week 10	<b>Start: Internship</b>	Recommend to read all of Varga and Cardone books- excellent material	<b>How to close reflection due- 1 page</b> <b>Make sure to get weekly work recorded/ hours recorded</b>
Week 11	Internship	Recommend to read all of Varga and Cardone books- excellent material	<b>Make sure to get weekly work recorded/ hours recorded</b>
Week 12	Internship Start working on Resume	Recommend to read all of Varga and Cardone books- excellent material	<b>Make sure to get weekly work recorded/ hours recorded</b>
Week 13	Internship	Recommend to read all of Varga and Cardone books- excellent material	<b>Make sure to get weekly work recorded/ hours recorded</b>

Week 14	Internship	Recommend to read all of Varga and Cardone books- excellent material	<b>Make sure to get weekly work recorded/ hours recorded</b>
Week 15	Internship	Recommend to read all of Varga and Cardone books- excellent material	<b>Make sure to get weekly work record/ hours recorded</b>
Week 16	Internship	Recommend to read all of Varga and Cardone books- excellent material	<b>Make sure to get weekly work record/ hours recorded</b>
Week 17	Internship	Recommend to read all of Varga and Cardone books- excellent material	<b>Make sure to get weekly work record/ hours recorded</b>
Week 18	<b>Final Exam Week:</b> <b>Internship Discussions</b> <b>Final- “Can you make the sale”</b> <b>Project: Internship Portfolio</b> <b>AND Signed form of your choice of record</b>	Recommend to read all of Varga and Cardone books- excellent material	<b>Submit Weekly Work Record- Need to hand in a completed signed form from your agreed internship mentor-your choice of how you track your hours (take responsibility)</b>  <b>Internship Portfolio Due</b>  <b>Final Exam: Can You Make the Sale</b>

**Assignments and grades:**

<b>Week</b>	<b>Assignment</b>	<b>Grade- total points</b>
Week 2	Class Participation	5

	Reflection 1	10
Week 3	Class Participation	5
	Reflection 2	10
Week 4	4- Case Studies	5
	Reflection 3	10
Week 5	Class Participation	5
	Reflection 4	10
Week 6	Class Participation	5
	Reflection 5	10
Week 7	Class Participation	5
	Reflection 6	10
Week 8	Class Participation	5
	Reflection 7	10
Week 9	Class Participation	5
	Reflection 8	10
Week 10	Reflection 9	10
Week 18- first day back	Intern Portfolio	50
Week 18	Final	20

\*Total of 200 points \*

\*10 Extra credit points, IF you are able to close the sale in your final\*

### **The Sales Process- Table of Contents**

- 1- The Permission Form
- 2- Lesson Plan for week 1 (Introduction/Sales Process/Prospecting)
- 3- Lesson Plan for week 2 (The follow-up)
- 4- Lesson Plan for week 3 (Mastering the cold call)
- 5- Lesson Plan for week 4 (Customer service and selling your vision to the customer)
- 6- Lesson Plan for week 5 (Ways to stay motivated)
- 7- Lesson Plan for week 6 (Traits of great sales people)
- 8- Lesson Plan for week 7 (Internet sales training/ salesforce)

9- Lesson Plan for week 8 (Handling objectives and incoming sales calls)

10- Lesson Plan for week 9 (How to close the deal)

11- Lesson Plans for weeks 10-17 (Internship)

12- Lesson Plan for week 18 (Final Week)

13- Internship 30 hours completed: hand in signed sheet/form of hours completed from your assigned mentor as there is no required form I am assigning. Please submit any form you and your sales internship mentor agree too. It is your responsibility to agree to a form/sheet/ or way to track your hours at your choice of internship place of work. (Taking responsibility for hours)

14- Field Trip Permission Form

### **The Permission Form**

#### Agricultural Education Sales Internship Training Agreement

High School: \_\_\_\_\_

Student Name and phone number: \_\_\_\_\_

Job Location and address: \_\_\_\_\_

Employer and Supervisor: \_\_\_\_\_

#### The student-learner agrees:

1-To be at least 16 years of age and be able to show Social Security card

2-To secure a Work Permit if under 18 years of age and to file a copy with the school office, Labor Department, and the employer. Work Permits can be obtained from the school office and must be documented with a birth certificate.

3-To assume the responsibility for finding a job. The coordinator may help with job leads, but cannot promise a job to a student.

4-To provide transportation to and from work.

5-To attend school and work regularly and not go to work without first going to school, or to school without going to work unless previously discussed with the teachers.

6-To discuss unpleasant job situations with the coordinator and with the job supervisor.

7-If the student is dismissed from the employment due to negligence or misconduct, proved by school investigation, the student may be dropped from the program and may not receive school credit.

8-To work a maximum of 30 hours for the internship during the 8-week time period.

9-Agree on the terms of the hours with the employer during this 8-week internship.

10-To refrain from socializing with friends, family, or telephone while on the job.

- 11-To be evaluated by the coordinator and the employer as needed.
- 12-Be aware that part-time co-op students are not eligible to receive unemployment.
- 13-Submitt to coordinator a Weekly Work Record showing total hours worked and salary earned.
- 14-To allow the release of student records regarding grades, attendance, and discipline for the purpose of employment.

The parents of the student-learner agree:

- 1-To assume responsibility for the conduct and safety of the student from the time he/she leaves school until he/she reports to work AND the time he/she leaves their job until he/she arrives home
- 2-Serve as a resource person or help in ways that could benefit the school and the student.
- 3-To allow the release of student (s) records regarding grades, attendance, and disciple for the purpose of employment.

The employer/ supervisor agrees:

- 1-To provide a variety of work experiences for the student-learner that contribute to his/her sales development and career objective.
- 2-To employ the student-learner with at least 30 hours of sales work during an eight-week time frame.
- 3-To adhere to policies and practices which prohibit discrimination on the basis of race, color, national origin, sex, and handicap in the hiring, placement, assignment to work tasks, hours of employment, levels of responsibility, and pay.
- 4-To help provide sales guidance to the student- learner and show the student-learner how to apply the sales process.
- 5-To adhere to income tax and social security withholding regulations
- 6-To provide time to consult with coordinator about the job of the student-learner
- 7-To inform the teacher/coordinator before the dismissal of the student-learner

The teacher-coordinator agrees:

- 1-To visit, telephone, or conference as needed with student, employer, or parents.
- 2-To render assistance with training problems of the student-learner.
- 3-To assist in the evaluation of the student-learner.

4-To keep accurate records pertinent to the student and the school.

5-To help assist with any job leads for this sales internship.

**I have read the above agreement and agree to carry out the responsibilities delegated.**

---

Coordinator Signature	Date	Student Signature	Date
-----------------------	------	-------------------	------

---

Employer Signature	Date	Parent Signature	Date
--------------------	------	------------------	------

**Lesson Plan for week 1: Introduction/Sales Process/Prospecting**

Upon completion of the lesson students will be able to:

1. Outline and locate the course syllabus (explain in detail what’s expected from the student)
2. Compose knowledge of course content and requirements for each week
3. Prepare everyone on how the internship program works (your network is your net worth) and the value it creates for the students future
4. Identify the importance of prospecting and filling your pipeline by comparing and contrasting through examples
5. Describe what an exceptional presenter looks like and why it’s important to have these skills perfected when you are prospecting and meeting new customers for the first time

Teaching Time:

45 minutes/day for 5 days

Materials and Equipment:

- 1.The Permission Form
- 2.Handouts on the importance of prospecting
- 3.Handouts from the book: The Exceptional Presenter
- 4.Handouts of the course syllabus
- 5.PowerPoint presentation/ YouTube videos

Teaching procedure:

Introduce myself on the first day of class and outline my expectations from day one. Distribute the syllabus and explain it thoroughly to the class so we are all clear on the due dates and expectations. After explaining the syllabus, I will go over the Permission Form and explain to

the students the importance of finding an internship early and please DO NOT wait until the last minute. I will then go over and cover all the material on the Permission Form.

I will start by telling them a story about how I got into the agriculture sales industry. I will explain my passion for agricultural sales and talk about all the great benefits of getting into agricultural sales. I will explain that is probably going to be the first place most students will start once they graduate college or first job they get when they graduate high school.

I will open every day with a YouTube video showing examples of how sales people prospect. This will get their minds focused on prospecting and it a great way to use technology. I will distribute handouts that I have made illustrating the importance of prospecting in the sales process. I will stress the reason to have a full pipeline of prospects and explain why going wide (having width) with your prospects is the first key to sales. We will discuss this as a class.

I will hand out small packets of paper with the chapters I want to cover in the book *The Exceptional Presenter*. I will have the students take this packet home and have them read it for homework one night of the week. The next day we will discuss as a class what they liked about these chapters. I will then demonstrate to the class what it looks like to be an exceptional presenter. I will explain why having these presentation skills is essential to meeting new customers and having to prospect to start the sales process.

#### Evaluation:

Class participation and discussions

### **Lesson Plan for week 2: The Follow-Up**

Upon completion of the lesson students will be able to:

1. Define the importance of the follow-up in the sales process
2. Explain knowledge from the course material and handouts this week
3. Discuss and explain the results from the group activity for the week
4. Summarize and review from the reflections each student had from week one

#### Teaching Time:

45 minutes/day for 5 days

#### Materials and Equipment:

1. PowerPoint presentation/ YouTube videos
2. Handouts on the importance of the follow-up
3. Handouts on how to implement the follow-up in a professional sales manner
4. Chalkboard/dry erase board for group activity

#### Teaching procedure:

I will open this week with a class discussion on their reflections from week 1 on prospecting. We will spend as much time as we need covering prospecting before we move onto the follow-up. I

will then transition with a YouTube video demonstrating how a professional sales person might conduct a follow-up. I will start every day in week two off with a YouTube video as well.

I will distribute handouts on the importance of the follow-up and how it plays a key role in the sales process. We will discuss the importance as a class. I will also pass out a handout that applies how to implement a follow-up as a phone call, email, handwritten note, drop in visit, text message, or a video message from your phone. After discussing all these wonderful techniques, I will break the class into small groups. Each group will be assigned one of these follow-up techniques and they are to come up with ideas how they would implement their follow-up. Each group will need to post their answers on the blackboard/dry erase board. Each group will then have to present their work and explain to the other students why they chose to implement their follow-up the way they did.

We will have a class discussion why the follow-up is important with each new prospect you meet.

#### Evaluation:

Class participation, discussions, reflections from week one

### **Lesson Plan for week 3: Master the Cold Call**

Upon completion of the lesson students will be able to:

1. Describe the importance of mastering the cold call in the sales process
2. Identify how to pitch a product during the call from course material and handouts
3. Discuss and explain the results from the group activity for the week
4. Summarize and review from the reflections each student had from week two

#### Teaching Time:

45 minutes/day for 5 days

#### Materials and Equipment:

1. PowerPoint presentation/ YouTube videos
2. Handouts on the importance of the mastering the cold call and handouts on techniques of how to pitch a product to the customer while on the call
3. Handouts on how to demonstrate a cold call- what to say
4. Table and chairs at the front of the room for group activity

#### Teaching procedure:

I will open this week with a class discussion on their reflections from week two on the follow-up. We will spend as much time as we need covering follow-up before we move onto mastering the cold calls. I will then transition with a YouTube video demonstrating how a professional salesperson might conduct a cold call. I will start every day in week 3 off with a YouTube video as well.



I will distribute handouts on the importance of mastering the cold call and how it plays a key role in the sales process. We will discuss the importance as a class. I will then distribute a handout that shows how to implement a cold call- what an agricultural salesperson might say. I will hand out another worksheet dedicated on how to pitch a product while on a sales call. Since you usually get about 5 minutes on the first cold call, you are simply introducing yourself and the product (pitching idea) you want to sell the customer or you might discuss how your product (pitching idea) brings value to your customer. I will break the class into small groups and they will practice making cold calls with one another (how would they introduce themselves and present a product/ pitch the idea that's going to bring value to the customer).

After practicing with one another for about 10 minutes (5 minutes a piece), I will then have each group come up to the front of the class and practice a cold call on one another. This allows the students to see live examples of how a cold call would go. They can see what other students are doing to pitch a product to the customer. We will discuss as a class what went right and what when wrong after each example.

#### Evaluation:

Class participation, discussions, reflections from week two

### **Lesson Plan for week 4: Customer Service and Selling Your Vision to the Customer**

Upon completion of the lesson students will be able to:

1. Define the importance of customer service and how to sell the customer your vision
2. Read the course material and handouts from the book: Good Profit, (Koch). Then discuss key learning lessons from the book and have them define value creation
3. Discuss and explain Week 4 case studies from the group activity for the week
4. Review the reflections the students had from week three and teach the students what excellent customer service looks like: Chic-Fil-A example

#### Teaching Time:

45 minutes/day for 5 days

#### Materials and Equipment:

- 1.PowerPoint presentation/ YouTube videos
- 2.Handouts from the book: Good Profit, Koch
- 3.Four case studies in the book Good Profit as handouts
- 4.Worksheet- Handout with questions to answer for each student
- 5.Bus- field trip to Chic-Fil-A to experience what excellent customer service looks like

#### Teaching procedure:

I will open this week with a class discussion on their reflections from week three on mastering the cold call. We will spend as much time as we need covering mastering the cold call before we move onto customer service and selling your vision to the customer. I will then transition with a YouTube video demonstrating how a professional salesperson would offer excellent customer service. I will start every day in week 4 off with a YouTube video as well.

I will distribute handouts from the book *Good Profit* (on vision and customer service) and how it plays a key role in the sales process. We will discuss the importance as a class. I will then distribute a handout that shows examples of what great customer service looks like and we will discuss how someone had a vision for excellent customer service (Chic-Fil-A). We will also go on a field trip to Chic-Fil-A during one of the class days to experience what excellent customer service looks like.

I will distribute the 4 case studies from the book *Good Profit*. Along with the 4 case studies, I will distribute questions that each student needs to answer about each case study, they will be assigned as homework one of the days. Everyone will turn in their work the next day and we will discuss them as a class.

#### Evaluation:

Class participation, discussions, reflections from week three, case studies

### **Lesson Plan for week 5: Ways to Stay Motivated**

Upon completion of the lesson students will be able to:

1. Identify ways to stay motivated- why this is key in sales
2. Explains course material and discuss chapters from the book by Chad Varga
3. Experience the group activity for the week- with special guest Chad Varga- have Chad role-play ways to stay motivated in sales
4. Review the reflections the students had from week four and teach them how to overcome adversity in life (I will share my story and Chad will share his story)

#### Teaching Time:

45 minutes/day for 5 days

#### Materials and Equipment:

1. PowerPoint presentation/ YouTube videos
2. Required book: Bounce: Inevitable is down, Up is a choice
3. Chalkboard/dry erase board for group activity
4. Worksheet- Handout with 20 ways to stay motivated in sales

#### Teaching procedure:

I will open this week with a class discussion on their reflections from week four on customer service and selling your vision to customers. We will spend as much time as we need covering

customer service and selling your vision before we move onto ways to stay motivated. I will then transition with a YouTube video demonstrating how a professional salesperson would stay highly motivated. I will start every day in week 5 off with a YouTube video as well. The videos have already been identified for the week.

We will read assigned chapters of the book *Bounce: Inevitable is down, Up is a Choice* together as a class and apply how it plays a key role in the sales process. We will discuss the importance as a class. I will share how I used motivation in my own personal life to overcome adversity. Chad Varga will share his story of motivation as well and how he overcame all the odds against him.

I will break everyone into small groups for the group assignment this week. You are to brainstorm as many ways possible to stay motivated within your group and write your answers on the chalkboard/ dry erase board. Then you will share your answers as a group to the class. We will then discuss every group's answers as a class.

#### Evaluation:

Class participation, discussions, reflections from week four

### **Lesson Plan for week 6: Traits of Great Sales People**

Upon completion of the lesson students will be able to:

1. Describe the importance of good traits of great sales people
2. Draw comparisons and contrasts from the course material and discuss/describe what good traits look like (what traits it takes to become a professional sales person)
3. Collaborate with your peers this week to relate and interpret sales traits
4. Summarize and review from the reflections each student had from week five
5. Explain the experiences Steve Jobs encountered and what traits made him a great salesman

#### Teaching Time:

45 minutes/day for 5 days

#### Materials and Equipment:

1. PowerPoint presentation/ YouTube videos
2. Handouts from chapters of the book: *The Innovation Secrets of Steve Jobs* by Carmine Gallo
3. Chalkboard/dry erase board for group activity
4. Worksheet- Handout with the top 30 traits for great sales people

#### Teaching procedure:

I will open this week with a class discussion on their reflections from week five on ways to stay motivated. We will spend as much time as we need ways to stay motivated before we move onto traits of great sales people. I will then transition with a YouTube video demonstrating how a

professional salesperson would present great traits through the sales process. I will start every day in week 6 off with a YouTube video as well.

We will read assigned handouts from chapters of the book *The Innovation Secrets of Steve Jobs*. We will discuss the chapters in the book as a group. I will handout a worksheet that has the top 30 traits for great sales people. We will discuss each trait and I will demonstrate these traits with examples in front of the class. I will also explore the life of Steve Jobs and describe how his traits made him a great salesman. He also had a huge vision for the customer too!

I will break the class up into small groups. Each group will be assigned with the task of coming up with as many traits as possible. The groups are to then write their answers on the blackboard or dry erase board. After writing them out, each group has to share their answers to the class and explain why they chose that trait (they can NOT use one of the 30 traits on the handouts). We will discuss all these answers as a class once every group is finished.

#### Evaluation:

Class participation, discussions, reflections from week five

### **Lesson Plan for week 7: Internet Sales Training-CRM**

Upon completion of the lesson students will be able to:

1. Define and describe the importance of internet sales training
2. Complete course material and define the term customer relationship management (CRM)- student will create value as you explore the value a CRM tool creates in your business
3. Develop and analyze customer data-computer lab to use internet and Salesforce.com
4. Summarize and review from the reflections each student had from week six
5. Identify some great agriculture websites like AgWeb and discuss how to use the internet to help expand your business in the sales process

#### Teaching Time:

45 minutes/day for 5 days

#### Materials and Equipment:

- 1.PowerPoint presentation/ YouTube videos
- 2.Handouts on what is a CRM and how to effectively use internet sales training platforms to grow your business
- 3.Computer lab for students AND computer lab worksheets
- 4.Worksheet- Handout with several great agriculture websites to help grow your business in the agriculture industry (Salesforce)- tools in the sales process

### Teaching procedure:

I will open this week with a class discussion on their reflections from week six on the traits of great sales people. We will spend as much time as we need on traits of great sale people before we move onto internet sales training. I will then transition with a YouTube video demonstrating how a professional sales person would use CRM's and the internet through the sales process. I will start every day in week 7 off with a YouTube video as well.

We will read assigned handouts on why CRM's are important agricultural sales. We will discuss as class how to use internet sale training and why its important through the sales process. As a class we will discuss several great agriculture websites from the handout (ex. AgWeb) and how to use these websites to grow your business.

After learning about how to use internet sales training, we will conduct our group activity this week in the computer lab. I will demonstrate in the computer lab, through Salesforce.com, how to use this CRM program. I will handout a salesforce.com worksheet with instructions how to navigate and use this internet program. Each student will get the opportunity to analyze customer data throughout the customer lifecycle, learn how enter information into a customer's account with the intent to build relationships with those customers, experience how to use the program to keep customer retention, and learn how to drive sales. We will also spend time covering different agriculture websites such as AgWeb.com and how to use them.

### Evaluation:

Class participation, discussions, reflections from week six

### **Lesson Plan for week 8: Handling Objections and incoming sales calls**

Upon completion of the lesson students will be able to:

1. Describe the importance of handling objections and incoming sales calls
2. Identify and explain handouts on handling objections
3. Prepare students how to handle a variety of everyday sales objections
4. Summarize and review from the reflections each student had from week seven
5. Experience several ways to handle objections in the book The Closer's Survival Guide

### Teaching Time:

45 minutes/day for 5 days

### Materials and Equipment:

1. PowerPoint presentation/ YouTube videos
2. Required book The Closer's Survival Guide by Grant Cardone
3. Table and chairs at the front of the room for group activity

4. Worksheet- Handout with several great ways to overcome objections (ex. price is too high) and professional ways to take an incoming sales call (there will be objections on these as well)

Teaching procedure:

I will open this week with a class discussion on their reflections from week seven internet sales training. We will spend as much time as we need on internet sales training before we move onto how to handle objections/ incoming sales calls. I will then transition with a YouTube video demonstrating how a professional sales person would handle objections/ incoming sales calls through the sales process. I will start every day in week 8 off with a YouTube video as well.

We will read the required chapters in the book *The Closer's Survival Guide*. As a class we will then discuss why it's important to handle objections and how to take a sales call. I will demonstrate to the class how to handle objections with price, products, people, service, and complaints. I will demonstrate how to properly take an incoming sales call and handle any objections the customer might have.

I will break the class into small groups. Each group will be assigned a different objection from an incoming call. The students in the groups will take turns handling these incoming call objections. After practicing how to handle objections, they will have to come to the front of the classroom and demonstrate to the class how they would handle incoming call objections. We will then discuss each objection and make sure the class understands how to handle them.

Evaluation:

Class participation, discussions, reflections from week seven

**Lesson Plan for week 9: How to Close a Deal (the sale)**

Upon completion of the lesson students will be able to:

1. Describe the importance of how to close a deal
2. Identify and explain handouts on techniques to close a deal- most important step
3. Prepare how to close a deal techniques and closing lines (what to say)
4. Summarize and review from the reflections each student had from week eight
5. Explain several ways close a deal in the book *The Closer's Survival Guide*

Teaching Time:

45 minutes/day for 5 days

Materials and Equipment:

1. PowerPoint presentation/ YouTube videos
2. Required book *The Closer's Survival Guide* by Grant Cardone

3. Table and chairs at the front of the room for group activity

4. Worksheet- Handout with several great techniques on how to close a deal

Teaching procedure:

I will open this week with a class discussion on their reflections from week eight on handling objections and taking incoming sales calls. We will spend as much time as we need on handling objections and taking incoming sales calls before we move onto how to close the deal. I will then transition with a YouTube video demonstrating how a professional sales person would close a deal through the sales process. I will start every day in week 9 off with a YouTube video on how to close a deal- we will watch Grant Cardone videos.

We will read the required chapters in the book *The Closer's Survival Guide*. As a class we will discuss all the strategies and techniques in this book on how to close a deal. I will then demonstrate to the class how to close a deal. I will handout a worksheet with several great techniques on how to close a deal as well.

I will break the class into small groups. Each group will be assigned a close from the book *The Closer's Survival Guide*. Next, each group member will have to practice this close on each other until they feel comfortable doing it. I will have the students come to the front of the room and practice out their close in front of the class. We will discuss all these closes and what went right/what went wrong will all of them as well.

Evaluation:

Class participation, discussions, reflections from week eight

**Lesson Plan for week 18: Final Exam Week**

Upon completion of the lesson students will be able to:

1. Describe and define why you need sales skills throughout your sales internship
2. Identify why sales skills are required to succeed in any sales role
3. Communicate how all the internships went/ what your classmates learned- hands on experiences (have every student share their sales experiences). I want to know what went well and what did you learn
4. Summarize and review the reflections from all the students portfolio's

Teaching Time:

45 minutes/day for 5 days

Materials and Equipment:

1. Tables and chairs for final exam

2. Agriculture teachers/ administrators to help with final

Teaching procedure:

We will discuss everyone's internship and share what each student learned as a class. We will share how the portfolios came together as a class. I will answer any questions the students have about this course as well.

Final- "Can you make the Sale"-I will explain in detail how this final will work. Students can pick anything agricultural product of their choice that they would like to sale (seed/chemicals/fertilizer/equipment/any product they sold during their internship/etc). They will be given 5 minutes to pitch their product (cold call) and make a sale (sale their product/ idea/ vision to the customer). The customer in this scenario will be another agriculture teacher or someone from administration. Students are to use the sales process to make the sale. Everything they learned from prospecting, mastering the cold call, vision for the customer, being motivated during the sale, bring excellent traits, handling objections, closing the deal, and follow-up with their customer at the end. I believe this will be a fun and challenging final for the course. This final will take place in front of the whole class as the student will be setting at the table with their customer trying to make the sale. I will be grading every final as I look to see how every student implements the sales process. They do not have to get the sale to get an A, as I am just looking for all the steps in the process, but if they get the sale, then its extra credit (10 points) for them!

Evaluation:

Class participation, discussions, reflections from internship, final exam

**Field Trip Form**

**Please complete and return this form by \_\_\_\_\_ in order to participate in the field trip described below.**

<b>Field Trip Information</b>	
Teacher	
Date/Time	
Destination/	



Transportation	
Participation Costs/Fees	
Important Notes/Supplies	

<b>Student Information</b>	
Full Name	
Emergency Contact 1 Name/Phone	
Emergency Contact 2 Name/Phone	
Medical Considerations	

<b>Parent/Guardian Signature</b>	
Full Name	
Signature	
Date	

<b>Participation Permissions</b>	<b>Initials</b>
I give permission for my student to participate in this field trip.	

Participation Permissions	Initials
<p><i>As such, I acknowledge I am aware of:</i></p> <ul style="list-style-type: none"> <li>✓ <i>Risks including but not limited to slips, falls, pinches, scrapes, twists, jolts, scratches, bruises, sprains, lacerations, fractures, concussions, or even more severe injuries.</i></li> <li>✓ <i>Potential hazards associated with travel to and from the field trip site.</i></li> <li>✓ <i>Possible contact with plants, animals, or insects that could result in stings, allergic reactions, and associated diseases.</i></li> </ul> <p><i>Further, I confirm I have provided:</i></p> <ul style="list-style-type: none"> <li>✓ <i>Appropriate and available emergency contact information for the duration of all field trip and travel hours.</i></li> <li>✓ <i>All necessary medical information, including a list of allergies, instructions, and medications to the appropriate school staff to ensure adequate care is available while my student is under their supervision.</i></li> </ul>	
<p>I do not give permission for my student to participate in this field trip.</p>	

**Reflection:**

As I reflect on this creative component project, I have really learned what it takes to be an agricultural education teacher. Not having any previous teaching background, I had no idea what went into a lesson plan or even how to organize one. In the past couple of years, I have learned and gain a tremendous amount of knowledge about agricultural education from all my professors at Iowa State University. I started out this journey just to get a Master’s degree so I could one day teach agricultural education back at home in the state of Georgia. I have a passion for sales and I was able to affirm that through this creative component. After getting into the program and taking several courses, I learned that I want to teach agricultural sales education to high school students. I wish I had a program similar to this when I was senior in high school.

After doing several hours of extensive research about agriculture programs in the state of Georgia, I discovered that they do not offer anything like the sales process course in their student pathways education system. I see a huge need for a program and course like this in the state of Georgia. I chose to focus on Georgia's high school curriculum because that's where I am from and just in the past couple of years moved back to Georgia. My goal is to take this curriculum to the Georgia's board of education and try to get this curriculum approved and implemented into the high schools for seniors.

I definitely recommend graduate students designing a course while at Iowa State University and in the agricultural education program because I had no idea how much of a challenge it really is. The amount of time and research I put into this creative component were ridiculous because I had to read and learn all about designing a course. It has been a really fun and challenging experience as it has pushed me to get into agricultural education to help high school seniors strive for success in the sales industry. It blew my mind that a sales program is not the in the pathways system in the state of Georgia for high school seniors.

I am not sure I would have done anything different for this creative component. I would encourage every graduate student in agricultural education Master's program to research a need for their teaching interest and try to come up with a curriculum to meet that need. I took something I am very passionate about and have a lot of experience with and hopefully turned it into a future course that will be offered in the state of Georgia for high school seniors.

Overall, I am very pleased with my creative component. I am very grateful for all of my professor's at Iowa State University. The online graduate program is top notch and the learning experience is incredible. For someone who has no or very little teaching background, the courses were eye opening and encouraged me to go teach our future students. I hope to one day get the opportunity to combine the two things I love doing (agriculture and sales) and turn them into a teaching career in the state of Georgia one day in the future.

### **Reflection on Required and Elective courses:**

I want to spend some time reflecting back on my graduate AGEDS required courses and my elective courses. I ended up taking AGEDS 550, 524, 510, 533, 511, 561, 520, 599 as my required courses and my two elective courses were CI565 and MGMT 566. I am forever grateful for my academic advisor Dr. Gregory Miller and Dr. Michael Retallick as I don't even know where to start. When I first started the journey to get my masters of agricultural education, I didn't even know where to start and fear was already setting in the fall of 2015. I had been out of undergraduate school since 2008 and I have never completed an online course. However, with all the adversity I had already faced, I knew if I ever wanted to become an agricultural education teacher then I had to go back to graduate school to get my masters. I remember Dr. Miller coaching me through what all my courses would look like and the time lines (the game plan) in which I would try to complete them. He was always there for me no matter what and always gave me the best advice even to this day. I took all my required AGEDS courses first as I was able to get the classes I needed each semester. I was able to go at my own pace and take a couple of courses each semester and even just one course a semester for a year as life gets in the way. This allowed me to understand the AGEDS program before taking my two elective classes from the recommended list of electives to take (great game plan from Dr. Miller). I would recommend everyone take the required AGEDS first because it helped me learn more about how to become an agricultural education teacher for adult learners. The very first class I ever took

was AGEDS 550 taught by Dr. Retallick. His teaching practices and principles stick with me today (reflecting, critical thinking, and questioning). Being new to the program as an older adult, I asked a lot of questions. He was very patient and took the time to explain each section as I had questions. It is because of these two men at Iowa State University that made it possible for me to be where I am at today.

As far as the online learning, I really enjoyed the blackboard student discussions. Every graduate AGEDS class I took online used the blackboard student discussions. In all my classes every week we had discussions to write from each weeks learning topic/case study. These discussions allowed us (the student) to learn the course material and it also allowed us to learn from our peers and their personal experiences. Then we usually had to ready about 3 other discussions from our peers. I learned a lot from the course material, but I really loved the information all my peers wrote. I would actually read just about everyone's in the class if I had time, because everyone came from a different background and had different personal discussion posts. I will definitely be implementing and applying these strategies in my future classrooms if I ever get the opportunity. All my teachers at ISU in the AGEDS program were awesome! They all had a different learning style, in which I greatly appreciated. I would say some were more technical savvy than others, however, I found out the professors who were less technically savvy, actually seemed to over communicate throughout the course which was great for me.

Through this AGEDS masters course I learned how to identify my own personal teaching style and come up with my on teaching methods. My style was influenced by all my professors at ISU. However, I would say the creative component was the greatest learning course for myself. Learning all the methods, styles, and techniques through all the required courses definitely influenced my creative component. Not being a teacher, the creative component pushed my limits and stretched me as an adult learner, which was a great goal. The creative component challenged me to come up with my own course and apply what I learned throughout my masters AGEDS courses. You do not appreciate all the work an agricultural education teacher has to put into a lesson plan until you have to design one yourself. Again, I was very blessed by all the professors at ISU in AGEDS department. My goal is to one day take this masters of agricultural education and give back to our local community and teach agricultural education in Georgia.