ISP Level 2 Qualifications in Professional Sales

15.4 Sales & Marketing

Award, Certificate and Diploma Qualification Specifications

Contents

Institute of Sales Professionals
SETTING PROFESSIONAL STANDARDS IN SALES

Change Control

Summary of changes to this specification since last publication date

Version	Publication date	Summary of change
V0.1 (KA)	06/12/2023	Draft for review.
V0.2 (DH)	29/02/2024	Updated Units, QAN, UAN and text in line with L3 & L4 Qual specs
V1.0 (DH)	01/03/2024	Final version published to RQF

Introduction

This qualification specification outlines all you need to know to deliver this qualification as an Approved Training Provider of the Institute for Sales Professionals (ISP) and should be read in conjunction with the ISP Approved Training Provider Guide.

You should always ensure you are using the most recent version of this specification, please check Ofqual's Regulated Qualification Framework or speak to a member of the ISP Education Team if you are unsure.

The qualification has been developed and is awarded by ISP and sits on the Regulated Qualifications Framework (RQF). The RQF is a qualification framework regulated by Ofqual.

Institute of Sales Professionals

The Institute of Sales Professionals (ISP) is an internationally recognised professional sales body, which advances and promotes excellence in the sales profession. It is a community of sales professionals building standards of excellence, diversity and education ensuring the best knowledge, understanding, skills and practice in the sales profession.

ISP want their learners and members to develop sales professional knowledge and skills through a carefully structured approach, consequently our activities include:

- Professional Registration
- Sales Code of Conduct
- Continuing Professional Development programme
- Sales Professional Framework
- Professional Sales Qualifications and Certified Sales Professional status.

The ISP has members from all areas of the sales force and being registered on an ISP qualification ensures attainment of the best knowledge, skills, behaviours, and practices in professional sales. Further information can be found on the ISP website www.the-isp.org

Sales Qualifications

ISP is an Ofqual regulated awarding body of vocationally related qualifications (VRQ's), committed to the professionalism of all members of the sales force, both in the UK and Internationally. It supports all those who work at every level of the sales function and ensures they have access to relevant career progression opportunities through learning, development, and certification.

Not only is the ISP a nationally recognised professional sales qualifications body, but it also bases its qualifications on the National Occupational Standards for sales, thus ensuring that every salesperson certificated by the ISP has achieved a nationally recognised sales qualification.

Qualifications Structure

In focussing its vision, the ISP has brought together, the ISP Sales Professionalism Framework, the ISP professional sales membership journey, and industry roles and requirements. By using all these elements of the sales journey, the ISP has developed an inclusive, relevant, robust, and worthwhile set of professional sales qualifications that satisfy both national standards and industry roles and requirements.

The ISP has developed Award, Certificate and Diploma qualifications across Ofqual Levels 2 to 6.

About the Level 2 Qualifications

There are a range of ISP qualifications available at Level 3:

- 10 one and two-unit Awards.
- Certificates formed from optional units.
- Diplomas formed from optional units.

Units can be built up over time to contribute to the Certificates and Diplomas. The qualification titles given below are the titles as they will appear on the certificate when awarded to the learner. The qualification accreditation number is the number allocated to the qualification by Ofqual for regulation. Each unit also has a unique RQF unit number which can be found in each unit specification in this document.

Key Facts

Qualification Title	Ofqual Qualification Accreditation Number (QAN)	Credit Value	Guided Learning Hours	Total Qualification Time
Level 2 Award in in Understanding the Sales Process and Market Segmentation	610/3813/1	6	30	60
Level 2 Award in Understanding Sales Targets and Communication	610/3814/3	5	25	50
Level 2 Award in Understanding Sales Digital Technology Systems	610/3815/5	3	15	30
Level 2 Award in Generating and Qualifying Sales Leads	610/3816/7	3	15	30
Level 2 Award in Selling to Customers Face-to-Face	610/3817/9	6	30	60
Level 2 Award in Selling to Customers Remotely	610/3818/0	6	30	60
Level 2 Award in Understanding Customer Behaviour	610/3819/2	3	15	30
Level 2 Award in Understanding Customer Service	610/3820/9	4	20	40
Level 2 Award in Understanding Team Working and Legal, Regulatory and Ethical Frameworks	610/3821/0	6	30	60
Level 2 Award in Understanding Individual Performance and Time Management	610/3822/2	5	25	50
Level 2 Certificate in Professional Sales	610/3823/4	Minimum 13 Maximum 36	65 to 184 hours	130 to 369 hours
Level 2 Diploma in Professional Sales	610/3824/6	Minimum 37	185 hours +	370 hours +

Description & Target Audience

The ISP Level 2 qualifications in Professional Sales are vocationally related qualifications (VRQs) aimed at individuals who intend to develop and gain formal recognition of their knowledge, skills, behaviours and competence of working in a sales professional role. The qualifications are suitable for individuals working in, or hoping to work in, a variety of selling and sales representative roles, with selling to clients, customers, and businesses as a major component. By achieving the qualifications learners will cover the required essentials of selling and sales representation at this level and therefore would be suitable for individuals interested in considering a professional career in sales. These individuals do not necessarily need to be in a sales role at the point of registration and could be in full time education or training (i.e, GCSE, College or in other further education institutions).

The units are vocationally related units and include the relevant knowledge, application, and practical elements of selling and sales representation at this level.

Progression Opportunities

Learners who achieve Level 2 Award qualifications can progress on to the Level 3 Certificate qualifications. They can then progress onto the ISP Level 2 Diploma in Professional Sales using unit credits already achieved as there is unit overlap between qualifications.

Learners who achieve the Diploma qualification can progress onto ISP's Level 3 qualifications. They can also progress using their CPD programme or onto other relevant qualifications e.g., ISP Level 3 Diploma in Professional Sales, Sales Executive Apprenticeship (Level 4).

Qualification Structures – Certificates and Diplomas in Professional Sales

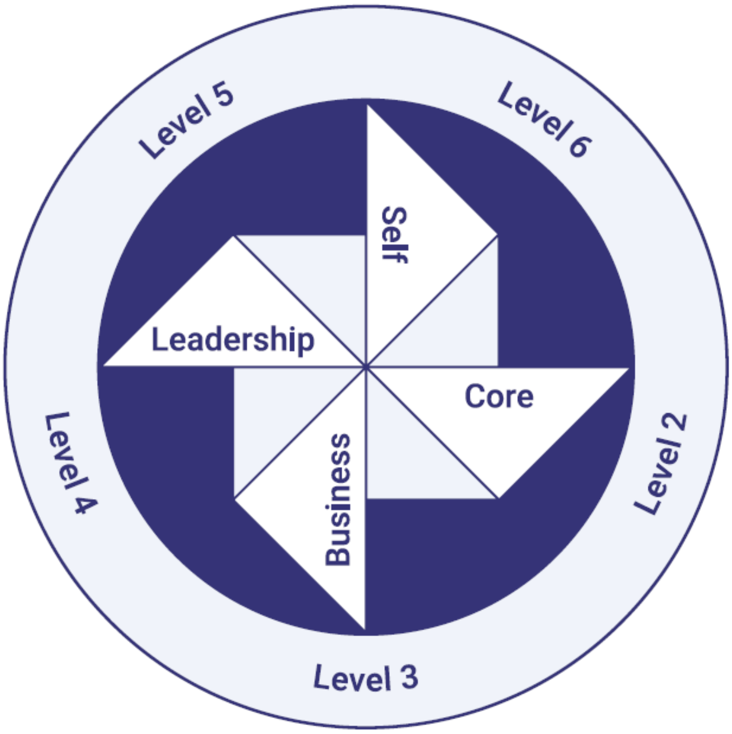
All Level 2 qualifications are constructed using a combination of units from each quadrant of ISP's Capability Framework (see image below).

The four **quadrants** create the foundation of the framework: Business, Core, Leadership, and Self.

Each quadrant is then broken down into **capabilities**. Capabilities represent the strengths that individuals need to possess to meet objectives, tackle challenges and deliver results.

Each capability is then broken down into **competencies** which detail the knowledge, skills and behaviours that are the essential building for successful performance at the relevant professional sales level.

Level 2 Competencies are represented as **Units** within this Level 2 Qualification Specification.



Institute of Sales Professionals
SETTING PROFESSIONAL STANDARDS IN SALES

Delivering the Level 2 qualifications

Qualification Structures - Awards

Level 2 Award qualifications are available for one- and two-unit qualifications in the combinations shown below:

Level 2 Award in Understanding the Sales Process and Market Segmentation

Ofqual Unit Ref.	ISP Unit Ref.	Unit Title	Level	GLH	TQT	Credit
F/651/0449	L2B1	Understand the Sales Process	2	15	30	3
K/651/0450	L2B2	Understand Market Segmentation	2	15	30	3

Level 2 Award in Understanding Sales Targets and Communication

Ofqual Unit Ref.	ISP Unit Ref.	Unit Title	Level	GLH	TQT	Credit
L/651/0451	L2B3	Understand Sales Targets	2	10	20	2
L/650/7899	L3B1	Understand Sales Communication	3	15	30	3

Level 2 Award in Understanding Sales Digital Technology Systems

Ofqual Unit Ref.	ISP Unit Ref.	Unit Title	Level	GLH	TQT	Credit
M/651/0452	L2B4	Understand Sales Digital Technology Systems	2	15	30	3

Level 2 Award in Generating and Qualifying Sales Leads

Ofqual Unit Ref.	ISP Unit Ref.	Unit Title	Level	GLH	TQT	Credit
R/651/0453	L2C1	Generating and Qualifying Sales Leads	2	15	30	3

Level 2 Award in Selling to Customers Face-to-Face

Ofqual Unit Ref.	ISP Unit Ref.	Unit Title	Level	GLH	TQT	Credit
T/651/0454	L2C2	Selling to Customers Face-to-Face	2	30	60	6

Level 2 Award in Selling to Customers Remotely

Ofqual Unit Ref.	ISP Unit Ref.	Unit Title	Level	GLH	TQT	Credit
Y/651/0455	L2C3	Selling to Customers Remotely	2	30	60	6

Level 2 Award in Understanding Customer Behaviour

Ofqual Unit Ref.	ISP Unit Ref.	Unit Title	Level	GLH	TQT	Credit
A/651/0456	L2C4	Understanding Customer Behaviour	2	15	30	3

Level 2 Award in Understanding Customer Service

Ofqual Unit Ref.	ISP Unit Ref.	Unit Title	Level	GLH	TQT	Credit
D/651/0457	L2C5	Understanding Customer Service	2	20	40	4

Level 2 Award in Understanding Team Working and Legal, Regulatory and Ethical Frameworks

Ofqual Unit Ref.	ISP Unit Ref.	Unit Title	Level	GLH	TQT	Credit
H/651/0459	L2L2	Team Working	2	20	40	4
T/651/0463	L2S3	Understand Legal, Regulatory and Ethical Frameworks	2	10	20	2

Level 2 Award in Understanding Individual Performance and Time Management

Ofqual Unit Ref.	ISP Unit Ref.	Unit Title	Level	GLH	TQT	Credit
F/651/0458	L2L1	Understand Individual Performance	2	15	30	3
M/651/0461	L2S1	Time Management in Sales	2	10	20	2

Rules of Combination

Rules of combination is a description of the credit accumulation required for the achievement of a qualification.

ISP's Certificates and Diplomas are created using a combination of units from each section of the Sales Capability Framework.

Learners can select Level 3 optional Units as part of the Certificate and Diploma qualifications as these support progression to higher levels of achievement.

To achieve a Certificate, learners must pass:

- A minimum of 13 credits, maximum 36 credits
- At least two BUSINESS units
- At least two CORE units
- At least one LEADERSHIP unit
- At least one SELF unit

To achieve a Diploma, learners must pass:

- A minimum of 37 credits
- At least three BUSINESS units
- At least four CORE units
- At least one LEADERSHIP unit
- At least two SELF units

Overview of units

BUSINESS units

Ofqual Unit Ref.	ISP Unit Ref.	Unit Title	Level	GLH	TQT	Credit
F/651/0449	L2B1	Understand the Sales Process	2	15	30	3
K/651/0450	L2B2	Understand Market Segmentation	2	15	30	3
L/651/0451	L2B3	Understand Sales Targets	2	10	20	2
L/650/7899	L3B1	Understand Sales Communication	3	15	30	3
M/651/0452	L2B4	Understand Sales Digital Technology Systems	2	15	30	3

CORE units

Ofqual Unit Ref.	ISP Unit Ref.	Unit Title	Level	GLH	TQT	Credit
R/651/0453	L2C1	Generating and Qualifying Sales Leads	2	15	30	3
T/651/0454	L2C2	Selling to Customers Face-to-Face	2	30	60	6
Y/651/0455	L2C3	Selling to Customers Remotely	2	30	60	6
A/651/0456	L2C4	Understanding Customer Behaviour	2	15	30	3
D/651/0457	L2C5	Understanding Customer Service	2	20	40	4

LEADERSHIP units

Ofqual Unit Ref.	ISP Unit Ref.	Unit Title	Level	GLH	TQT	Credit
F/651/0458	L2L1	Understand Individual Performance	2	15	30	3
H/651/0459	L2L2	Team Working	2	20	40	4
L/651/0460	L2L3	Understand Change in the Workplace	2	15	30	3
R/651/0354	L3L3	Solving Problems	3	20	40	4

SELF units

Ofqual Unit Ref.	ISP Unit Ref.	Unit Title	Level	GLH	TQT	Credit
A/650/7929	L3S1	Personal Motivation and Sales Performance	3	10	20	2
M/651/0461	L2S1	Time Management in Sales	2	10	20	2
R/651/0462	L2S2	Understand Sales Professional Learning and Development	2	10	20	2
T/651/0463	L2S3	Understand Legal, Regulatory and Ethical Frameworks	2	10	20	2

Total Qualification Time (TQT) & Guided Learning Hour (GLH) Definitions:

Total Qualification Time (TQT)

TQT is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time is comprised of the following two elements:

- the number of hours which ISP has assigned to a qualification for Guided Learning; and
- an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Guided Learning Hours (GLH)

GLH is the activity of a Learner in being taught or instructed by – or otherwise participating in education or training under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

For these purposes the activity of 'participating in education or training' shall be treated as including the activity of being assessed if the assessment takes place under the Immediate Guidance or Supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

Recognising Prior Learning (RPL)

Ofqual definition of RPL is the:

(a) identification by awarding body of any learning undertaken, and/or attainment, by a Learner.
    a. prior to that Learner taking a qualification which, the awarding body makes available or proposes to make available, and
    b. which is relevant to the knowledge, skills and understanding which will be assessed as part of that qualification, and

(b) recognition by an awarding body of that learning and/or attainment through amendment to the requirements which a Learner must have satisfied before the Learner will be assessed or that qualification will be awarded.

Therefore, prior to the commence of a qualification, a Training Provider may apply the use recognition of prior learning or prior achievement to reduce the amount required to prepare a learner for assessment.

For further information on how Training Providers can apply to use RPL as described above, please refer to the Recognition of Achievement and Prior Learning Policy available in the ISP Provider Portal.

Qualification Assessment

The qualification is a combined knowledge and competence qualification. It is assessed through the completion of a portfolio of evidence, which must be internally assessed, and quality assured by the Training Provider. A portfolio of evidence gives Providers flexibility in how individual assessment criteria are assessed.

Learners must achieve all the pass criteria across all units, to be awarded a Pass. Examples of evidence for the portfolio could include:

Knowledge criteria:

- worksheets
- record of oral and written questioning
- assignments/projects/reports
- candidate and peer reports
- record of professional discussion

Skills and behaviour criteria:

- assessor observation - completed observational checklists
- witness testimony
- record of professional discussion
- candidate and peer reports

Assessors can use other methods of assessment providing they are valid and reliable. Providers must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Each Unit has a suggested assessment method and assessor guidance to explain the depth a of evidence required.

Where a Training provider wishes to used other centre-devised assessment methods these should be agreed with ISP Quality Manager before delivery commences.

All assessment evidence for this qualification should be contained within a Learner portfolio of evidence which should be internally assessed, and quality assured by the Approved Training Provider. External quality assurance is carried out by the ISP prior to certification (subject to ISP's Direct Claim Status policy).

All Learning Outcomes within each Unit must be met to achieve the qualification. Learner evidence within their Portfolio must be clearly mapped against the earning outcomes and assessment criteria and the location of learner evidence must be indicated in the portfolio of evidence.

Assessors should assess only against the assessment criteria provided in this specification. Any additional assessment criteria grading will not be included in any external quality assurance activity undertaken by the ISP without prior agreement.

This qualification is only graded at Pass, with successful learners achieving a Pass.

Simulation & Realistic Working Environments

Simulation

Simulation can be used for permitted units (see Assessor guidance within each unit Specification for more details), although ideally, it should only form a small part of the evidence for the qualification. Evidence may be produced through simulation where this is clearly stated in the assessor guidance for the unit. Simulation must be undertaken in a 'realistic working environment' (RWE). An RWE is "an environment which replicates the key characteristics in which the skill to be assessed is normally employed". The RWE must provide conditions the same as the normal day-to-day working environment, with a similar range of demands, pressures, and requirements for cost-effective working. Guidelines for using RWE can be found below.

Realistic Work Environment

It is essential that organisations wishing to operate an RWE operate in an environment which reflects a real work setting. This will ensure that any competence achieved in this way will be sustained in real employment.

To undertake the assessment in an RWE the following guidelines must be met:

1. The RWE is managed as a real work situation.
2. Assessment must be carried out under realistic business pressures.
3. All services that are carried out should be completed in a way, and to a timescale, that is acceptable in business organisations.
4. Learners must be expected to achieve a volume of work comparable to normal business practices.
5. The range of services, products, tools, materials, and equipment that the candidates use must be up to date and available.
6. Account must be taken of any legislation or regulations in relation to the type of work that is being carried out.
7. Learners must be given workplace responsibilities to enable them to meet the requirements of the units
8. Customer perceptions of the RWE is similar to that found in the work situation being represented
9. Learners must show that their productivity reflects those found in the work situation being represented.

Achievement Logs

Introduction

This document is designed to work alongside the learner Portfolio of evidence required for this qualification.

Assessor/Tutor Guidance

All Learning Outcomes of the selected units must be met to achieve the qualification. Learner evidence must be mapped against the Learning Outcomes and the location of learner evidence must be indicated in this Achievement Log. Assessors also need to use the learning outcomes' assessment criteria to ensure learners' have achieved the learning outcome. The qualification is not graded, with successful learners achieving a pass overall.

The Assessor is the sector competent person who has been approved by the ISP to deliver/assess this qualification. The assessment requirements and assessment strategy for this qualification are in the Specification and these requirements must be adhered to.

Assessment criteria

Learning Outcomes can be assessed using a variety of methods including:

- Record of observation of performance in the workplace
- Professional discussion
- Reflective account product evidence
- Work based projects
- Testimony from senior colleagues/clients
- Personal report of actions and circumstances
- Special project
- Assignments
- Records of questioning
- Other

The location of the evidence must be indicated against each Unit in your Achievement Log.

Knowledge Assessment Criteria

These can be assessed by a variety of methods including:

- Assignment
- Portfolio
- Question and answer verbal (ensure records are kept)
- Other

The location of the evidence must be indicated against each Unit in your Achievement Log.

Award Achievement Log

As each assessment criteria are completed the achievement log should be completed, recording the achievement, location of the evidence, the completion date, and the signature of the Assessor. Once all the assessment criteria for a unit have been completed the Assessor and learner should both complete the declarations at the end of the unit achievement log. The Assessor must be fully satisfied that the learner has achieved all the requirements and the evidence is attached and mapped before signing the unit off. The Assessor and Learner must also complete the appropriate comments box.

Certificate & Diploma Achievement Log

All units are listed in the log; if there are optional units not completed by the learner, please annotated these accordingly. As each unit is completed the relevant details should be entered into this Qualification Achievement Log. Once the Assessor is completely satisfied that the learner has achieved all necessary units to complete the qualification, the declaration as the bottom of the page should be signed by the Assessor.

Claiming Competence & Certification

The Provider should enter the results for the qualification and all relevant units on the ISP Registration & Certification template, once they have been signed off by the Assessor and verified by the IQA. Unit results may be entered individually as each unit is signed off by the Assessor or as a whole once all necessary units have been completed and signed off by the Assessor.

For centres with Direct claim status:

Qualification certificates will automatically be issued once pass results have been entered by the Provider on the ISP template against all the relevant units (all the units necessary for the learner to achieve the qualification).

For centres who do not have direct claim status:

An External Quality Assurer (EQA) will be appointed to you, once you have registered your first learners, in order to carry out relevant ISP Quality Assurance Procedures and report on your qualification/s. They will make at least one visit to your Provider each year and will issue an EQA Report form after each visit. Please note that Learner certificates will not be issued until after the first EQA visit has happened, and your centre has been satisfactorily verified by the EQA.

The EQA communicates with ISP through the EQA Report form, which ensures sufficient sampling of evidence in order to confirm that ISP quality standards are being applied before the issue of any certificates. In line with Ofqual requirements, we ask you to ensure that all assessment logs and tracking documentation are up to date and complete before each of the EQA visits. All such records should be available to the EQA and kept for a period of 3 years from the date of learner completion. Please ensure you keep, as a condition of this approval, a complete copy of the Centre Approval documentation you have issued to us, as from time to time the EQA and other ISP personnel may wish to review such documentation.

Assessor requirements

ISP Qualifications require nominated assessors for this qualification to meet the following:

- Demonstrable occupational competence in Sales equivalent to at least one level above the level of this qualification. This can be in the form of qualification achievement and/or work experience in a similar sales role.
- Where sales leadership competence is required, we would expect the assessor to be able to demonstrate occupational expertise and experience in a sales leadership role.

ISP also require that Assessors hold, or are working towards one of the following assessor qualifications:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 Assess Learner Performance Using a Range of Methods
- D32 Assess Learner Performance and D33 Assess Learner Using Different Sources of Evidence

Where assessors are 'working towards' qualifications, the Training Provider should ensure that relevant support and checks are in place to ensure that learner assessment is fair consistent, e.g., re-assessment, standardisation activities, increased internal quality sampling etc.

ISP requires Assessors to complete a minimum of 24 hours of sales related CPD activity per year. This should be documented on the ISP CPD Platform wherever possible and provided to the External Quality Assurer (EQA) when requested.

Internal Quality Assurance requirements

ISP Qualifications require nominated IQA's for this qualification to meet the following:

- Demonstrable occupational competence in Sales equivalent to at least one level above the level of this qualification. This can be in the form of qualification achievement and/or work experience in a similar sales role
- Where sales leadership competence is required, we would expect the assessor to be able to demonstrate occupational expertise and experience in a sales leadership role.

ISP also require that the IQA(s) hold, or are working towards one of the following qualifications:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- D34 or V1 verifier awards

Where IQA(s) are 'working towards' qualifications, the Training Provider should ensure that relevant support and checks are in place to ensure that learner assessment is fair and consistent, e.g., support from an experienced IQA, standardisation activities etc.

ISP also recommends that the IQA to complete a minimum of 24 hours of sales related CPD activity per year. This should be documented and provided to the External Quality Assurer (EQA) when requested.

Appendix 1 – Qualification Content

This section provides details of the structure and content of this qualification.

Each unit overview includes:

- Unit number and title
- Unit Ofqual reference number
- Level
- Credit value
- GLH
- Learning outcomes (what the learner will learn in this unit)
- Assessment criteria (what the learner will be able to demonstrate as a result of achieving the learning outcome
- Unit purpose and aims
- Details of the relationship between the unit and relevant apprenticeship standards
- Location of the unit within the subject/sector classification system
- Indicative content (a guide for tutors/coaches delivering the learning as to what should be included to achieve the learning outcomes and meet the assessment criteria. This content is not prescriptive but is intended to provide helpful guidance to tutors, coaches, and learners.
- Assessor guidance to provide more information about the evidence that should be provided to meet the required breadth and depth of each Learning Outcome.

Qualification Unit Specifications – Business

L2B1 Understand the Sales Process

Unit Title	L2B1 Understand the Sales Process	
Level	2	
Credit Value	3	
Guided Learning Hours	15	
Learning Outcomes	**Assessment Criteria**	
1. Understand professional selling	1.1	Define what is meant by 'a sale'
	1.2	Outline why the sales profession has a negative reputation
	1.3	Describe how organisations can improve the perception of the sales profession
2. Understand the sales process	2.1	Outline the key stages in the sales process
	2.2	Specify the activities that sales professionals carry out at each stage of the sales process
	2.3	Describe the differences between business-to-consumer and business-to-business selling
3. Understand how the sales function contributes to organisational success	3.1	Describe collaborative working between the sales function and other organisational functions
	3.2	Outline the relationship between sales objectives and organisational goals
	3.3	Describe the challenges of meeting individual and team sales targets

Additional Information	
Unit purpose and aims	To enable learners to understand professional selling and the sales process. They will also develop their knowledge of how the sales function contributes to organisational success.
Details of the relationship between the unit and apprenticeship standards	Not linked to an apprenticeship standard.
Location of the unit within the Ofqual subject/sector classification system	15.4 - Marketing and Sales
Indicative Content	
1.	• The definition of a sale, e.g., the exchange of goods, services, or products for a mutually agreed-upon value, typically involving a financial transaction between a seller and a buyer • The features of a 'good sale', e.g., a transaction in which a product or service is successfully exchanged between a seller and a buyer, with both parties benefiting and achieving their respective goals • The reasons why selling often carries a negative reputation due to a combination of historical practices, negative stereotypes, and instances of unethical behaviour, e.g., aggressive sales tactics, stereotypes, misleading marketing, lack of transparency, short-term focus, negative personal experiences, complex purchasing decisions, resistance to change, lack of customer-centric focus, cultural and psychological factors etc.

	• The ways that organisations can improve the perception of the sales profession to counteract the negative reputation, e.g., emphasising ethical, customer-centric approaches, transparency, value creation, relationship building for mutual benefit etc.
2.	• The key stages of the sales process and what happens at each stage, e.g., prospecting, qualifying, building relationships, presenting solution(s), overcoming objections, closing the deal, post-sale follow-up • The activities that are required from sales professionals at each stage of the sales process • What is meant by 'business to consumer' (B2C) selling • What is meant by 'business to business' (B2B) selling • How B2C and B2B selling differ, e.g., decision making processes, communication style, formality, length of sales cycle etc.
3.	• Why it is important for sales teams to collaborate with different functions across the organisation, e.g., to act as one-point-of-contact for customers, to gain understanding of customers, to improve the sales process, to improve productivity, to create a customer focused culture etc. • How the achievement of individual and team sales targets contribute to the achievement of organisational goals • The challenges of meeting individual and team sales targets, e.g., finding qualified leads, getting a response from prospects, differentiating the offer clearly, competitor activity, maintaining motivation levels, time spent on administration tasks, maintaining customer relationship post-sale, accessing team selling expertise etc.

Assessor Guidance	
1.	Learners should define what is meant by 'a sale' in their own words. They should outline at least three reasons why the sales profession can have a negative reputation. Learners should describe at least two ways that organisations can improve perceptions of the sales profession.
2.	Learners should outline a recognised 5 or 7 stage sales process from prospecting to follow-up. Each stage should include a brief explanation in the learner's own words. For AC1.2, learners should specify at least one sales professional activity for each stage of the sales process. At least three differences between B2C and B2B selling should be described with examples to support the points made.
3.	Learners should describe how the sales function collaborates with at least two other functions/departments/teams within an organisation. Examples of the types of interactions and tasks carried out should be provided. Learners should define sales objectives and organisational goals then outline how achievement of targets contributes to meeting goals. They should give an example of a sales objective and a linked organisational goal to demonstrate their understanding. At least two challenges of meeting individual targets should be provided and at least two challenges related to team targets.

L2B2 Understand Market Segmentation

Unit Title	L2B2 Understand Market Segmentation	
Level	2	
Credit Value	3	
Guided Learning Hours	15	
Learning Outcomes	**Assessment Criteria**	
1. Understand how customers can be segmented	1.1	Describe the range of consumer and business segmentation bases
	1.2	Outline the benefits of segmentation for an organisation
	1.3	Define what is meant by an 'Ideal Customer Profile (ICP)'
	1.4	Describe how to target a segment for sales purposes
2. Understand different market research methods and techniques	2.1	Describe primary and secondary market research methods
	2.2	Outline how to carry out market research
	2.3	Explain the challenges associated with carrying out market research for sales purposes

Additional Information	
Unit purpose and aims	To enable learners to understand how customers can be segmented. They will also understand different market research methods and techniques.
Details of the relationship between the unit and apprenticeship standards	Not linked to an apprenticeship standard.
Location of the unit within the Ofqual subject/sector classification system	15.4 - Marketing and Sales

Indicative Content	
1.	• The range of consumer segmentation bases, e.g., demographic, geographic, psychographic, technographic, occupation, behavioural, generational/life stage, income etc. • The different ways that organisations/businesses can be segmented, e.g., sector, size, revenue, location etc. • The benefits associated with market segmentation, e.g., tailoring product/offer, positioning the product/service in relevant places, support establishing best pricing, focus time/money on most likely customers etc. • The definition of Ideal Customer Profile (ICP) and how they are used in sales • How to target a market segment, e.g., research who they are and what they want, tailor messaging to their situation, use language and imagery that prospects relate to, and use a consistent approach across all channels etc.
2.	• The key primary market research methods that are used, e.g., questionnaire, focus groups, interviews, polls, field observation etc. • The key secondary market research methods that are used, e.g., desk activities, news articles, online reports, statistics, journals, etc. • How to select market research methods for sales purposes, e.g., surveys, focus groups, interviews, observations, secondary information sources etc.

	• The stages involved in carrying out market research, e.g., defining target market audience, selecting research method(s), collecting data, analysing data, reporting results and making recommendations etc. • The challenging faced when conducting market research, e.g., lack of time, budget constraints, access to technology, access to relevant market, lack of research competence/experience etc.

Assessor Guidance	
1.	Learners should describe at least two types of consumer segmentation and at least two types of business segmentation with supporting examples. At least three organisational benefits of segmentation should be covered. Learners should define what is meant by an 'Ideal Customer Profile (ICP)' in their own words, giving an example of what this might look like. The description of how to target a market segment should include at least one example of how an organisation could focus their efforts on the most suitable potential customer group.
2.	Learners should define what is meant by 'primary' and 'secondary' research, describing at least two research methods for each. They should outline the key stages involved in conducting market research with examples to support their points. At least three challenges of carrying out market research should be explained, detailing what the challenge is, how/when it can occur and the impact that each may have.

L2B3 Understand Sales Targets

Unit Title	L2B3 Understand Sales Targets	
Level	2	
Credit Value	2	
Guided Learning Hours	10	
Learning Outcomes	**Assessment Criteria**	
1. Understand the purpose of sales targets in an organisation	1.1	Outline why sales targets are important for organisations
	1.2	Describe the potential consequences of not meeting sales targets for individuals and organisations
2. Understand how sales targets are monitored and managed	2.1	Outline how sales targets are set and agreed
	2.2	List the types of information that is used to set sales targets
	2.3	Describe why it is important to monitor actual sales against sales targets
	2.4	Identify the factors that may cause variances to sales targets
	2.5	Outline actions that can be implemented to rectify negative variances in sales

Additional Information	
Unit purpose and aims	To enable learners to understand the purpose of sales targets in an organisation. They will also develop their knowledge of how sales targets are monitored and managed.
Details of the relationship between the unit and apprenticeship standards	Not linked to an apprenticeship standard.
Location of the unit within the Ofqual subject/sector classification system	15.4 - Marketing and Sales
Indicative Content	
1.	• Why it is important to set sales targets, e.g., to meet revenue requirements to cover costs, to generate shareholder profit, for investment, growth and sustainability etc. • The potential consequences of not meeting sales targets for the organisation, e.g., drop in share price, sales team redundancies, • The potential consequences of not meeting sales targets for the individual sales professionals, e.g., reduced motivation, less organisational engagement, job loss etc.
2.	• How sales targets are set and agreed, including the processes and people involved • The links between sales targets and organisational budgets • The information used to set sales targets, e.g., historical sales figures, expected growth, sales force distribution and size, territory size, product range, economic climate, seasonal factors etc. • The reasons it is important to monitor performance (actual sales) against sales targets, e.g., to identify shortfalls to allow time to take action to improve performance, delay planned projects, adjust spending etc.

	• How to monitor performance against sales targets • The range of factors that can cause negative and positive variances, e.g., product and service issues, poorly skilled sales professionals, inexperienced sale professionals, economic recessions, lack of targeted marketing activity, lack of sales support resources, organisational reputation, unrealistic target setting etc. • How to rectify negative variances using short and long term approaches, e.g., product/service promotions, sales incentives schemes, sales training, coaching, mentoring, marketing support, revisions to pricing structure, revisions to product/service offer, changes to payment terms, market research etc.

Assessor Guidance	
1.	Learners should outline at least two reasons why sales targets are important with supporting examples. They should describe at least two potential consequences for organisations if sales targets are not met, and at least one consequence for an individual sales professional.
2.	Learners should outline how sales targets are set and agreed for both short and long term targets. They should give an example of how this works in practice, the activities that take place and the people involved. Learners should list at least three types of information used to set sales targets. They should provide descriptions of at least three reasons why it is important to monitor actuals sales against sales targets. At least three factors that cause variance to sales targets should be identified with a brief example for each. Learners should outline at least three actions that can be taken to rectify negative variances. These may relate to the example given in response to AC2.4 If the learner is not currently working in a sales role, approved centres should provide relevant organisational information/a case study to support learners to address the criteria.

L2B4 Understand Sales Digital Technology Systems

Unit Title	L2B4 Understand Sales Digital Technology Systems	
Level	2	
Credit Value	3	
Guided Learning Hours	15	
Learning Outcomes	**Assessment Criteria**	
1. Understand the digital technology systems that are used to support the sales process	1.1	Describe the types of digital tools that can be used to support the sales function
	1.2	Outline how digital technology supports the sales function
	1.3	Describe the features of a Customer Relationship Management (CRM) system
	1.4	Outline how sales information can be classified and stored in a Customer Relationship Management (CRM) system
2. Understand how to use a Customer Relationship Management (CRM) system to support sales activities	2.1	Outline the activities related to using a Customer Relationship Management (CRM) system
	2.2	Describe how to access sales information from a CRM/database to support sales activities
	2.3	State why it is important to process sales and marketing information in line with the law

Additional Information	
Unit purpose and aims	To enable learners to understand the information systems that are used to support the sales process. They will also develop their knowledge of how to use a Customer Relationship Management (CRM) system to support sales activities.
Details of the relationship between the unit and apprenticeship standards	Not linked to an apprenticeship standard.
Location of the unit within the Ofqual subject/sector classification system	15.4 - Marketing and Sales
Indicative Content	
1.	• The types of digital tools available related to sales information, e.g., communication tools, content creation tools, data analysis software, productivity tools, Customer Relationship Management (CRM) software, sales intelligence, e-signature and document tracking etc. • The ways that digital technology supports the sales process for sales professionals, e.g., data analytics insights about customers and the customer journey, analysis of customer behaviour, identify what product/services salespeople should be pitching, given the profile of a customer, analyse individual and team performance, aggregate data about individual sales reps, provide insight into the skills, motivations and practices that drive top performers etc. • The benefits of a Customer Relationship Management (CRM) system, e.g., accurate reporting, dashboards to showcase data visually, improved messaging via automation, supports proactive customer service, workflow automation, simplified team collaboration etc.

	• The key features of a Customer Relationship Management (CRM), e.g., contact management, lead management, reports, dashboards, sales analytics, marketing automation, sales forecasting, mobile CRM, sales data, sales force automations, campaign management etc. • The range of Customer Relationship Management Software (CRM) available in the market and their features • How to classify and store information in a Customer Relationship Management (CRM)
2.	• The activities that are involved in using a Customer Relationship Management (CRM) system as a sales professional, e.g., importing records, creating records, managing data properties, viewing records, segmenting records, edit records, log activities etc. • The Data Protection Act (2018), The UK General Data Protection Regulations (UK-GDPR) and the key principles of managing data, e.g., fair, lawful, transparent processing, purpose limitation, data minimisation, accuracy, data retention periods, security, organisational accountability etc.

Assessor Guidance	
1.	Learners should describe at least three types of digital tools that the sales function may use. At least two ways that digital technology supports the sales function should be outlined, with examples to support the points made. For AC1.3 and AC1.4, learners should select one CRM system, describe its key features, and outline the ways that information can be classified and stored.
2.	Learners should outline at least three activities that are related to managing a sales and marketing CRM/database (this should be the CRM system that they described in AC1.4). They should provide at least two sales activities where a sales professional needs to access information in a CRM and describe how this can be done. Learners should briefly summarise The Data Protection Act (2018) and state why it is important to follow the law when using a Customer Relationship Management (CRM) system.

Qualification Unit Specifications – Core

L2C1 Generating and Qualifying Sales Leads

Unit Title	L2C1 Generating and Qualifying Sales Leads	
Level	2	
Credit Value	3	
Guided Learning Hours	15	
Learning Outcomes	**Assessment Criteria**	
1. Understand the processes for generating and qualifying sales leads	1.1	Describe how to identify sales prospects
	1.2	Outline the methods that can be used to access key decision makers
	1.3	Outline how to identify customers who have high value potential
	1.4	Specify why it is important to establish prospects attitudes to buying
2. Understand how to prospect for customers using criteria	2.1	List the types of criteria that are used when prospecting for customers
	2.2	Describe how to gather prospect information using agreed criteria
	2.3	Describe how to qualify sales contacts using the agreed criteria
	2.4	Outline the records that sales professionals should keep in relation to sales contact

Additional Information	
Unit purpose and aims	To enable learners to understand the processes for generating and qualifying sales leads. They will also develop their knowledge of how to prospect for customers using criteria.
Details of the relationship between the unit and apprenticeship standards	Not linked to an apprenticeship standard.
Location of the unit within the Ofqual subject/sector classification system	15.4 - Marketing and Sales
Indicative Content	
1.	• The methods that are used to identify sales prospects, e.g., using sales intelligence tools and platforms, organisations websites, social networks such as LinkedIn, B2B contact databases, events and conferences etc. • How to access key decision makers, e.g., leverage common connections for personal introductions, personalised direct email, build a relationship on social media, build trust with gatekeepers etc. • The ways that high value potential customers can be identified, e.g., using an Ideal Customer Profile (ICP), conducting market research, analysing existing customers to identify patterns, monitoring digital behaviour, lead scoring etc. • Why it is important to establish potential customers attitudes to buying, e.g., to determine purchasing readiness, to allocate resources effectively, to tailor the

	sales approach, to include relevant messaging, to anticipate objections/concerns, to nurture long-term relationships etc.
2.	• The types of criteria that are used when prospecting for customers, e.g., demographic, firmographic, psychographic, behavioural, technographic, buying intent, financial, time-related etc. • The benefits of using an Ideal Customer Profile (ICP), e.g., helps businesses tailor their marketing messages, create targeted content, optimise their sales strategies, provide better customer experiences, helps prevent wasting resources on pursuing customers who may not be a good fit for the business's offerings • How to gather prospect information, e.g., define criteria, review internal data, conduct market research, leverage online tools and platforms, network, use lead generation tools, targeted marketing etc. • The information required to qualify a sales contact, e.g., contact details, needs and pain points, budget and resources available, decision-making authority, timeline and urgency, alignment with product/service offer, match to Ideal Customer Profile (ICP), buying readiness etc. • The types of customer records related to generating and qualifying sales leads, e.g., contact information, communication history, meeting notes, lead source and tracking, qualification criteria and status, sales activities and progress etc.

Assessor Guidance	
1.	Learners should describe at least three ways that key decision makers can be identified using examples to support their points. At least two methods that can be used to access key decision makers should be outlined. Learners should outline at least two ways that high value potential customers can be identified and specify at least three reasons why it is important to establish potential customers attitudes to buying with supporting examples.
2.	Learners should list at least three types of criteria that are used when prospecting for customers. They should describe at least three ways that prospect information can be gathered. When describing how to qualify sales contacts, learners should provide at least two types of information that is required with a summary of why the information is important. At least two types of sales contact records should be outlined with examples of what these might look like.

Institute of Sales Professionals
SETTING PROFESSIONAL STANDARDS IN SALES

L2C2 Selling to Customers Face-to-Face

Unit Title	L2C2 Selling to Customers Face-to-Face	
Level	2	
Credit Value	6	
Guided Learning Hours	30	
Learning Outcomes	**Assessment Criteria**	
1. Be able to prepare and conduct a face to-face sales meetings with customers	1.1	Prepare for face-to-face sales meetings
	1.2	Identify resources to support sales meetings
2. Be able to conduct face-to-face sales meetings	2.1	Establish rapport with customers in face-to-face meetings
	2.2	Confirm customers buying needs and interests
	2.3	Present products/services to customers
	2.4	Demonstrate upselling and cross selling skills in face-to-face meetings
3. Be able to deal with objections in face-to-face sales meetings	3.1	Explore customers objections using questioning techniques
	3.2	Resolve customer objections using knowledge of products/services
	3.3	Identify potential trade-offs that are mutually beneficial to customers and own organisation
4. Be able to progress and close sales in face-to-face sales meetings	4.1	Identify customers verbal and non-verbal buying signals
	4.2	Confirm with customers that the product/services identified meet their needs
	4.3	Use test closes to establish if further objections exist
	4.4	Close sales by gaining commitment from customers and completing documents in line with organisational processes

Additional Information	
Unit purpose and aims	To enable learners to demonstrate how to sell to customers face-to-face. They will prepare and conduct a face to-face sales meetings with customers, deal with objections and close sales.
Details of the relationship between the unit and apprenticeship standards	Not linked to an apprenticeship standard.
Location of the unit within the Ofqual subject/sector classification system	15.4 - Marketing and Sales
Indicative Content	
1.	• The activities involved in preparing for a sales meeting, e.g., establishing meeting purpose and desired outcomes, researching the prospect, preparing open, closed and probing questions, estimating the time required for the meeting, agreeing date/time/venue, plan route etc. • How to identify suitable resources to support face-to-face sales meetings, and how to secure them

	• Standards of personal presentation and the relevant dress codes that organisations require when selling face-to-face
2.	• How to establish rapport with customers, e.g., creating a positive first impression, breaking the ice, handshake, smiling, offering business card, active listening, allowing personal space, opening small talk, using open questions, body language, confidence etc. • How to identify customer requirements using questioning and active listening, open and probing questions, body language, paraphrasing etc. • How to summarise customers' needs in their order of importance • When and how to take the opportunity to up-sell and cross-sell • How to present products/services in a way that meets customer needs by matching offer to features and benefits • How to communicate the unique selling points (USPs) of products/services
3.	• Ways to deal with customers objections, e.g., listen, acknowledge concern, check understanding by repeating back to customer, isolate (to check if only one concern is preventing the sale), explore reason for objection, propose solution, agree solution etc. • How to develop in depth knowledge of products/services to use to respond to customer objections • The types of trade-offs that can be used during sales meetings • The limits of authority that apply when negotiating with a customer • How to say 'no' to customers in an assertive, positive manner • How to show empathy with customers concerns • Ways to demonstrate understanding and empathy with customer's situation and confirm objection dealt with to customer's satisfaction
4.	• The verbal buying signals that customers use, e.g., asking questions, making a commitment statement, expressing interest, removing objections etc. • The non-verbal buying signals to look for in customers behaviour, e.g., leaning in, making eye contact, nodding, smiling etc. • How to summarise the discussion with the customer and show how the solution proposed meets their needs • The closing techniques that can be used to test the readiness of customers to buy and gauge their interest in products and services, e.g., trial close, assumptive close, scarcity close, problem-solution close etc. • The organisational processes and documentation related to completing a sale

Assessor Guidance	
1.	Learners should prepare to conduct two face-to-face sales meetings, including identifying suitable resources to support the discussion. If learners are not currently employed in a sales role, a realistic sales negotiation simulation should be provided for them to demonstrate their skills. This should be designed as a holistic assessment that covers all the learning outcomes from this unit.
2.	Learners should demonstrate their skills in establishing rapport with at least two customers in two face-to-face sales meetings (those that they planned for in LO1). They should confirm the customers buying needs and interests, present products/services to them and demonstrate both upselling and cross selling in the meetings.

	If learners are not currently working in a sales role, a realistic sales negotiation simulation should be provided for them to demonstrate their skills. This should be observed by the assessor.
3.	Learners should explore customers objections in at least two face-to-face sales meetings using questioning techniques. They should resolve the objections using their product/service knowledge and mutually beneficial trade-offs. If learners are not currently working in a sales role, a realistic sales negotiation simulation should be provided for them to demonstrate their skills. This should be observed by the assessor.
4.	Learners should identify verbal and non-verbal buying signals for two customers and confirm that the product/services proposed meet their needs in two face-to-face sales meetings. They should use at least one type of test close to establish if there are any outstanding customer objections and close the sale by gaining customer commitment. If learners are not currently working in a sales role, a realistic sales negotiation simulation should be provided for them to demonstrate their skills. This should be observed by the assessor.

L2C3 Selling to Customers Remotely

Unit Title	L2C3 Selling to Customers Remotely	
Level	2	
Credit Value	6	
Guided Learning Hours	30	
Learning Outcomes	**Assessment Criteria**	
1. Be able to prepare and conduct remote sales meetings and demonstrations with customers	1.1	Prepare for remote sales meetings and demonstrations with customers
	1.2	Identify resources to support remote sales meetings and demonstrations
2. Be able to conduct remote sales meetings and demonstrations with customers	2.1	Establish rapport with customers during remote sales meetings and demonstrations
	2.2	Confirm customers buying needs and interests in remote sales meetings and demonstrations
	2.3	Present products/services to customers in remote sales meetings and demonstrations
	2.4	Demonstrate upselling and cross selling skills in remote sales meetings and demonstrations
3. Be able to deal with objections in remote sales meetings and demonstrations	3.1	Explore customers objections using questioning techniques
	3.2	Resolve customer objections using knowledge of products/services
	3.3	Identify potential trade-offs that are mutually beneficial to customers and own organisation
4. Be able to progress and close sales in remote sales meetings and demonstrations	4.1	Identify customers verbal and non-verbal buying signals
	4.2	Confirm with customers that the product/services identified meet their needs
	4.3	Use test closes to establish if further customer objections exist
	4.4	Close sales by gaining commitment from customers and completing documents in line with organisational processes

Additional Information	
Unit purpose and aims	To enable learners to demonstrate how to sell to customers remotely. They will prepare and conduct remote sales meetings and demonstrations with customers, deal with objections and close sales.
Details of the relationship between the unit and apprenticeship standards	Not linked to an apprenticeship standard.
Location of the unit within the Ofqual subject/sector classification system	15.4 - Marketing and Sales
Indicative Content	

1.	• The types of remote sales meetings and demonstrations that sales professionals conduct, e.g., telesales, using communication technology such as MS Teams, Zoom, Google Meet, GoTo, Adobe Connect, Webex etc. • The activities involved in preparing for a remote sales meeting, e.g., establishing meeting purpose and desired outcomes, researching the prospect, preparing open, closed and probing questions, estimating the time required for the meeting, confirming date/time/platform etc. • The activities involved in preparing for a remote demonstration, e.g., research audience, logistics, create a compelling demonstration structure, rehearse, gather resources, set up the environment, engage and interact, tailor the demonstration, handle technical details, follow-up plan, feedback and continuous improvement etc. • How to identify suitable resources to support remote sales meetings and demonstrations, and how to secure them • Standards of personal presentation and the relevant dress codes that organisations require when selling remotely
2.	• Online etiquette for remote selling, e.g., wear professional clothes, test software, check visible background in camera, arrive early, look directly at the camera, speak clearly at a suitable volume, give full attention, establish agenda, don't interrupt, keep track of time, summarise the meeting's key points at the end etc. • How to establish rapport with customers, e.g., creating a positive first impression, breaking the ice, smiling, active listening, opening small talk, using open questions, digital body language, confidence etc. • How to identify customer requirements using questioning and active listening, open and probing questions, body language, paraphrasing etc. • How to summarise customers' needs in their order of importance • When and how to take the opportunity to up-sell and cross-sell • How to present products/services in a way that meets customer needs by matching offer to features and benefits • How to communicate the unique selling points (USPs) of products/services
3.	• Ways to deal with customers objections, e.g., listen, acknowledge concern, check understanding by repeating back to customer, isolate (to check if only one concern is preventing the sale), explore reason for objection, propose solution, agree solution etc. • How to develop in depth knowledge of products/services to use to respond to customer objections • The types of trade-offs that can be used during sales meetings • The limits of authority that apply when negotiating with a customer • How to say 'no' to customers in an assertive, positive manner • How to show empathy with customers concerns • Demonstrate understanding and empathy with customer's situation • How to confirm objection(s) have been dealt with to customers' satisfaction
4.	• The verbal buying signals that customers use, e.g., asking questions, making a commitment statement, expressing interest, removing objections etc. • The non-verbal buying signals to look for in customers behaviour, e.g., leaning in, making eye contact, nodding, smiling etc.

	• How to summarise the discussion with the customer and show how the solution proposed meets their needs • The closing techniques that can be used to test the readiness of customers to buy and gauge their interest in products and services, e.g., trial close, assumptive close, scarcity close, problem-solution close etc. • The organisational processes and documentation related to completing a sale

Assessor Guidance	
1.	Learners should prepare to conduct two remote sales meetings, including identifying suitable resources to support the discussion. If learners are not currently employed in a sales role, a realistic remote sales negotiation simulation should be provided for them to demonstrate their skills. This should be designed as a holistic assessment that covers all the learning outcomes from this unit.
2.	Learners should demonstrate their skills in establishing rapport with at least two customers in two remote sales meetings (those that they planned for in LO1). They should confirm the customers buying needs and interests, present products/services to them and demonstrate both upselling and cross selling in the meetings. If learners are not currently working in a sales role, a realistic remote sales negotiation simulation should be provided for them to demonstrate their skills. This should be observed by the assessor either during the live remote meeting, or via a video recording of the meeting (with permission from the person playing the customer role).
3.	Learners should explore customers objections in at least two remote sales meetings using questioning techniques. They should resolve the objections using their product/service knowledge and mutually beneficial trade-offs. If learners are not currently working in a sales role, a realistic remote sales negotiation simulation should be provided for them to demonstrate their skills. This should be observed by the assessor either during the live remote meeting, or via a video recording of the meeting (with permission from the person playing the customer role).
4.	Learners should identify verbal and non-verbal buying signals for two customers and confirm that the product/services proposed meet their needs in two remote sales meetings. They should use at least one type of test close to establish if there are any outstanding customer objections and close the sale by gaining customer commitment. If learners are not currently working in a sales role, a realistic remote sales negotiation simulation should be provided for them to demonstrate their skills. This should be observed by the assessor either during the live remote meeting, or via a video recording of the meeting (with permission from the person playing the customer role).

L2C4 Understanding Customer Behaviour

Unit Title	L2C4 Understanding Customer Behaviour	
Level	2	
Credit Value	3	
Guided Learning Hours	15	
Learning Outcomes	**Assessment Criteria**	
1. Understand decision making units and their needs and wants	1.1	Outline the difference between consumer and organisational decision-making units
	1.2	State the differences between buyer needs and wants
	1.3	Outline the difference between an opportunity and a customer
	1.4	Describe how to identify buyer needs and wants
2. Understand customer motivations and decision-making processes	2.1	Describe the factors that motivate consumers and organisations to purchase
	2.2	Outline the business-to-consumer (B2C) buyer decision making process
	2.3	Describe the business-to-business (B2B) buyer decision making process

Additional Information	
Unit purpose and aims	To enable learners to understand decision making units and their needs and wants. They will also develop their knowledge of customer motivations and decision-making processes.
Details of the relationship between the unit and apprenticeship standards	Not linked to an apprenticeship standard.
Location of the unit within the Ofqual subject/sector classification system	15.4 - Marketing and Sales
Indicative Content	
1.	• The consumer decision-making unit and their roles, such as an individual, couple or family unit buying for their own personal use, e.g., information gatherer, influencer, decision maker, purchaser, consumer etc. • The organisational decision-making unit (DMU), the people involved, and their roles, e.g., initiators, user, influencers, gatekeepers, deciders, buyers, users, finance etc. • The difference between an opportunity (a potential lead or prospect that could become a customer if successfully nurtured and converted through the sales process), and a customer (someone who has already made a purchase and is using your product or service) • Definitions of buyer ‘needs’ and ‘wants’ • How needs and wants vary between different buyers • Maslow’s hierarchy of needs in relation to buying decisions • The ways that buyer needs and wants can be identified, e.g., listening skills, questioning skills, matching to product/services, knowledge of the features, benefits, and unique selling points (USPs) of offer etc.

2.	• The factors that influence consumer buyers, e.g., economic, cultural, lifestyle, marketing campaigns, brand loyalty, endorsements, social media influences etc. • The factors that influence organisational buyers, e.g., trusted supplier, existing customer reviews/testimonials, product/service reputation, price, value, payment terms, delivery model etc. • How the motivations between individual consumers and organisations may differ in terms of rational, emotional and accountability needs • The consumer decision making process (C2C), e.g., problem recognition, information search, alternatives evaluation, purchase decision and post-purchase evaluation • The business-to-business (B2B) decision making process, e.g., need recognition, product/service specification, supplier search, proposal analysis, supplier selection, purchase completion, post purchase evaluation • The people who may be involved in the business-to-business (B2B) decision making process

Assessor Guidance	
1.	Learners should outline at least three differences between consumer and organisational decision-making units. They should define what is meant by buyer 'needs' and 'wants', then state the differences using an example to support their points. Learners should provide an example to outline the difference between an opportunity and a customer. Learners should describe how both questioning and listening should be used by a sales professional to identify buyers wants and needs. An example should be provided for either a B2C situation or a B2B relationship.
2.	Learners should describe at least two factors that influence consumer buyers, and at least two factors that influence organisations buyers. They should outline the stages of a B2C decision making process with a supporting example from their own experience (this may be as a seller if the learner is currently working on sales, or from the buyer perspective). Their description of the stages of an organisational B2B buyer decision making process should include a brief explanation of what happens at each stage, including the people involved.

L2C5 Understanding Customer Service

Unit Title	L2C5 Understanding Customer Service	
Level	2	
Credit Value	4	
Guided Learning Hours	20	
Learning Outcomes	**Assessment Criteria**	
1. Understand the organisational systems for delivering customer service	1.1	Describe the organisational systems and related processes for delivering customer service
	1.2	Outline the methods that organisations use to measure their customer service
2. Understand how to provide consistent customer service	2.1	State why it is important to make realistic promises to customers
	2.2	Describe the techniques used by sales professionals to provide consistent customer service
	2.3	Describe how to adapt the service/product provided when customer requirements change
3. Understand how to monitor the effectiveness of customer service delivery	3.1	Describe methods used to check that customer expectations have been met
	3.2	Outline how to identify potential improvements to service delivery
	3.3	Specify how to share information with colleagues to maintain and improve service delivery standards

Additional Information	
Unit purpose and aims	To enable learners to understand the organisational systems for delivering customer service. They will also develop their knowledge of how to provide consistent customer service and monitor the effectiveness of delivery.
Details of the relationship between the unit and apprenticeship standards	Not linked to an apprenticeship standard.
Location of the unit within the Ofqual subject/sector classification system	15.4 - Marketing and Sales
Indicative Content	
1.	• The range of systems and related processes that are used for customer service delivery in organisations, e.g., Customer Relationship Management (CRM) systems, communication channels (phone, email, live chat, social media, self0serive portals, in person), customer service training programmes, Standard Operating Procedures (SOPs), Service Level Agreements (SLAs), feedback collection and analysis, escalation and issue resolution procedures etc. • The methods that organisations measure their customer service, e.g., performance metrics such as average response time, customer satisfaction scores, first-call resolution rate, customer retention rate, and Net Promoter Score (NPS) etc.
2.	• How to ensure that promises to customers are balanced with the needs of the organisation

	• The service standards within different organisations • The importance of being realistic in promises to customers and the consequences of overpromising • The different techniques used by sales professionals to provide consistent customer service throughout the sales process, e.g., clear communication, active listening, relationship building, needs assessment, relevant product/service knowledge to be able to respond to queries, consultative selling techniques, timely follow-up, problem-solving etc. • How to recognise when customer requirements have changed • How and when to adapt the product/service to meet changes in customer requirements
3.	• The methods that organisations use to gather feedback about customer satisfaction, e.g., surveys, Net Promoter Score (NPS), interviews, focus groups, social media monitoring, online reviews/ratings, customer support tickets, complaints, success metrics (retention rates, renewal rates, upsell/cross-sell rates) etc. • Why it is important to regularly review customer feedback to make data driven decisions, e.g., to identify potential areas of product/service improvements, to increase understanding of the target market, to gauge customer satisfaction, to build customer loyalty etc. • How to contribute to improvements to customer service • The ways that information can be shared with colleagues to maintain and improve service delivery, e.g., meetings, emails, instant messaging, updating customer relationship management (CRM) system, wikis/knowledge bases • Why it is important to collaborate with colleagues to maintain and improve service delivery standards

Assessor Guidance	
1.	Learners should describe at least two organisational systems and related processes for delivering customer service. They should outline at least three methods that organisations use to measure their customer service giving an example for each.
2.	Learners should provide at least two examples of why promises to customers should be realistic. At least three techniques that are used by sales professionals to provide consistent customer service should be described. Learners should describe at least two ways that sales professionals can recognise when customers' requirements have changed, giving examples of the action that should be taken to adapt the service/product.
3.	Learners should describe at least three methods that organisations may use to check that customer expectations have been met. At least two ways that potential improvements to service delivery should be outlined. At least two ways of sharing information with colleagues to maintain and improve service delivery standards should be specified, with examples of how each may work in practice.

Qualification Unit Specifications – Leadership

L2L1 Understand Individual Performance

Unit Title	L2L1 Understand Individual Performance		
Level	2		
Credit Value	3		
Guided Learning Hours	15		
Learning Outcomes	**Assessment Criteria**		
1. Understand how to develop personal objectives to achieve goals	1.1	List the knowledge, skills and behaviours that are required of sales professionals	
	1.2	Describe how to assess own knowledge, skills and behaviours to define personal goals	
	1.3	Outline how to write personal aims objectives to develop sales competence	
	1.4	Describe activities that support the achievement of personal objectives and goals	
2. Understand how to manage personal stress	2.1	Identify the causes of personal stress	
	2.2	Outline how personal stress can impact work performance, individuals, teams and the organisation	
	2.3	Identify sources of support for stress management	
	2.4	Describe a simple stress management technique	

Additional Information	
Unit purpose and aims	To enable learners to understand how to develop personal objectives to achieve goals. They will also develop their knowledge of how to manage personal stress.
Details of the relationship between the unit and apprenticeship standards	Not linked to an apprenticeship standard.
Location of the unit within the Ofqual subject/sector classification system	15.4 - Marketing and Sales
Indicative Content	
1.	• How to find out about employer's requirements for sales knowledge, skills and behaviours, e.g., job adverts, job standards, competencies etc. • The differences between knowledge, skills and behaviours • How to measure own knowledge, skills and behaviours in a structured way • The sources of support available to help assess own competence and the development of personal objectives • SMART objectives and how to write them • The range of learning and development activities that can help individuals to develop their competence
2.	• What causes stress in the workplace, both generally and for themselves as individuals • The different symptoms of stress, including physical responses, and how to identify them

	• The internal and external sources of support available to manage personal stress and how to access them • The impact that stress can have on individuals, teams and the organisation • Ways that stress transfers between personal and work environments • Different types of simple stress management techniques

Assessor Guidance	
1.	Learners should list at least two areas of knowledge sales professionals require, at least two core skills, and at least two behaviours. When assessing their own knowledge, skills and behaviours (KSBs), learners should specify at least six 'criteria' to measure themselves against. These may be developed from their response to AC1.1. The assessment should identify aspects where they have some competence and other areas where they have no relevant KSBs. Learners should describe at least two activities that support the achievement of personal objectives, at least one formal learning/development activity and at least one informal activity.
2.	Learners should identify at least one source of workplace stress and one source of stress that may arise during personal life. When outlining how stress can impact work, they should make links to the symptoms of stress. At least two sources of support for stress management should be identified. These may be linked to an organisation or be publicly available sources. When describing the stress management technique, learners should detail what it is, how it is implemented and why it works.

L2L2 Team Working

Unit Title	L2L2 Team Working	
Level	2	
Credit Value	4	
Guided Learning Hours	20	
Learning Outcomes	**Assessment Criteria**	
1. Understand teams and teamworking	1.1	Summarise the difference between a group and a team
	1.2	Outline the team development process
	1.3	Describe the characteristics of effective team working
	1.4	List the advantages and challenges of working in a team
2. Understand team communication	2.1	Outline the importance of team communication
	2.2	Describe team communication barriers and how to overcome them
3. Be able to review own performance as a team member	3.1	Assess own performance in a team
	3.2	Identify strengths and development areas in relation to teamworking
	3.3	Create an action plan to improve own performance as a team member

Additional Information	
Unit purpose and aims	To enable learners to understand teams and teamworking. They will also develop their knowledge of team communication and will review their own performance as a team member.
Details of the relationship between the unit and apprenticeship standards	Not linked to an apprenticeship standard.
Location of the unit within the Ofqual subject/sector classification system	15.4 - Marketing and Sales
Indicative Content	
1.	• Definitions of ‘group’ and ‘team’ and how these compare, e.g., a group is a collection of individuals who share common characteristics, whereas teams have common goals, are highly interdependent, have a formal leader etc. • The ways that teams are formed and the processes/stages that they go through to perform effectively, e.g., Tuckman’s model • The different roles that team members undertake • Why work teams perform better than individuals • What good teamwork looks like, e.g., agreed goals, clear communication, inclusivity, trust, respect, collaboration, flexibility, positive attitude, etc. • The advantages that teamwork brings to individuals and organisations
2.	• The importance of communication to support team activities and the impact that poor communication can have, e.g., reduced productivity, increased stress, loss of trust, poor decision making, increased employee turnover etc. • The benefits that good team communication brings to individuals, the team and organisations • How to recognise the abilities of team members

	• Barriers to effective communication, e.g., disagreement, conflict, challenging behaviours etc. • The potential causes of miscommunication in teams and how to overcome them • The role that employees and their organisation have in dealing with differences of opinion
3.	• Personal abilities that are required to operate effectively as a team member, e.g., understand role/boundaries etc. • Why it is important to meet commitments by the agreed deadline and the impact that own performance has on others • The techniques that can be used to identify own strengths and development areas in teamworking • What should be covered in an action plan for personal improvement, e.g., objective, SMART objectives, actions, support/resources required, target achievement dates, review dates etc.

Assessor Guidance	
1.	Learners should provide clear definitions of both what is meant by a 'group' and what is meant by a 'team' with a short summary of the differences. They should explain how a team develops from being newly formed to performing effectively using a relevant model or theory. Learners should describe at least five characteristics of teamworking with a brief example of why each makes team work effective. At least three advantages of team working should be given using brief examples to demonstrate understanding. One challenge of team work should be listed.
2.	Learners should provide at least two examples of why team communication is important at work. They should provide at least two communication barriers with a suggestion of how each barrier should be overcome.
3.	Learners should select a team that they are part of for this learning outcome and assess their own performance by creating at least three 'criteria' to measure themselves against related to their role within the team. Learners should identify at least one strength and one development area as a result of their assessment in AC3.1 Learners should create an action plan that includes at least one SMART objective to develop their teamworking skills. This should include the activities that will be undertaken, the people and resources who will support the development and a target date for achievement. Learners may be employed as sales professionals and use this to review their teamwork performance. They can also use their experiences of working in a team during other types of work or their experiences in group learning activities. Centres should provide relevant opportunities to work as a team during the learning programme if required.

L2L3 Understand Change in the Workplace

Unit Title	L2L3 Understand Change in the Workplace	
Level	2	
Credit Value	3	
Guided Learning Hours	15	
Learning Outcomes	**Assessment Criteria**	
1. Understand the rationale and impact of organisational change	1.1	Define organisational change and the types of change that are required
	1.2	Outline the internal and external reasons for change in organisations
	1.3	Describe the range of employee responses to organisational change
2. Understand how to support change in the workplace	2.1	Identify the benefits of organisational change
	2.2	Describe a change management process
	2.3	Outline how employees can support organisational change

Additional Information	
Unit purpose and aims	To enable learners to understand the rationale and impact of organisational change. They will also develop their knowledge of how to support change in the workplace.
Details of the relationship between the unit and apprenticeship standards	Not linked to an apprenticeship standard.
Location of the unit within the Ofqual subject/sector classification system	15.4 - Marketing and Sales
Indicative Content	
1.	• The range of definitions of 'organisational change', e.g., the process of making a significant change to an organization's structure, culture, or processes • The different types of organisational change, e.g., strategic, structural, process, cultural etc. • The potential internal reasons for organisational change, e.g., leadership changes, change in vision/values, new technology, deficiency in the existing structure, poor performance, decline in revenue, high employee turn-over rate, company growth etc. • The potential external reasons for organisational change, e.g., new opportunities, government regulations and laws, natural disasters/accidents/extreme weather, digital and technological advancements, fierce competition, political factors, social changes, economic collapse, market changes, customer requirements, globalisation etc. • The different types of organisational change that are implemented, e.g., transformational, transitional, reactive etc. • The typical ways that employees and managers respond to different types of proposed organisational changes • Types of positive change responses, e.g., acceptance, optimism, curiosity, engagement, support etc.

	• Types of negative responses to change (resistance), e.g., Maurer's 3 Levels, fer of the unknown, lack of trust, comfort with status quo, loss of control, economic concerns, personal beliefs etc.
2.	• The benefits that different organisations seek to gain though their change programmes, e.g., process improvements, new business opportunities, improved efficiency, improved management styles, enhanced market relevance, build staff morale, create a cohesive vision and values, develop high performing teams etc. • The benefits that change brings to individuals, e.g., skills/career development, task diversification, improved communication, opportunities for participation, career growth and promotion etc. • Organisational change management processes and models, e.g., Hiatt's ADKAR (Awareness, Desire, Knowledge, Ability, Reinforcement), Kotter's 8 Step model etc. • Barriers to organisational change and how individuals, teams and managers can support required change • How to deal with resistance to change, e.g., frequent communication, empowerment, address concerns directly, be patient, celebrate successes etc. • How organisational change can impact on the organisation's culture and values

Assessor Guidance	
1.	Learners should provide a clear definition of organisational change. At least one internal and one external reason for organisational change should be outlined with examples to illustrate the points made. Learners should provide at least two examples of potential employee responses to organisational change; one positive response and one negative response.
2.	Learners should provide at least two benefits of organisational change using relevant examples. Centres may like to provide relevant case studies to provide a focus to support the assessment. A simple change management process should be described to illustrate understanding of the steps involved in making change happen. This can include a recognised change model, and if images are used the learner should describe it in their own words to show their understanding. Learners should outline at least two ways that employees can support organisational change.

Qualification Unit Specifications – Self

L2S1 Time Management in Sales

Unit Title	L2S1 Time Management in Sales	
Level	2	
Credit Value	2	
Guided Learning Hours	10	
Learning Outcomes	**Assessment Criteria**	
1. Understand the relationship between time management and the achievement of sales targets	1.1	Outline the importance of time management for sales professionals
	1.2	Describe how effective time management supports the achievement of sales targets
	1.3	Describe a simple time management technique
2. Be able to plan and manage own time in a sales role	2.1	Plan and prioritise work tasks according to their urgency and importance
	2.2	Use a focus technique to improve personal efficiency
	2.3	Review own time management to identify actions to make improvements

Additional Information	
Unit purpose and aims	To enable learners to understand the relationship between time management and the achievement of sales targets. They will be able to plan and manage their own time in a sales role.
Details of the relationship between the unit and apprenticeship standards	Not linked to an apprenticeship standard.
Location of the unit within the Ofqual subject/sector classification system	15.4 - Marketing and Sales
Indicative Content	
1.	• Why time management is important for individuals, the team and the organisation, e.g., efficiency in managing workloads, better team communication, ensure that relevant tasks are prioritised, to meet agreed targets, to secure sales and commission etc. • The link between managing tasks based on urgency and importance and the achievement of sales targets • The different time management techniques that can be used by sales professionals, e.g., 'to-do' lists, diary management, Eisenhower Matrix, ABCDE method, email/appointment calendar automation etc.
2.	• How to plan the sales day to be most effective • How to separate tasks according to urgency and importance, e.g., Eisenhower Matrix, Covey Matrix etc. • Ways to create focus to achieve tasks efficiently at work, e.g., pomodoro, 'eat the frog', reduce distractions, batching time by task/activity etc. • Ways to plan work efficiently, e.g., by creating standard email templates, automation, using a CRM system to identify key customers etc.

	• How to review own time management effectiveness to identify and take action to improve

Assessor Guidance	
1.	Learners should outline at least two reasons why time management is important for sales professionals. They should give an example of how effective time management leads to the achievement of organisational sales targets. Learners should describe at least one simple time management technique.
2.	Learners should carry out a practical exercise to illustrate how tasks can be prioritised and planned for based on making a judgement about their urgency and importance. If employed as a sales professional, they can use their own workload, or the centre can provide a case study with relevant simulated sales tasks for an entry level sales person. Learners should provide evidence of using at least one focus technique to improve their efficiency. They should give at least two examples of how they have reviewed their own time management approaches to identify at least two actions for making improvements.

L2S2 Understand Sales Professional Learning and Development

Unit Title	L2S2 Understand Sales Professional Learning and Development	
Level	2	
Credit Value	2	
Guided Learning Hours	10	
Learning Outcomes	**Assessment Criteria**	
1. Understand how learning and development supports sales performance	1.1	Describe what is meant by 'learning' and 'development'
	1.2	Describe how learning and development improves individual sales performance at different career stages
2. Understand the range of learning and development opportunities available to sales professionals	2.1	Describe the range of learning and development methods that are available to improve sales knowledge, skills and behaviours
	2.2	Explain how to select learning and development methods to meet individual needs
	2.3	Outline how individuals can transfer learning to their sales activities

Additional Information	
Unit purpose and aims	To enable learners to understand how learning and development supports sales performance. They will also develop their knowledge of the range of learning and development opportunities available to sales professionals.
Details of the relationship between the unit and apprenticeship standards	Not linked to an apprenticeship standard.
Location of the unit within the Ofqual subject/sector classification system	15.4 - Marketing and Sales
Indicative Content	
1.	• Definitions of workplace learning and development • Examples of learning and development that sales professionals undertake at different stages of their careers • The learning and development methods that are used in organisations to upskill their sales professionals • The role of coaching and feedback in sales development activities • How learning and development supports sales performance, e.g., increased knowledge of products/services, improved specific sales skills, increased motivation and organisational engagement, closer alignment with organisational brand, values and goals etc.
2.	• The range of workplace learning and development opportunities that are available, e.g., interactive workshops, classroom sessions, e-learning, work shadowing, on-the-job coaching, mentoring etc. • How different people prefer to learn • How to identify appropriate training methods to address different development needs and preferences

	• The factors involved in the selection of a learning and development activity, e.g., timing, budget, learning preferences, employers' preferences, in-house programme availability, coach/mentor capacity etc. • How to apply the knowledge, skills and behaviours gained during development to workplace activities • How to document learning and development to track growth in expertise • How to review the effectiveness of learning and development activities

Assessor Guidance	
1.	Learners should draw on different definitions of 'learning and development' to describe examples of sales professional growth. At least two specific examples of how learning and development improves individual sales performance should be given.
2.	Learners should describe at least four learning and development methods that can be used to improve sales knowledge, skills and behaviours. In AC2.2, learners provide examples of at least two learning needs for a sales professional. (They may like to use themselves or the centre can provide a case study). They must then describe how to select suitable the learning and development activities to meet the learning needs. A brief rationale should be provided covering the options available and how to select the option based on at least two factors. Learners should outline at least two ways that sales professionals can transfer what they have learned into the workplace activities.

L2S3 Understand Legal, Regulatory and Ethical Frameworks

Unit Title	L2S3 Understand Legal, Regulatory and Ethical Frameworks	
Level	2	
Credit Value	2	
Guided Learning Hours	10	
Learning Outcomes	**Assessment Criteria**	
1. Understand the laws and regulatory frameworks that affect selling	1.1	Describe the laws that need to be considered by an organisation when selling
	1.2	Describe the regulatory frameworks related to selling
	1.3	Outline the potential consequences of non-compliance with the law for individuals and organisations
2. Understand ethical selling practices	2.1	Describe the organisational benefits of ethical selling
	2.2	Explain the behaviours that ethical sales professionals demonstrate
	2.3	Outline the potential consequences of a sales professional acting unethically for individuals and organisations

Additional Information	
Unit purpose and aims	To enable learners to understand the laws and regulatory frameworks that affect selling. They will also develop their knowledge of ethical selling practices.
Details of the relationship between the unit and apprenticeship standards	<u>**Level 3 IT Technical Salesperson Apprenticeship**</u> **K8** Understands the principles and ethics of sales, recognising the importance of delivering value to the customer **S7** Interprets and follows: • Health and safety legislation to securely and professional work productively in the work environment • Data Protection Act 2018 • Sales of Goods Act 1979
Location of the unit within the Ofqual subject/sector classification system	15.4 - Marketing and Sales
Indicative Content	
1.	• The main UK laws that relate to selling, e.g., Data Protection Act (2018), Consumer Rights Act (2015), health and safety, sector/product specific requirements etc. • The organisational responsibilities for ensuring that legal requirements are met with the products and services offered • How to ensure that sales professionals are aware of their responsibilities related to the law and comply with the requirements in all their sales activities • The regulatory frameworks related to selling • The consequences for organisations who do not comply with the law, e.g., industry watchdogs' investigations, fines, loss of reputation, loss of business etc. • The consequences for individual sales professionals who do not comply with the law, e.g., dismissal, loss of reputation, imprisonment etc.

2.	• The organisational benefits of ethical selling, e.g., builds customer trust, loyalty, attracts investment, increased sales via customer loyalty, creates high employee pride and morale etc. • The ethical behaviours that sales professionals should demonstrate, e.g., honesty, build trust, fairness, clear communication etc. • Relevant codes of ethical conduct that define expected standards of professionalism, e.g., ISP's Code of Conduct • The consequences for organisations of unethical practices, e.g., loss of sales, reputational damage, high employee turnover, unable to recruit new employees etc. • The consequences for individual sales professionals who behave unethically

Assessor Guidance	
1.	Learners should list at least one UK law, and one regulatory framework, that affect selling and describe how these affect organisational responsibilities for each. When outlining the consequences of non-compliance with the law, learners should cover at least one consequence for the organisation and at least one consequence for a sales professional.
2.	Learners should describe at least three organisational benefits of ethical selling. They should explain at least three behaviours that ethical sales professionals should demonstrate. When outlining the consequences of unethical practices, learners should cover at least one consequence for the organisation and at least one consequence for a sales professional.