

<b>Title</b>	<b>Examine sales roles and produce a personal development plan for a career in sales</b>		
<b>Level</b>	<b>3</b>	<b>Credits</b>	<b>4</b>

<b>Purpose</b>	<p>This unit standard is for people beginning a career in the sales area. They could be working in a variety of different sales situations.</p> <p>People credited with this unit standard are able to examine sales roles within the sales industry, and produce a personal development plan for a career in sales.</p>
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<b>Classification</b>	Retail, Distribution, and Sales > Sales
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<b>Available grade</b>	Achieved
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### Explanatory notes

#### 1 Definitions

*Business function* refers to a process or operation that is performed routinely to carry out a part of the mission of an organisation.

*Development opportunities* are areas for development that may currently hamper one from achieving personal and organisational objectives in sales.

*Farmer* refers to a salesperson that maintains, defends and grows existing business.

*Hunter* refers to a salesperson that seeks new business.

*Network* refers to an association of individuals having a common interest, formed to provide mutual assistance, helpful information, or the like. Developing a professional network is based on the principles of reciprocity (exchanging things with others for mutual benefit).

*Organisational procedures* referred to in this unit standard may include but are not limited to the applicable procedures found in the following: organisational performance guidelines and standards; Government and local body legislation.

*Personal development plan* refers to a statement of intentions used for a person's growth. This plan should be measurable containing clear goals and objectives.

*Sales* or *selling* refers to creating, building and sustaining mutually beneficial and profitable business through personal and organisational contact and relationships.

*Sales role* refers to a person's main job or function at work.

*Sales position* refers to the title a person may have. Sales positions typically include: sales assistant, sales manager, technical representative, sales representative, sales consultant, business development manager, key account manager, sales director, telephone account manager, account manager, telesales.

#### 2 Any relevant Acts, regulations, and bylaws must be complied with during assessment against this standard

3 This unit standard must be assessed against in the workplace.

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## Outcomes and evidence requirements

### Outcome 1

Examine sales roles within the sales industry.

#### Evidence requirements

1.1 The types of sales roles and positions are described in accordance with customer requirements and organisational procedures.

Range sales roles may include but are not limited to – hunter, farmer, administrator, strategist, manager.

1.2 The relationship of sales roles to other business functions within a workplace is examined to identify sources of support and information.

Range business functions may include but are not limited to – marketing, finance, human resources, production, engineering, research and development, customer services, procurement, distribution, sales support.

### Outcome 2

Produce a personal development plan for a career in sales.

#### Evidence requirements

2.1 A possible sales career pathway for the candidate is identified.

2.2 The candidate's personal qualities are examined and matched to the identified career pathway.

Range personal qualities may include but are not limited to – attitude, optimism, resilience, inner motivation, personality, confidence, critical thinking, empathetic, passion, discipline, trustworthiness; evidence of two is required.

2.3 The candidate's personal strengths and opportunities for development in sales are examined and matched to the identified career pathway.

Range strengths may include but are not limited to – personal qualities, personal values, experience, technical expertise, qualifications, network of contacts; development opportunities may relate to but are not limited to – call reluctance, time management, technical knowledge, public speaking, business writing, misalignment of personal values with organisational values, personal qualities; evidence of two strengths and two development opportunities is required.

2.4 Options and preferences for personal development to meet the identified career pathway are examined and included in the personal development plan.

Range methods to achieve the goals and objectives may include but are not limited to – formal training, informal training, seminars, membership of professional organisations, mentoring, coaching.

2.5 A personal development plan for a career in sales is aligned with the organisation's goals and produced in accordance with organisational procedures.

<b>Planned review date</b>	31 December 2021
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#### Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	18 March 2011	31 December 2015
Revision	2	14 November 2012	N/A
Review	3	8 December 2016	N/A

<b>Consent and Moderation Requirements (CMR) reference</b>	0225
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

#### Please note

Providers must be granted consent to assess against standards (accredited) by NZQA, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be granted consent to assess against standards by NZQA before they can register credits from assessment against unit standards.

Providers and Industry Training Organisations, which have been granted consent and which are assessing against unit standards must engage with the moderation system that applies to those standards.

Requirements for consent to assess and an outline of the moderation system that applies to this standard are outlined in the Consent and Moderation Requirements (CMR). The CMR also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

#### Comments on this unit standard

Please contact ServicelQ [qualifications@ServicelQ.org.nz](mailto:qualifications@ServicelQ.org.nz) if you wish to suggest changes to the content of this unit standard.