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3 **The presentation of intelligent speed assistance systems in car showrooms: Insights**  
4 **from car salespeople and customers**

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## Abstract

33 Intelligent Speed Assistance (ISA) is a technology which can reduce car crashes by informing  
34 the driver that they are speeding or directly intervening to reduce the vehicle's speed. Car  
35 salespeople can play an important role in raising customers' awareness of ISA and its  
36 benefits; however, no research has examined how car salespeople present ISA to their  
37 customers. Through online semi-structured interviews with 12 UK car salespeople and open-  
38 question responses from 48 UK customers who had recently bought an ISA-fitted car, we  
39 explored how car salespeople presented ISA and how best to deploy behavioural  
40 interventions in real-world sales to promote its use. We found that the salespeople's approach  
41 towards presenting ISA: (i) can depend on wider organisational factors (e.g., salesperson  
42 training or aftersales care for customers) related to selling ISA-fitted cars; (ii) considers the  
43 customer's level of interest in ISA during the vehicle presentation phase; and (iii) can  
44 enhance drivers' understanding of ISA. These results offer important practical  
45 recommendations for researchers and practitioners in deploying behavioural interventions to  
46 promote the use of ISA and reduce fatal driving crashes.

47 *Keywords:* Speeding; Intelligent Speed Assistance; Advanced Driver Assistance  
48 Systems; Car Salespeople; Car Showrooms

49 **The Presentation of Intelligent Speed Assistance Systems in Car Showrooms: Insights**  
50 **from Car Salespeople and Customers**

51 **1. Introduction**

52 Driving over the speed limit (or speeding) is common in the UK with 44% of cars in  
53 2023 exceeding the speed limit on 30 miles per hour (50kph) roads, and 45% of cars  
54 exceeding the speed limit on motorways (Department for Transport, 2024a). Speeding  
55 contributed to 21.1% of all fatal UK collisions (Department for Transport, 2024b), and to  
56 11,775 car-related deaths in the USA, in 2023 (National Highway Traffic Safety  
57 Administration, 2025). As reducing road traffic crashes is one of the United Nations'  
58 Sustainable Development Goals on Good Health and Wellbeing (United Nations General  
59 Assembly, 2015), decreasing speeding rates constitutes an important public health target to  
60 achieve this goal. Thus, increasing the public's awareness of practical approaches to speed  
61 reduction is paramount in efforts to reduce speed related deaths.

62 Technological innovations are one approach to reducing speeding. Intelligent Speed  
63 Assistance (ISA) is an Advanced Driver-Assistance Systems (ADAS) feature which uses an  
64 internal vehicle camera to automatically detect speed limit signs and/or a satellite navigation  
65 system to assess the current speed limit. ISA uses the speed limit to advise - or intervene on -  
66 drivers who are speeding to lower their speed. Specifically, advisory ISA systems inform the  
67 driver when the limit is exceeded (e.g., through visual displays on the dashboard, audible  
68 alarms, or vibration in the accelerator pedal), leaving the driver to decide whether to reduce  
69 their speed or not. Intervening ISA systems automatically reduce power to the vehicle until  
70 the vehicle returns to the speed limit. In this way, the technology is designed to enhance  
71 passenger safety and comfort, as well as to make driving more sustainable and time-saving,  
72 while harmonising traffic (Asadi et al., 2021). ISA can also assist drivers in avoiding  
73 speeding-related fines (Ryan, 2019) and drivers generally perceive ISA as useful (Day et al.,

74 2023; Reagan & Cicchino, 2025). Field study trials involving ISA demonstrate that drivers  
75 reduce their speed which corresponds to estimated reductions in injuries (Lai et al., 2012;  
76 Regan et al., 2006). These benefits support the utility of ISA as a practical solution to reduce  
77 speeding-related crashes and since 2024, all new cars manufactured in the European Union  
78 must have a form of ISA installed (European Commission, 2022).

79 Despite its benefits for reducing speeding, public usage of advisory and intervening  
80 ISA is still low when compared to other types of ADAS such as Cruise Control (Kaye et al.,  
81 2024; O'Hern & Louis, 2023). ISA may not fit drivers' needs as they may perceive  
82 intervening ISA as reducing their control over the vehicle (Day et al., 2023). To address the  
83 low rates of public ISA acceptance, previous research has consulted the opinion of drivers  
84 (Reagan & Cicchino, 2025) and role safety stakeholders (e.g., car manufacturers and police  
85 and crash investigators; Day et al., 2024) to understand what factors can promote ISA use, as  
86 well as designing behavioural interventions that strengthen intention to use ISA (Özkan et al.,  
87 2025). By embedding this accumulated knowledge into real-world driving contexts, and  
88 employing behavioural interventions, researchers and practitioners can jointly promote ISA  
89 to reduce speeding and related road traffic crash risk.

90 Car salespeople are ideally placed to promote ISA at the point of purchase when  
91 customers choose a vehicle fitted with ISA. However, we are not aware of any prior research  
92 that has examined how they present ISA to customers. Salespeople can introduce ISA to their  
93 customers and discuss the benefits of the technology for enhancing the driving experience. In  
94 this regard, if salespeople can effectively promote ISA features to customers, then this might  
95 lead to higher engagement with ISA, and a greater reduction in speeding rates and crash risk.  
96 Furthermore, the car showroom can serve as an important context for deploying behavioural  
97 interventions aimed at promoting ISA usage. As such, the present study offers a qualitative  
98 exploration into the ways in which car salespeople present ISA features to their customers,

99 and how this might inform strategies to enhance presentation of ISA to customers at the point  
100 of sale.

### 101 **1.1 What Factors Promote the Acceptance of ISA Among Drivers?**

102 Previous research indicates that drivers' acceptance and subsequent use of ISA is  
103 influenced by their perceptions of ISA. Vlassenroot et al. (2011) found that drivers accepted  
104 ISA if they thought that the technology was effective and if they had tried it during a test  
105 drive. Reagan and Cicchino (2025) offered a representative sample of US drivers one of three  
106 descriptions of ISA types used in Europe (ISA as an advisory warning, as a supportive  
107 accelerator pedal, or as an intelligent speed limiter) and measured a composite score of  
108 drivers' acceptance of keeping ISA turned on in their next vehicle when driving on different  
109 types of roads. After controlling for drivers' perceived effectiveness and usefulness of ISA,  
110 drivers who saw ISA as an advisory warning were more likely to accept using it in their next  
111 vehicle when compared to drivers who saw ISA as a supportive accelerator pedal and drivers  
112 who saw ISA as an intelligent speed limiter. A review of the benefits of using advisory and  
113 intervening ISA (Ryan, 2019) also suggested that younger and inexperienced drivers were  
114 more likely to turn off ISA, despite believing that using ISA reduces fuel consumption and  
115 injury severity. In a driving simulation study, Carsten et al. (2020) found that intervening ISA  
116 helped drivers to reduce their speed when driving on roads with 40 mph (64 kph) or lower  
117 speed limits, but not on roads with higher speed limits. This evidence suggests that ISA may  
118 be used more often by certain drivers (i.e., older and more experienced drivers) and in certain  
119 circumstances (i.e., roads with speed limits of 40mph or less). Promoting a positive attitude  
120 towards ISA can help increase its acceptance and adoption by a wider range of drivers and  
121 encourage more general use of ISA rather than in specific situations.

122 To enhance the use of ISA, empirical research also highlights the roles of promoting a  
123 positive attitude towards ISA and minimising negative beliefs towards the technology.

124 Holding a positive attitude towards ISA has previously been found to correlate with  
125 intentions to turn ISA on in the vehicle (Özkan et al., 2024) and reduce intentions to override  
126 the system (Özkan et al., 2024; Rowe et al., 2021). Özkan et al. (2024) also found that  
127 behavioural (e.g., keeping within speed limits), normative (e.g., other people would agree  
128 with keeping ISA on in the vehicle), and control (e.g., driving in zones with variable speed  
129 limits) beliefs were associated with having a positive attitude towards ISA and intentions to  
130 keep ISA on in the car. Additionally, Rowe et al. (2021) found that these beliefs, drivers'  
131 attitudes, and social norms were associated with intentions to override ISA. In a trial of an  
132 educational intervention, drivers reported increases in intentions to use ISA in comparison to  
133 a control group (Özkan et al., 2025). By basing this intervention on the Theory of Planned  
134 Behaviour (Ajzen, 1991), the intervention was designed to address drivers' negative beliefs  
135 and increase their positive attitudes towards ISA technology. Further qualitative evidence  
136 from Day et al. (2023) found that drivers considered road safety (e.g., reducing crashes  
137 involving pedestrians or cyclists), driver control and autonomy (related to choice in  
138 overtaking other vehicles through overriding ISA), choice and enforcement (whether ISA can  
139 be switched on and off), and their driver identity (feeling competent to drive their own car) as  
140 important factors that can promote positive attitudes towards using ISA. The insights from  
141 another qualitative study with road safety stakeholders (i.e., road safety representatives,  
142 police and crash investigators, insurance brokers, driver trainers, car manufacturers, policy  
143 makers, and representatives from motoring organisations) suggested that drivers who did not  
144 think of speeding as normative and had ISA as an optional feature may also be more likely to  
145 use ISA (Day et al., 2024). Together, this evidence suggests the importance of promoting a  
146 positive attitude and addressing negative beliefs about ISA amongst drivers, which can be  
147 accomplished through successfully deploying behavioural interventions. Thus, it is important  
148 to explore how salespeople can promote drivers' positive attitudes and reduce their negative

149 beliefs towards this technology through effective showroom presentation. Obtaining insights  
150 from salespeople can also aid understanding of how to employ behavioural interventions in  
151 sales contexts to promote ISA acceptance and use.

## 152 **1.2 How do Salespeople Present and Sell Cars?**

153 To our knowledge, the transport literature on ADAS has not yet specifically examined  
154 how salespeople present ISA in showrooms. When examining how salespeople present  
155 ADAS more broadly, Nandavar et al. (2023)'s qualitative study suggests that some drivers  
156 learned how to use ADAS through salespeople's explanations of the systems. Furthermore,  
157 Reagan et al. (2023) suggest that sellers who explain ADAS technology well to drivers can  
158 enhance drivers' trust and understanding of these systems. Car dealership employees in Wang  
159 et al. (2025) indicated that they conduct training on ADAS for all customers which can  
160 include aftersales training activities. This training includes vehicle presentation, informing  
161 customers about ADAS and their benefits for safe driving, and conducting test drives (Wang  
162 et al., 2025). Together, this evidence suggests that salespeople can play an important role in  
163 familiarising drivers with ADAS, such as ISA, and promoting its usage.

164 However, there is evidence that salespeople may not present drivers with sufficient  
165 information about ADAS to allow them to become more familiar with the technology  
166 (Hungund and Pradhan, 2022; Kaye et al., 2022). Boelhouwer et al. (2020) found that a  
167 quarter of the drivers in their sample reported that their salesperson did not familiarise them  
168 with ADAS at all, and only eight percent of all drivers were able to try ADAS on a test drive.  
169 Almost one fifth of the salespeople in the Boelhouwer et al. (2020) study reported that they  
170 never present ADAS features to their customers and one quarter reported that they did not  
171 have the right information or training to present ADAS effectively. The salespeople presented  
172 ADAS features through verbal explanation, test drives, and the car manual. A study by  
173 Abraham et al. (2017) had researchers posing as customers and probing the extent to which

174 17 salespeople from luxury, mass-market, and safety-focused car brands presented ADAS to  
175 them. Six of these salespeople provided thorough explanations of requested ADAS, seven  
176 provided satisfactory explanations, and four salespeople provided poor explanations. The six  
177 salespeople who provided thorough explanations had a combination of extensive online and  
178 hands-on training, whereas the four salespeople who provided poor explanations had only  
179 web-based, but not hands-on training of ADAS. Furthermore, Lubkowski et al. (2021)  
180 indicated that only 16.6% of the drivers who received any training on ADAS in their sample  
181 received formal training (a class or a detailed instruction) whereas all other drivers who  
182 received training were given a non-detailed overview by their salesperson. These drivers  
183 learned mostly by trial-and-error after purchasing their car or through the owner's manual.  
184 Thus, while salespeople are well placed to explain and promote ADAS systems like ISA to  
185 customers, they may not present this information to drivers or know how to present this  
186 information effectively to drivers.

187         To supplement our understanding of the ways in which salespeople present safety  
188 features to customers, insights from the broader psychology and marketing literature suggest  
189 certain factors that can enhance the salespeople-customer relationship and enable salespeople  
190 to present ISA effectively. One such factor could be the salesperson's orientation in the sales  
191 process. Arndt and Karande (2012) suggest that car salespeople can possess a mixture of  
192 customer or sales orientation. A customer orientation refers to satisfying the customers'  
193 needs, whereas a sales orientation involves putting company goals first (Arndt & Karande,  
194 2012, p. 354). Thus, car salespeople who exhibit a more pronounced customer orientation  
195 may be more likely to discuss safety features with customers to meet their driving needs  
196 (such as through educating the customer on the safety benefits of ISA). Conversely, car  
197 salespeople who exhibit a more pronounced sales orientation may be more likely to discuss  
198 safety features to up-sell the customer's vehicle choice (such as by noting the benefits of ISA

199 to enhance the customer's positive perception of the vehicle). Previous research suggests that  
200 salespeople who exhibit a sales orientation may be perceived as more dishonest (Felcher,  
201 1995; Walker, 2007) which could negatively impact the customers' car purchasing  
202 experience (Babin et al., 1999). In addition to honesty, more knowledgeable salespeople are  
203 more likely to be perceived as trustworthy (Kennedy et al., 2001). Knowledgeable  
204 salespeople may also exhibit cooperativeness and enthusiasm for the vehicle, which has been  
205 previously found to promote the purchase of electric vehicles (Matthews et al., 2017) and  
206 could similarly influence the uptake of ISA-fitted cars. Finally, salespeople who listen to,  
207 understand, evaluate, and respond effectively to their customers' queries enhance the drivers'  
208 trust and satisfaction with the salesperson-customer relationship (Ramsey & Sohi, 1997). The  
209 importance of these factors in establishing trust between salespeople and customers could  
210 apply specifically to the promotion of ADAS like ISA as part of the general car sales process.

### 211 **1.3 The Current Study**

212 In this study we investigate the presentation of ISA during showroom sales from the  
213 perspectives of both salespeople and customers. By considering this multi-stakeholder  
214 perspective, we will also assess how emerging behavioural interventions can be best  
215 deployed in real-world sales contexts. Specifically, we aim to answer the following research  
216 questions:

217 RQ1. How do car salespeople (from the perspective of car salespeople and customers)  
218 present ISA features to customers?

219 RQ2. What aspects of the sales process inform how a behavioural intervention could  
220 be most effectively deployed in real-world sales?

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## 2. Method

### 2.1 Participants

We collected interview data from 12 car salespeople (11 male, 1 female), between the ages of 26 years and 34 years ( $M = 29.50$  years,  $SD = 2.54$  years) who worked in either independent ( $N = 11$ ) or brand-specific ( $N = 1$ ) UK showrooms. We recruited this sample by advertising in car salespeople-oriented groups on LinkedIn. Participants were invited to take part in an interview about the ways in which they present ISA features to showroom customers who are looking to purchase a new car. The first author then sent a pre-interview questionnaire to the participants in which the salespeople provided their written consent and demographic data. All salespeople had experience of presenting cars with ADAS features to showroom customers and 10 salespeople had experience in presenting cars with intervening ISA. The authors had no previous association with the participating salespeople.

Table 1 shows the demographic details of the salespeople sample including whether the salespeople had experience of driving a vehicle with ISA, the city within which their showroom is located, and the type of vehicles their showroom sells. The salespeople were remunerated with a £20 Amazon voucher. Following the interviews, we also collected survey data from 48 customers (28 male, 20 female) between the ages of 23 years and 70 years ( $M = 42.88$  years,  $SD = 12.52$  years) who had purchased a car with intervening ISA through the Prolific Academic platform (<https://www.prolific.co>). These drivers were participants in a larger investigation into the use of ISA while driving who were presented with an additional set of questions to capture insights about their experience of purchasing ISA-fitted vehicles. Participants were remunerated at a rate of £6 per hour for their participation in the survey. The study procedures were approved by the Research Ethics Committee of our institutions and were pre-registered on the Open Science Framework ([osf.io](https://osf.io)).

—Table 1 around here—

## 246 2.2 Data Collection

247 We created an interview schedule (see Supplementary Online Material) after  
248 consulting the previous literature on drivers' ISA acceptance and use (Özkan et al., 2024;  
249 Reagan & Cicchino, 2025) and the ways in which salespeople present ADAS to customers  
250 (Boelhouwer et al., 2020; Reagan et al., 2023). The first author then conducted one-to-one,  
251 semi-structured interviews online with each salesperson via Google Meet. During the  
252 interview, the researcher first informed each salesperson about ISA. The participants then  
253 answered questions that explored their perception of customers' typical experience of  
254 considering purchasing a car in their showroom, their experience in presenting cars with ISA,  
255 their personal opinion of ISA, how they thought ISA could be best presented to customers,  
256 and their perception of the salient factors for customers when considering ISA. At the end of  
257 each interview, the participant was offered the opportunity to freely discuss any other factors  
258 that they thought could influence the presentation of vehicles with intervening ISA. The  
259 researcher offered to send each participant a copy of their transcribed interview and thanked  
260 them for their participation. We did not conduct any repeat interviews with the participants.  
261 Interviews took 30-39 minutes ( $M = 34.58$  minutes;  $SD = 3.17$  minutes) and were audio-  
262 recorded and automatically transcribed using Google Meet. The lead author manually  
263 checked and edited the transcripts to ensure their veracity.

264 To obtain data from customers with ISA-fitted cars, we included a question (*Did your*  
265 *car salesperson present intervening Intelligent Speed Assistance to you when you were*  
266 *considering purchasing a vehicle?*) within a larger survey to understand whether salespeople  
267 presented the ISA technology to customers during the point of sale (see the Supplementary  
268 Online Material for survey items). Customers who answered 'Yes' ( $n = 8$ , 17%) to this  
269 question were asked to discuss this experience using seven open-ended questions.  
270 Conversely, customers who answered with 'No' ( $n = 19$ , 40%) or 'I do not remember' ( $n =$

271 21, 43%) answered three open-ended questions about whether the salesperson presented them  
272 with any safety information about the vehicle, what they would have liked to learn about ISA  
273 at the point of sale, and in what ways salespeople could best present ISA to customers.

### 274 **2.3 Data Analysis**

275 We analysed the interview data corpus using reflexive thematic analysis by following  
276 an inductive approach outlined by Braun and Clarke (2021). In reflexive thematic analysis,  
277 the researcher's positionality serves to minimise the bias that can emanate from their  
278 understanding of the broader literature. To do this, the first author maintained a reflexive  
279 journal in which they noted interesting information from previous literature and actively used  
280 this knowledge to minimise the bias that could have occurred during designing the interview  
281 schedule, the interviewing process, the creation of the survey items, and in analysing and  
282 reporting the data. Importantly, the first author is a male research associate who is a non-  
283 driver with an outsider perspective of road safety and thus focused on the experiences of  
284 salespeople and customers. However, the first author also had experience in organisational  
285 settings and is familiar with the attitudes and emotions that could lead people to accept  
286 technology through reading previous research. After his familiarisation with the road safety  
287 literature, the first author had an informed understanding of how drivers and other  
288 stakeholders perceived and used ISA, as well as a good understanding of how car salespeople  
289 presented vehicles to their customers. The other authors are experienced drivers, and two of  
290 the authors have previously conducted research into public acceptance of ISA and risky  
291 driving behaviours in general. Their familiarity with the research context and vehicle-  
292 purchasing experiences constitute an insider perspective to the data, and may have focused  
293 them towards the presentation of ISA within showrooms rather than the experiences of  
294 salespeople. However, the combination of these different perspectives and foci of exploration

295 constituted a strength as it created a compensatory, reflexive practice which allowed us to  
296 holistically explore the data.

297 To analyse the data, the first author initially wrote research notes for each interview  
298 with their immediate reflections. The same author then analysed the data by inductively  
299 coding separate chunks (e.g., a paragraph or a sentence) in NVivo 14 (Lumivero, 2023). The  
300 second author analysed 15% of the interview corpus to ensure that the first author's generated  
301 codes had high content validity, and to suggest additional codes due to differences in  
302 perspective. The research team discussed and agreed on the resulting themes, which resulted  
303 in different perspectives contributing to a wider understanding of the themes and conclusions.

304 To establish whether our sample of salespeople offers in-depth insights to answer the  
305 research aims, we determined our sample size on the basis of the concept of information  
306 power (Malterud et al., 2016). A study is defined as having strong information power when  
307 the study has a narrow research aim, requires a specific sample of the target population, uses  
308 established theory, has a high level of quality of dialogue, and involves case comparisons  
309 (Malterud et al., 2016). Qualitative studies that meet these criteria require less participants  
310 than studies that do not meet this criteria. In the current study, we explored a narrow research  
311 aim (how ISA is presented to customers at point-of-sale and its implications for intervention  
312 development) by interviewing a specific group of the broader salespeople population (those  
313 salespeople who sell cars with ISA). The data from the recruited salespeople also offered rich  
314 insights and detailed information on the addressed topics as evidenced by the average  
315 interview length of approximately 35 minutes. We also linked our insights to established  
316 theory that considers how the sales orientations, knowledge about products, and listening  
317 behaviour of the interviewed salespeople could influence the presentation of vehicles (Arndt  
318 & Karande, 2012; Kennedy et al., 2001; Matthews et al., 2017). The insights from the  
319 interviewed salespeople stabilised across cases during our iterative data collection and coding



345 was presented to them at the point of purchase. While all salespeople presented ISA to  
346 customers and exhibited a positive attitude and appreciation of ISA, only 17% of customers  
347 ( $n = 8$ ) reported that their salesperson presented ISA to them during the process of purchasing  
348 their ISA-enabled vehicle. A further 40% of customers ( $n = 19$ ) stated that they did not  
349 receive any information about ISA from their salesperson, and 43% ( $n = 21$ ) stated that they  
350 did not remember whether they received any ISA information from their salesperson. Only  
351 four customers (8.33%) explicitly mentioned that they went on a test drive to try ISA when  
352 driving. These results suggest that, in general, customers may not receive an appropriate ISA  
353 presentation or that they might not remember the specifics about ISA amidst other  
354 information presented during purchase. Customers' low level of recall of ISA information  
355 despite the salespeople's enthusiastic approach towards ISA suggests that salespeople can  
356 present ISA to all customers at multiple points during the sales process and even reiterate the  
357 benefits of ISA at the point of purchase to make it more prominent in customers' minds. In  
358 this way, future research can test whether this increased presentation of ISA is associated  
359 with increases in drivers' use of ISA. If presenting ISA during the sales process is not  
360 feasible, presenting information about ISA and its benefits directly to drivers can increase the  
361 likelihood of them using ISA while driving (e.g., Özkan et al., 2025).

362         Next, to understand how car salespeople can effectively present ISA to their  
363 customers (RQ1), we discuss (i) the organisational factors that can influence ISA  
364 presentation, (ii) how salespeople present vehicles to customers before discussing ISA, and  
365 (iii) how salespeople present ISA to customers. By combining insights from salespeople and  
366 customers we offer insights towards best practice presentation of ISA at point-of-sale (RQ1)  
367 and suggest implications for intervention development (RQ2). However, due to sampling  
368 mostly salespeople with experience of presenting ISA, we can only offer suggestions as to  
369 what factors may prevent salespeople from presenting ISA. Table 2 summarises the

370 implications as initial guidance for designing and testing point-of-sale behavioural  
371 interventions aimed at increasing ISA adoption.

372 —Table 2 around here—

### 373 **3.1 The Organisational Factors that Influence ISA Presentation**

374 Several organisational factors that affect how salespeople present vehicles equipped  
375 with ISA were mentioned (see Figure 1).

376 —Figure 1 around here—

377 In line with research investigating training on how to present ADAS (Boelhouver et  
378 al., 2020), the extent to which salespeople were trained in ISA presentation varied  
379 considerably, which could have influenced not only how often they presented ISA but also  
380 the way in which they did so. Training sessions in four showrooms were led by an expert  
381 from the car manufacturer, in one showroom by an expert in safety technology, and in three  
382 showrooms salespeople learned about ISA from their colleagues or from the internet.  
383 Salespeople reported that the more formal training sessions often focused on presenting the  
384 functionality of the ISA technology (i.e., how the system operates, how to  
385 activate/deactivate), with less emphasis placed on presenting the benefits of ISA (i.e., its  
386 potential to improve road safety, reduce speeding, and support drivers in complying with  
387 speed limits):

388 *We had a training process in the showroom and other places where the experts in*  
389 *using this technology do a kind of training to tell people who are car dealers and also*  
390 *train you on how to present this technology to your clients...The training was*  
391 *basically designed to teach and intimate car dealers on how this technology works*  
392 *and how to present them to your client. Different features and the rest of the stuff.*  
393 (Salesperson 10)

394           The extent to which showrooms prioritised selling more cars with ISA technology  
395 could also impact how salespeople present ISA. Specifically, salespeople who worked in  
396 showrooms where selling ISA-equipped cars is prioritised, reported that presenting ISA was  
397 mandatory or very strongly encouraged, whereas salespeople in other showrooms could  
398 decide whether or not to present ISA. However, salespeople often suggested that they  
399 prioritised customers' safety above the car sale as Salesperson 8 rhetorically asked '*if the*  
400 *[customer] is unsafe, who is buying the car from me?*'.

401           Placing a premium on safety could also explain why some salespeople engaged in  
402 aftersales care activities related to ISA. For example, Salesperson 12 had recorded videos that  
403 demonstrate how customers can use ISA which were distributed after car purchase:

404           *I put myself in a car and I have to show them the different buttons and the different*  
405 *clicks on how to use them. And I'll also video myself driving while I'm talking and*  
406 *explaining it to them.*

407           As another example, Salesperson 8's showroom was preparing a community-based  
408 workshop to promote ISA and answer customers' questions. Finally, three salespeople noted  
409 that ISA could be further promoted through social media videos.

410           These organisational factors suggest that initiatives that aim to promote customers'  
411 ISA use should consider the content of salesperson training, the extent to which showrooms  
412 prioritise selling cars with ISA, and broader showroom efforts to promote ISA. For example,  
413 the salesperson training could include a discussion of the driver benefits of using ISA so that  
414 customers see it as a helpful addition to their driving experience. To enhance their safety  
415 focus and optimise ISA presentation to customers, showrooms could also test evidence-based  
416 behavioural interventions which supplement the broader showroom efforts to promote ISA  
417 use. Nonetheless, as most salespeople in our sample appeared in favour of ISA use and  
418 presentation, other salespeople may not be as willing to present ISA or to attend training

419 sessions. Showrooms may also place a premium on other vehicle considerations (such as  
420 comfort or safety). In such cases, customers can learn about ISA through being presented  
421 with unobtrusive information at the start of the sales process or learn about ISA post  
422 purchase.

### 423 **3.2 Presenting a Vehicle Before Discussing ISA**

424 All salespeople indicated that their primary role was to understand customers' car  
425 preferences and offer them a range of appropriately priced vehicles. Some salespeople stated  
426 that they presented ISA only if they understood that the customer was interested in  
427 purchasing a car fitted with ISA, whereas other salespeople gauged the customer's level of  
428 interest by asking them if they had heard of ISA. As such, these salespeople may exhibit a  
429 customer orientation (Arndt & Karande, 2012) and support the drivers in their choice of safe  
430 vehicles. However, if the conversation is driven by the customer's interest, Salesperson 5 felt  
431 that customers did not consider ISA to be the most important part of the sales process:

432 *It could be towards the end where after they are satisfied with either comfort or*  
433 *luxury or the looks of the car, fuel consumption and all of that... the beauty and the*  
434 *make of the car, that's when they come to asking about the safety part of the car.*

435 Salespeople also noted that they interact with different types of customers who  
436 express various levels of interest in ISA. Specifically, salespeople noted that customers with  
437 families and those who were more technology-savvy often expressed a desire to learn and use  
438 ISA because it addressed their driving needs. In line with wider research on drivers'  
439 acceptance of ADAS (Koteczki & Balassa, 2025), salespeople suggested that older drivers  
440 may want to use ISA but distrust the technology, whereas younger drivers may be interested  
441 in how the technology works but might think that ISA does not fit their driving needs.  
442 Additionally, customers and salespeople both suggested that confident and uninterested  
443 drivers may not express desire to learn more about ISA, whereas well-informed customers (*n*

444 = 5) did their own research prior to visiting the showroom. Thus, at the initial vehicle  
445 presentation stage, salespeople need to establish the extent to which the customer is interested  
446 in ISA before presenting it in detail. Indeed, prioritising other car considerations or features  
447 could be why many customers ( $n = 19$ ) reported that they did not receive any safety  
448 information, which echoes the findings of Lubkowski et al. (2021):

449 *No, nothing was mentioned during the sale. I came across the [ISA] feature in the car*  
450 *manual when I saw it was already switched on on purchase. This should definitely be*  
451 *mentioned on purchase. (Customer 28)*

452 In line with previous research which suggests that car salespeople could be viewed as  
453 dishonest by customers (Felcher, 1995), two customers also reported that they thought that  
454 salespeople were simply trying to obtain more money from the sale. Customer 15 describes  
455 this when discussing how salespeople can best present ISA:

456 *A short video would be a good way to present it as sometimes you switch off and think*  
457 *they are just trying to get an add-on sale.*

458 Ideally, behavioural interventions implemented at this stage should aim to promote  
459 ISA to every customer. However, these interventions should be tailored to the customer's  
460 level of interest in ISA and aim to present information which is in line with their driving  
461 needs. Adopting such a customer-oriented approach in the design and implementation of  
462 behavioural interventions offers plentiful opportunities for increasing the public's awareness  
463 about the benefits of ISA. As one example, interventions could present ISA technology and  
464 its benefits to enhance customers' understanding of ISA as well as prompt customers to ask  
465 more targeted questions about it to their salesperson. In situations where the salesperson is  
466 perceived as more dishonest, trained showroom staff could present the ISA technology (in  
467 line with Abraham et al., 2017) to enhance drivers' trust in ISA. Yet, if customers appear

468 uninterested in the technology, alternative measures may need to be devised to make ISA  
469 appear more appealing to these customers.

### 470 **3.3 Presenting ISA**

#### 471 ***3.3.1 Presenting ISA Technology and/or its Benefits for the Driver***

472 While we expected that salespeople would present ISA technology and its benefits to  
473 the customer, some salespeople and customers stated that salespeople only discussed ISA  
474 rather than providing customers with hands-on experience of the technology (e.g., during a  
475 test drive). Nonetheless, this is in line with the results of Boelhouwer et al. (2020), which  
476 stated that salesperson training may not be sufficient to present the technology effectively. On  
477 occasions when salespeople presented the benefits of ISA to customers, the salespeople  
478 suggested that the initial presentation of the technology helps to pique customers' interest and  
479 to promote positive affect towards the technology:

480 *You could say that 'ISA to me is a co-driver, it is a car co-driver, it helps you stick to*  
481 *your speed limits by reading road signs, it also [comes] with a front camera and*  
482 *checking GPS data'. When you say something like that it interests a customer who*  
483 *wants to explore intelligent assistance and it will drive the customer to ask you for*  
484 *that and then I would explain ISA...So you let the customer know that ISA is very*  
485 *important and is very vital if you want to adhere to the legal speed limits and all of*  
486 *that and you go further to show the customer how it works. (Salesperson 4)*

487 This appeared to be an effective strategy because some customers who received  
488 adequate and warm sales experience factored it into their decision to buy the ISA-fitted  
489 vehicle:

490 *Yes, the way the salesperson presented ISA did influence my decision to purchase the*  
491 *car. By clearly explaining how the system works and emphasizing its safety benefits, I*  
492 *felt more confident about the added value ISA brings. The demonstration of its real-*

493 *world application and the reassurance that it could help prevent speeding made the*  
494 *feature stand out. Knowing that it could make my daily driving safer gave me more*  
495 *peace of mind and contributed positively to my choice. (Customer 29)*

496 Overall, the effective salesperson presentation of the ISA technology and its benefits  
497 can help customers to understand and use it. Nonetheless, some salespeople may simply  
498 present ISA technology without advocating for its benefits which could be because their  
499 training centres on this aspect. As such, embedding behavioural interventions at this stage of  
500 the sales process could focus on presenting how ISA can enhance the customer's driving  
501 experience and allow the salesperson to focus on presenting the technology and enabling the  
502 customer to use it.

### 503 ***3.3.2 Discussing Potential Perceived Disadvantages of ISA***

504 All salespeople suggested that promoting ISA also requires a careful consideration of  
505 the perceived disadvantages of ISA for customers. Similarly to previous research on  
506 presenting ADAS technologies (Reagan et al., 2023), and given that ISA is a new technology  
507 for most customers, salespeople may need to enhance customers' trust in driving an ISA-  
508 fitted vehicle. To do so, Salesperson 11 tells other salespeople to present ISA as a tool to  
509 support, but not replace, the driver:

510 *I have people I tutor and what I do is I just try to tell them 'Number one, you must*  
511 *make sure you build that trust with your customers. You must and you have to*  
512 *reassure your customers that the ISA is a support tool, not full automation, it's not*  
513 *taking over the whole car and you just have to give them the answers to everything,*  
514 *set things all right, tell them that the system is just there to help, but it's not infallible*  
515 *or restrictive'.*

516 In line with previous work on drivers' attitudes towards ISA (Day et al., 2023, Özkan  
517 et al., 2024), salespeople and customers noted that one of the most common perceived

518 disadvantages of intervening ISA is that drivers feel that they will not be in control of their  
519 vehicle. For example, many customers were surprised when their car started slowing down as  
520 they could not see how the intervening ISA technology works. To mitigate customers' fears  
521 of losing control over their vehicle, Salesperson 12 repeatedly stated to them that ISA is  
522 'assistive, not autonomous'. In this way, the salesperson can play an important role in  
523 presenting ISA by mitigating its perceived disadvantages. Other strategies included  
524 discussing the improving accuracy of ISA and presenting overriding options to remind  
525 customers that they are in control of the vehicle:

526 *They're not really interested in overriding it, but I do present that so that they know*  
527 *that they're still in charge even when they have the system, and not have a system that*  
528 *totally overrides them. So I present that just for the knowledge that you're still in*  
529 *charge of the car. (Salesperson 5)*

530 Discussing how to mitigate the perceived disadvantages of ISA (e.g., feeling in  
531 control, improving accuracy, overriding options) can be important for customers who are  
532 sceptical about the ISA technology. This can take the form of persuasive information  
533 delivered in plain English as discussed by Customer 15:

534 *Breaking down the cost per safety element - sharing the likeliness of avoiding*  
535 *penalties, providing warnings, advising it is only informative, reminding it can be*  
536 *switched off, perhaps reading quotes from other drivers with pros and cons too.*

537 As such, designing behavioural interventions that seek to enhance ISA use should  
538 consider challenging the important ISA disadvantages perceived by customers as well as how  
539 salespeople already deal with these perceived disadvantages. As an example of behavioural  
540 intervention that considers the perceived disadvantages of using ISA for drivers, Özkan et al.  
541 (2025)'s behavioural intervention embeds driver autonomy and overriding ISA to promote its

542 use. By adapting similar interventions with the salesperson's approach to presenting ISA,  
543 future research can test whether deploying such interventions increases drivers' ISA use.

### 544 **3.3.3 Using Materials and Test Drives to Present ISA**

545 In line with research demonstrating the effectiveness of practical training on the  
546 acceptance of ADAS systems (Pełka & Rosinski, 2025) and research on providing ADAS  
547 training to young people (Wang et al., 2025), salespeople and customers were adamant that  
548 the effective presentation of ISA should include an informational discussion of the  
549 technology and its benefits, coupled with a practical demonstration of ISA during a test drive.  
550 This is in line with Boelhouwer et al. (2020) who suggested that only a small percentage of  
551 their driver sample was invited to a test drive of ADAS technologies. To advance customers'  
552 knowledge of ISA and its benefits, the salespeople in our study used either the car manual,  
553 videos that present the technology, or virtual simulators that place the ISA technology within  
554 the car and show customers how it works. Salesperson 11 also used a bespoke paper guide  
555 created in-house that signposted the customer to the ISA-related section in the car manual:

556 *It's a manual. It's a printed document. So, it's not really bulky to read and it's actually*  
557 *a summary and it points out to the main vehicle brochure that lists the ISA features*  
558 *for that model. So yes literally the manual is a pointer to the main vehicle brochure.*

559 Although not all salespeople used materials of this sort, customers reported that when  
560 doing so salespeople can enhance customers' knowledge about ISA and give them an  
561 opportunity to refer back to the material after the spoken presentation.

562 *The written word, I learn about things best by reading and I can go back to check*  
563 *details. I feel that by giving info verbally a person can rush over details and relevant*  
564 *information can be missed. (Customer 25)*

565 Furthermore, all interviewed salespeople reported using test drives as part of their  
566 presentation of ISA, noting that test drives provide an opportunity to mitigate the

567 disadvantages and showcase the benefits of ISA. Specifically, Salesperson 2 reported using  
568 test drives to enhance customers' trust beyond the virtual simulator that he had used with  
569 customers beforehand:

570 *I think the test drive is what makes them more trustworthy, because when they test it,*  
571 *a couple of them get very excited about the whole situation [as] they do not know*  
572 *about it. So having to see it, it gets them really excited. It gives them a mindset that*  
573 *this is really great and 'I didn't know this could really help me a lot'. So during the*  
574 *simulator they are excited, during the test drive as well they are more excited about it*  
575 *when they tend to test these things and when they tend to see it in action.*

576 Other salespeople used test drives to demonstrate the accuracy of ISA (also important  
577 for drivers in Vlassenroot et al., 2011), to reassure them and increase their confidence in  
578 driving with ISA (in line with Reagan et al., 2023), and to educate customers on how ISA  
579 adapts to specific road zones and situations (which was important for drivers in Day et al.,  
580 2023). The four customers that were offered a test drive noted that test drives helped them to  
581 understand how their driving experience changes when driving an ISA-fitted vehicle:

582 *Yeah, I think ISA could be shown in a more hands-on way. Like maybe letting*  
583 *customers test it properly during the drive, so they can feel how it works instead of*  
584 *just hearing about it. A short demo video at the dealership would help too, showing*  
585 *real examples of it in action. Just talking about it isn't enough, especially since it*  
586 *affects how the car actually drives. (Customer 8)*

587 Thus, when deploying behavioural interventions that aim to enhance ISA use,  
588 researchers and practitioners should consider the content of the materials that salespeople  
589 utilise so that the intervention can optimise customers' understanding of ISA. Additionally,  
590 salespeople suggested that test drives help to advance customers' practical knowledge of ISA.

591 Thus, behavioural interventions can also focus on motivating the customers to request and  
592 take a test drive to experience the ISA technology.

### 593 ***3.3.4 The Role of the Salesperson in Presenting ISA Effectively***

594 Salespeople are also key to ISA being presented effectively. Specifically, we found  
595 that salespeople can use their positive experience of driving with ISA to emphasise its safety  
596 benefits, educate the customer about how it can positively affect their driving experience, and  
597 offer advice on appropriate use. This is in line with previous research which suggests that  
598 salespeople who listen to their customers enhance their trust and confidence in the  
599 salesperson-customer relationship (Ramsey & Sohi, 1997). To offer a warm and interesting  
600 presentation of ISA which can help entice customers to purchase ISA-fitted vehicles,  
601 salespeople with a personal interest in ISA, and previous experience of using it when driving,  
602 could offer their customers more complete and personalised guidance. This fits with  
603 Matthews et al. (2017) who found that cooperative and enthusiastic salespeople were more  
604 likely to sell electric vehicles. Salesperson 5 epitomises this by suggesting that his positive  
605 experience with and opinion of ISA motivates him to introduce the technology to a greater  
606 extent:

607 *I so well appreciated the technology, and the fact that it is helpful in some of the*  
608 *aspects that humans or all drivers are a bit careless about. So having a system that*  
609 *could checkmate a whole lot of them to me is something that is out of this world. I so*  
610 *appreciate the technology that's on my end and that is why I introduce it as much as I*  
611 *can to my client.*

612 Placing a focus on driver safety could also prompt salespeople to present ISA to  
613 educate drivers about how ISA can change their driving experience. This is in line with  
614 Kennedy (2001)'s theoretical model which suggests that by being knowledgeable about their  
615 vehicles salespeople can increase customer's trust in the salesperson and the product. For an

616 example of imparting such knowledge to customers, Salesperson 6 suggests that customers  
617 could benefit from a gradual adaptation of their driving behaviour by paying attention to the  
618 ISA technology:

619 *After presenting the information, there is also a particular something that I usually*  
620 *tell them. You have to be focused and also don't ever neglect any sign coming from*  
621 *this ISA because any sign coming from ISA is a warning to you. So you need to*  
622 *observe it and also make an amendment of how you drive.*

623 However, customers may still experience difficulty in adapting to the technology. In  
624 such cases, Salesperson 12 uses reassuring language to help the driver to monitor their  
625 dashboard more efficiently:

626 *People have been reaching out to me that they've been having difficulties and then I*  
627 *tried to let them know that with time they would meet up with the standard of having*  
628 *to look at their dashboard, look at the road, and also check their rear view mirrors*  
629 *and other things like that.*

630 By understanding, evaluating, and responding effectively to their customers' worries  
631 (Ramsey & Sohi, 1997), salespeople can offer effective service that also builds trust in ISA.  
632 Altogether, by utilising the salesperson's experience, the aforementioned strategies could  
633 effectively enhance customers' trust and understanding of how ISA can benefit their driving  
634 experience. In line with research on the situational acceptance of ADAS (Novakazi et al.,  
635 2020), some customers noted that salespeople could go even further by describing how ISA  
636 can be useful in specific situations, such as in areas with variable speed limits or in  
637 construction zones:

638 *I would have liked more detailed information on how to customize or temporarily*  
639 *override ISA, especially in situations where quick acceleration might be necessary,*  
640 *like overtaking. It would also have been helpful to understand how ISA interacts with*

641 *GPS accuracy and speed limit data updates—particularly in areas where road signs*  
642 *might not be clear or recently changed. A demonstration of real-life scenarios, like*  
643 *entering variable speed zones or construction areas, would have made me feel more*  
644 *confident in how the system responds. (Customer 16)*

645 Therefore, effective behavioural interventions to promote ISA use should be designed  
646 by considering the role of the salesperson in presenting ISA to customers so that they can  
647 manage drivers' expectations about adapting to ISA over time. These behavioural  
648 interventions could focus on educating the customer about ISA technology and its benefits in  
649 an accessible way, allowing salespeople to use their own experience with ISA to persuade  
650 customers that it can enhance their driving experience. For example, salespeople's experience  
651 of driving in specific situations could supplement the content of informative materials to  
652 provide a warm and informative presentation of the benefits of driving with ISA. As the  
653 customers in the current study placed a premium on understanding how ISA can affect their  
654 driving experience, allowing salespeople to present the ISA technology and its benefits in this  
655 informative way can enhance the sales of ISA-fitted vehicles.

656 However, the interviewed salespeople expressed mostly positive attitudes towards  
657 ISA and some even engaged in aftercare sales activities. Other salespeople may not hold  
658 similar views and may not readily engage in presenting ISA to promote road safety. These  
659 salespeople may also disengage from testing behavioural interventions which could reduce  
660 their feasibility and effectiveness. In such cases, customers could be familiarised with ISA  
661 through broader showroom initiatives (such as Q&A sessions or video materials) or through  
662 regional policies that mandate the fitment of ISA in all new cars (Day et al., 2024).

### 663 **3.4 Limitations and Considerations for Future Research**

664 While our findings offer valuable insights for understanding how salespeople present  
665 ISA to customers and allow us to draw implications for deploying behavioural interventions

666 to promote customers' use of ISA, these results are subject to two important limitations. First,  
667 our sample of car salespeople was self-selected and they were made aware through the  
668 recruitment material that they were being interviewed about how they present ISA. As such,  
669 our recruitment strategy may have involved some self-selection bias, with salespeople who  
670 have more positive attitudes towards ISA (and road safety in general) more likely to take part.  
671 Future studies could sample salespeople with positive and negative attitudes to ISA to  
672 identify any differences in presentation techniques. Future studies could explore these factors  
673 further by adopting unobtrusive data collection methods (e.g., Abraham et al., 2017) or  
674 recruiting salespeople and customers with less experience of ISA.

675         Similarly, we collected the customer data only from drivers who had bought an ISA-  
676 fitted car. While this approach provided a broader perspective on the sales process than  
677 provided by our sample of salespeople, it remains possible that these drivers are not  
678 representative of broader customer behaviour. For example, the present findings cannot  
679 identify why some drivers chose *not* to buy a car with ISA, and whether this was influenced  
680 by the salesperson's presentation of ISA. The findings of the current study suggest that some  
681 customers may not be interested in safety features while others may have done prior research  
682 on the safety features in their preferred vehicles. However, we provide some evidence that the  
683 effective presentation of ISA can influence the purchase of an ISA-fitted vehicle. Future  
684 research can sample customers who were presented with ISA information, but declined to  
685 purchase such vehicles, to shed more light on why customers do not opt to buy ISA-fitted  
686 cars.

687         Future research should focus more closely on the materials that salespeople use to  
688 present ISA. Although the current research allowed us to explore the range of different  
689 materials currently used by salespeople (e.g., videos, simulations, car manuals), we did not  
690 focus on their content. Additionally, presenting ISA through these different mediums could

691 impact customers' understanding and subsequent adoption of ISA technology, and could be  
692 considered at the intervention design stage. Thus, understanding the content of these  
693 materials, and how they are used, will support the design and implementation of interventions  
694 to promote the use of ISA in specific showrooms.

### 695 **3.5 Conclusion**

696 The present work is the first exploration into how salespeople in car dealerships  
697 present ISA to customers and how behavioural interventions should be designed to promote  
698 the presentation of ISA to customers. Our qualitative insights from car salespeople suggested  
699 that their approach towards presenting ISA can depend on wider organisational factors (e.g.,  
700 training, policies, aftercare) that aim to promote the sale of ISA-fitted vehicles. As such,  
701 developing an industry-standard, evidence-based approach to learning about ISA could  
702 minimise the differences between showrooms in presenting ISA and encourage its wider  
703 public adoption. Perhaps due to these organisational factors, we noted a mismatch between  
704 salespeople's enthusiastic approach to presenting ISA and customers' recall of being  
705 presented with ISA information, which suggests that salespeople need to adopt a bespoke,  
706 customer-oriented approach to presenting ISA and making it memorable for customers during  
707 the sales process. By navigating the different preferences of a diverse set of customers while  
708 initially presenting vehicles, the interviewed salespeople sought to understand customers'  
709 level of interest in ISA and aimed to match their presentation approach to the customer's  
710 driving needs. To effectively present ISA in detail and make this presentation memorable,  
711 salespeople should discuss the technology and how it can benefit the customer's driving  
712 experience. This discussion should also challenge the customers' perceived disadvantages of  
713 ISA by providing additional materials (e.g., car manuals and videos) and offering test drives  
714 to advance the customer's knowledge and practical experience of the technology. Salespeople  
715 can also promote the sales of ISA-fitted vehicles by communicating their personal positive

716 experiences of driving with ISA, emphasising customers' safety, and offering advice on  
717 adapting to driving with ISA. Together, these insights from the current study can support the  
718 design and implementation of targeted behavioural interventions to promote the use of ISA  
719 amongst customers during the sales process. To reiterate the importance of ISA and increase  
720 its adoption and use, some interventions could also be deployed at the point-of-purchase.

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