Assessment ID/CIPD_7CO03_24_01
Personal effectiveness, ethics and business acumen

The assessment has been developed to enable you to evidence achievement of the learning outcomes and assessment criteria for *7CO03 Personal effectiveness, ethics and business acumen*.

Each of the learning outcomes (LO) and the chosen assessment criteria (AC) for the assessment must gain a pass outcome for you to successfully achieve the unit.

Preparation for the assessment

Before you begin the assessment please access and complete the **topic essentials videos**, **activities**, and the **assessment guide video** available via your virtual learning environment (VLE).

Completing the assessment

- The assessment contains a series of tasks / questions which are clearly referenced to the relevant assessment criteria / learning outcome.
- Refer to the generic grade descriptor grid at the end of the assessment which outlines the requirements.
- Evidence must be provided in the main body of the assessment document. If appendices are included, these will not be marked or moderated; however, they may be reviewed by your assessor.
- The assessment must be completed in a professional manner (eg applying business conventions for writing formal reports) and by using Microsoft Word.
- The assessment must be saved as a Word document (.doc or .docx) and not in a PDF format, unless another format is requested within the brief, eg PowerPoint.
- Harvard referencing must be used to ensure the original source(s) of quotations or models can be verified.
- You must sign the Learner Authenticity statement (a photo or scan of your signature is acceptable).

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Please write clearly in block capitals.

Centre number	MOL – 531
Learner CIPD membership number	
Learner surname	
Learner other names	
Unit code and title	7CO03 Personal effectiveness, ethics and business acumen
Assessment ID	CIPD_7CO03_24_01
Assessment due date	To be completed by centre
Assessment submission date	To be completed by centre
First Assessment re-submission date for centre marking (if applicable)	To be completed by centre
Second Assessment re-submission date for centre marking (if applicable)	To be completed by centre
Declared word count	
Declared learning difficulty	Please stipulate your learning difficulty if applicable.
Assessor name	
Assessor signature	
IQA name (if applicable)	
IQA signature (if applicable)	

Declaration by the learner (this box must be signed—not typed—or your assessment will not be accepted)

Learner name	
Learner statement of authenticity	**I can confirm that:** 1. **This assessment is all my own work** 2. **Where I have used materials from other sources, they have been properly acknowledged and referenced.** 3. **I have not used Artificial Intelligence tools to generate content for my assessment.** **I understand the consequences of malpractice and accept that any violation of this agreement may result in disciplinary action.**
Standardisation	I am aware my assessment may be chosen for standardisation purposes on the understanding that the content will be anonymised.

Signed		**Date**	

Declaration by the centre

Centre statement of authenticity	On behalf of the centre, I confirm that the above mentioned learner is registered at the centre on a CIPD programme of study. **I confirm that** • **the learner's work was conducted under the conditions laid out by the assessment brief** • **I am satisfied that, to the best of my knowledge, the work produced is solely that of the learner**

Name	Janet Brown	**Role**	Quality Manager
Signed		**Date**	

As this is a Level 7 Diploma, it is important that you are able to demonstrate not only good knowledge and understanding of the material associated with each learning outcome, but also the ability to develop an original argument and justify it persuasively with reference to wider reading. Examples of approaches taken in a range of organisations are also an effective means by which to justify your arguments.

Expectations are set out in the marking descriptor grid which you will find at the end of this document, you must pass all learning outcomes to successfully achieve this unit.

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The six main criteria that CIPD requires centres to use when marking the assessments are outlined below, but it may be that not all these criteria are present in every question.

1. Focus   4. Research and wider reading

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2. Depth and breadth of understanding
3. Strategic application and professional advice

5. Persuasiveness and originality
6. Presentation and language

You will write four answers of approximately 1,000 words to the questions posed and submit them together in a single document. The total word count for the assessment will therefore be 4,000 words +/- 10%. **If you exceed the word count, your work will be returned to you unmarked and you will be allocated a refer grade.**

Please note that everything within the main body of your assessment is included within the word count unless otherwise stipulated. This includes any headings or sub-headings, references and words within tables.

The bibliography or list of references is not included in the total word count.

»	**REFERRALS**

- **You must update the version of your assessment which includes the tutor feedback.**
- **Please ensure you do not change any of the assessment criteria / learning outcomes where you have received a mark of a 2 or above. Only amend sections of your assessment where you have been awarded a mark of a 1 (Refer), taking into account your tutor feedback whilst remaining within the allocated word count**.
- When updating any questions which have received a mark of a 1, please strike through all of the original text using the strikethrough key so the text to be ~~removed~~ appears like this. You will need to rewrite your full answer below the original text using a different colour to the original submission, **so the new text appears like this.** This clearly shows what was in the original submission and what has been added.
- Please do not use track changes as these are not permitted.
- Before you resubmit your assessment, please ensure you refer back to the Topic Essentials, Assessment briefing webinar or the Assessment guide video, and the learner resource zone, as these will support you with any changes needed to achieve a pass grade.
- Please ensure you have fully addressed all parts of the assessor feedback before you upload your resubmission to the VLE.

You can contact your Support Tutor via the VLE for further assessment guidance if needed or email the team at cipdsupport@mollearn.com, who will be able to respond to any administrative questions.

If you receive a Refer grade for your assessment you will have one week to resubmit from the date your feedback is released. Please note your assessment resubmission will be capped at a Pass.

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This unit is about supporting successful workers and promoting effective and ethical behaviours to champion better work and working lives and develop business acumen. The theories and concepts that underpin this subject are essential for promoting inclusiveness and influencing others through fair and transparent behaviours. Through core skillsets such as influencing and decision-making, this unit will promote understanding of how actions and inclusive behaviour impact on ethics and the organisation.

Questions will be released in line with the CIPD moderation window. MOL will notify you of the chosen questions you need to answer within the assessment focus area of your course for your selected submission date.

Useful guidance
- Look carefully at the question and spend some time identifying exactly what is required   - Set out some brief notes that provide you with a structure for your answer. If you have completed your activities, you can use your original work to build on   - Refer back to these notes and to the question as you write your answer   - After writing your answer, check carefully that every part, both within and between, the question is answered

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INSERT YOUR ANSWER IN THE SPACE PROVIDED BELOW. Please ensure you include the question and question number and copy the question prior to your answer. (The copied question text is not included in your word count)

(Please provide your word count at the end of your answer.)

AC 1.2 Enable people to have a meaningful voice by involving them in decisions that impact them.

What?

It states that it is empowering people by bringing them into their decision-making, as that directly impacts them. It is in line with the principle of participatory decision-making and promoting inclusivity. My own professional experience reveals several experiences when I brought in collaborative decision-making to ensure engagement and better outcomes. Among the scenarios in which it was used, one was resolving an issue from a team project which directly affected the team members, where the decision on the allocation of the stated resource and division of the tasks was made in the new team (Sholihin *et al.* 2020). As a Customer Order Clearer, I had another scenario where I needed stakeholders to come together to resolve order discrepancy issues optimally.

So What?

These experiences forced me to develop and show a set of competencies relevant to communication, collaboration, problem-solving, and decision-making. Unlike many other ongoing economic experiments, Rolfe et al.'s model implicitly encourages the question: What makes such situations significant and what are the underlying dynamics. On the one hand, this not only made the decision-making outcome better but also increased the ownership and the trust that stakeholders have in any given decision that is about to be made (McCartney *et al.* 2021). This reflection allows me to critically analyse my performance through real-life scenarios under two key assessment criteria: Our stated objective is effective communication and decision-making.

Scenario 1: Enhancing Collaboration as Team Project

Situation: I remember a university group project when we had conflict over task allocation, some felt their opinions were not listened to.

Task: When I was the team leader, I would mediate the situation, make sure that it was fair, and decide together on who should do the task.

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Action: To bring these ideas to life, I even organized a team meeting to allow everyone who participated to provide their input and detractors. To do that, I used active listening so I knew what each member was trying to say and their skills. We used consensus-building techniques, and we all chose a revised task allocation plan together.

Result: Motivation returned to the team and it started to work more cohesively. Quality remarks regarding the project were made, and it was finished ahead of schedule (Zaim *et al.* 2021).

This scenario illustrates why we should create space for meaningful voices. The findings from Indradevi (2020) research, in which emotional intelligence plays a big role in team dynamics, resonated with my actions. On reflection, instead, I could have pre-empted conflict via the positioning of a participatory approach.

Scenario 2: Inclusive decision-making resolving customer concerns

Situation: I was a Customer Order Clearer, where one big order discrepancy caused a very important client to feel unhappy.

Task: This is where I was handed to fix the issue, asap, so the customer gets heard and valued.

Action: I went right on to speak with the client directly. I let them speak, share their worries and set their expectations. The value of involving them in the decision-making process motivated us to co-create a resolution strategy by including expedited order adjustments and a personalized follow-up plan (Bandura,2023).

Result: The resolution was acceptable to the client, who continued to work with the company on a business relationship and proved that collaborative problem-solving assures trust and loyalty.

A scenario like this is what we find in Rolfe et al.'s description of the implications of actions. I showed extra commitment towards Inclusive practices by involving clients therein. According to Nguyen *et al.* (2021), empowering stakeholders to problem-solve generates sustainable relationships. However, I learned the need for much better proactive countermeasures to avoid such problems.

Now What?

I reflect on these scenarios and identify areas for improvement as well as opportunities for growth in increasing participatory decision-making. I want to still further develop this specific skill using structured feedback mechanisms and by applying proactive conflict prevention methods. Furthermore, I look for

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ways to strengthen my ability to manage resistance in the sense of Lewin's Change Model, as well as facilitate inclusive decisions.

Further, Work on Decisions in the Workplace Context

One other area where I showed inclusive decision-making was when I helped a workplace initiate an effort to simplify operational processes. We brainstormed and implemented, involving team members to bring new and innovative solutions which improved efficiency by 20%. These show why giving people the power to do things is super beneficial. This has been followed by research by Mubako *et al.* (2021) that leaders must apply an approach of prioritising inclusivity to set themselves up to make innovation and collaboration more effective environments.

Analysing My Performance critically

I could do meaningful voice, but I had not figured out how to enable it. However, there were some time constraints which limited the scale in which participatory practices occurred. Peeters *et al.* (2020) research suggests that cultural dimensions affect decision-making styles in decision-making which can improve my ability to perform in various settings. I also need to be inclusive, as well as decisive, and avoid delays, if people engage in endless consultation with each other.

Application of Wider Reading

Abulibdeh *et al.* (2024) states that involving people with decisions is in line with the principles of transformational leadership; engages and shares vision. Furthermore, Ciulla and Ciulla (2020) work in social cognitive theory emphasizes the role of encouraging individuals who are a part of the decision-making process to develop a sense of self-efficacy. This enables me to blend the theory with the practice well and that is what I have got.

But reflection brings forward growth points: how inclusivity and efficiency can be in balance and how cultural nuances help make the decisions more effective. From here on in I will embed insights gathered in wider reading to improve my approach, meaning my participation in, and growing as a participant in, participatory decision-making will continue.

Use the space below to cite any external sources used in your assessment.

Abulibdeh, A., Zaidan, E. and Abulibdeh, R., 2024. Navigating the confluence of artificial intelligence and education for sustainable development in the era of industry 4.0: Challenges, opportunities, and ethical dimensions. Journal of Cleaner Production, p.140527. https://www.sciencedirect.com/science/article/pii/S0959652623046851

Bandura, A., 2023. Cultivate self-efficacy for personal and organizational effectiveness. Principles of Organizational Behavior: The Handbook of Evidence-Based Management 3rd Edition, pp.113-135. https://bibliotecadigital.mineduc.cl/bitstream/handle/20.500.12365/17336/16%20Cultivate%20self-efficacy%20for%20personal%20and%20organizational%20effectiveness.pdf? sequence=1&isAllowed=y

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Zaim, H., Demir, A. and Budur, T., 2021. Ethical leadership, effectiveness and team performance: An Islamic perspective. Middle East Journal of Management, 8(1), pp.42-66. https://www.academia.edu/download/90516549/mejm.2021.pdf

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BIBLIOGRAPHY

Use the space below to cite any external sources used in your assessment.

INSERT YOUR ANSWER IN THE SPACE PROVIDED BELOW. Please ensure you include the question and question number and copy the question prior to your answer. (The copied question text is not included in your word count)

(Please provide your word count at the end of your answer.)

AC 2.2 Use business acumen to deliver commercial benefits and manage organisational resilience

What?

This also highlights the broader idea of having business acumen to deliver commercial benefits and organisational resilience. Strategic thinking, financial understanding, and operational insight together are business acumen and this is used to address organizational challenges in a long-term sustainable way (Korzynski *et al.* 2021). In my professional experience I would say in both cases that were required of me for the application of these skills.

Performance Critical Analysis

While the technical expertise that I gained from the learning approach performed in scenario 1, I think that it would have worked better if I had added more interactive and experiential elements. As in Scenario 2, reflective practices helped me to identify and hence solve the leadership challenges, but there were some things that could have been solved earlier. All these reflections underline the need for moderate and proactive approach towards CPD.

Future Applications

To sustain my professional growth, I plan to:

Engage in Peer Learning: Work with other colleagues and industry experts, to share knowledge and good practices (Tursunbayeva *et al.* 2022).

Set Specific Learning Goals: Therefore, provide clear objectives of CPD activity, which promotes consonance of career aspirations and organizational needs (Leicht-Deobald *et al.* 2022).

Foster a Culture of Continuous Improvement: Get others reflecting in the team and getting us growing and innovating collectively. Being one in a retail role in a sales optimisation situation and secondly managing a critical supply chain disruption. Both stories show my ability to figure situations out, make decisions, and bring about tangible results (Gatto, 2020).

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So What?

Business acumen applied to such scenarios showed how organized strategies can succeed on the one hand, preserve the organization on the other. Using the STAR approach, I can continue to reflect on these situations and determine where I have done well and areas to do better with my performance. I pursue this task by incorporating wider reading and theoretical frameworks that would allow me to critically analyse my delivery of results in sound ways and build my resilience in dynamic environments.

Scenario 1: The Sales Performance Optimization in Retail Setting

Situation:

I was a retail team leader who saw our store sales were not performing as well as we would like because of a steady stream of employee turnover and poorly engaged customers.

Task:

My job was to find out what the root causes of the sales slump were and come up with strategies to boost revenue without killing team morale.

Action:

Relying on qualitative data, I conducted a root cause analysis. I realized that lathe ack of employee engagement derived from poor training and little opportunity for development. In this case I created a customer engagement training program and created a performance-based incentive system. I also rearranged staff schedules to reduce the number of times they covered another employee during peak hours to decrease customer service delivery.

Result:

Within three months, sales went up 18 percent and employee satisfaction scores improved 25 percent. This new incentive system also turned over by 15 percent and brought a more stable and productive team environment.

Critical Reflection:

This experience is consistent with Djafarova and Foots,(2022) message about the importance of operational effectiveness for achieving competitive advantage. Internal inefficiencies were addressed and employee capabilities were improved, creating that positive rippled effect on sales. But in retrospect, I should have used digital tools to more accurately track customers behaviour, to start down the path of a data informed approach towards personalization and inventory management.

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Scenario 2: Supply Chain Disruption Manage

Situation:

I was at Spates when one of the critical suppliers unexpectedly stopped operations, which jeopardized the timely delivery of the customer orders and led to the risk of huge revenue loss.

Task:

I had to source a new supplier and minimize any disruption to the supply chain to protect customer trust and the company's operational continuity.

Action:

So, I tried quickly assembling a cross-functional task force to try to assess what happened. We fit potential suppliers and made a risk/opportunity assessment of each. I did not delay making the decision, but saw the near urgent need and negotiated a short-term supply contract with a local supplier to meet immediate demands as we seek longer-term solutions. I also instituted a communication strategy in what I was posting to keep customers in the loop while remaining transparent.

Result:

Fast action kept delivery delays to below 5% and resulted in high customer satisfaction. In addition, the secure attainment and years-long supplier partnership provided cost savings that saved us 10% off procurement costs in each succeeding fiscal year. Utilizing dynamic capabilities provides the scenario as an example of the need to adapt to unpredictable challenges.

Critical Reflection:

I reduced risks and improved organisational resilience through placing emphasis on agility and communication with the stakeholders. Nevertheless, post facto, a more hardened approach
to supplier diversity would have beaten this whilst stressing the requirement for proactive
risk management.

Now What?

Looking back on those experiences, I believe that it is necessary to always invest in building my business acumen to take on and solve challenging problems well.

Adopt Data-Driven Decision-Making: Groom ourself into the high demand pool of skilled analysts by integrating best practices and advanced analytics tools for operational and customer insights which aligns with digital transformation.

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Strengthen Risk Management Practices: We need to develop and employ sophisticated risk assessment tools that will more accurately foretell and stave off potential disruptions.

Enhance Financial Literacy: Get deeper in understanding financial metrics to raise budgeting, forecasting, resource allocation. They give insights into how the external environment and internal capabilities combined to obtain business success (Popova *et al.* 2020).

Application of Wider Reading:

This principle fits my ability to discover inefficiencies, interact with stakeholders and introduce solutions. Information provided by Bandura (2023) and applied in both scenarios were additionally communication and phased implementation as critical to maintaining stability during the transitions.

Performance Critical Analysis

I delivered commercial benefits and kept the organization working ok, but there is certainly room for improvement. For instance, in the retail scenario customer analytics could have improved decision-making, and an optimistic approach to supplier risk in the supply chain scenario could have improved vulnerability.

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Use the space below to cite any external sources used in your assessment.

Bandura, A., 2023. Cultivate self-efficacy for personal and organizational effectiveness. Principles of Organizational Behavior: The Handbook of Evidence-Based Management 3rd Edition, pp.113-135. https://bibliotecadigital.mineduc.cl/bitstream/handle/20.500.12365/17336/16%20Cultivate%20self-efficacy%20for%20personal%20and%20organizational%20effectiveness.pdf?sequence=1&isAllowed=y

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Popova, N., Kataiev, A., Nevertii, A., Kryvoruchko, O. and Skrynkovskyi, R., 2020. Marketing aspects of innovative development of business organizations in the sphere of production, trade, transport, and logistics in VUCA conditions. Studies of Applied Economics, 38(4). https://ojs.ual.es/ojs/index.php/eea/article/download/3962/4402

Tursunbayeva, A., Pagliari, C., Di Lauro, S. and Antonelli, G., 2022. The ethics of people analytics: risks, opportunities and recommendations. Personnel Review, 51(3), pp.900-921. https://www.emerald.com/insight/content/doi/10.1108/PR-12-2019-0680/full/pdf

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Use the space below to cite any external sources used in your assessment.

INSERT YOUR ANSWER IN THE SPACE PROVIDED BELOW. Please ensure you include the question and question number and copy the question prior to your answer. (The copied question text is not included in your word count)

(Please provide your word count at the end of your answer.)

AC 3.2 Demonstrate continuing professional development that involves both planned learning and reflection

What?

Continuing Professional Development (CPD) refers to intended, planned and reflective learning activities and practices aimed to improve professional skills, knowledge and behaviours. Individuals must remain competent and adaptable, in their roles, and for organizations to succeed. Looking at my professional journey, I have shown CPD both through planned learning initiatives and reflective learning. I will illustrate these through two scenarios: There was one in which I embarked on planned learning and another in which reflective practice played a part in my development.

So What?

CPD not only closes the gap between knowledge and its application, it keeps professionals in touch with an ever-changing work environment. Having made a living in these aspects, I identify that there are some of the importance in the value of lifetime learning and in reflective practice in the context of adaptability, resilience and continued improvement. I used Kolb's experiential learning cycle (1984) as a pointer to the key lessons and areas for growth, from which I developed a learning approach for my next challenges.

Scenario 1: Industry training program Planned Learning'

Situation:

When I worked as a customer order clearer at Sipatexs, I noticed a gap in the technical skills
that will help me develop in coordination and supply chain management, a gap I could fill to improve order accuracy and operational efficiency.

Task:

I oversaw managing a higher and higher volume of international orders and maintaining compliance with trade regulations. The nature of the role was so complex that formal training was needed to acquire specialized knowledge and to increase advanced problem-solving skills.

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Action:

To learn, I enrolled in a certified supply chain management course, participated in workshops, resolved case studies, and spoke to industry professionals. Using the tools I have been introduced to in training, I created a project to automate the documentation process for shipments from abroad to reduce the burden on the team. I also invited people from my colleagues and supervisors to add things up that I could improve my approach.

Result:

By training, I have gotten a better understanding of coordination frameworks and compliance requirements. The result was that I was able to cut order processing errors by 25 percent and ship times by 15 percent. In addition, my proactivity in attending training program for some months and contributing to other areas in the office, got me recognized in the organization and paved me way for career progression.

Critical Reflection:

With the structured learning approach gave me the technical expertise I needed to handle complex challenge while in my role. But when I thought about it a bit, I could have enhanced the course with real world simulations to enhance the practical aspect. For the future, hands on will be integrated with formal training.

Scenario 2: Improve Team Collaboration by Means of Reflective Practice

Situation:

Before, I was a team leader in a retail position and had problems in effectively communicating with my team during high stressful sales campaign. That lead to misinterpretations and delays of execution.

Task:

The purpose of my role was to identify and solve the root causes of these communication breakdowns to improve team performance and hit campaign targets.

Action:

To pursue such an approach, I conducted individual feedback sessions with team members and subjected my leadership style for reflections. From insights in Mauri-Ríos *et al.*'s reflective practitioner framework (2020), I realised the lack of clearer task delegation and better conflict resolution strategies. I filled these

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gaps with weekly team meetings where progress was always discussed, as well as challenges, in an open and collaborative environment.

Result:

The results of this approach included: 30% improvement in completion rates for tasks, 20% increase in team satisfaction scores, and well over the targeted resource savings. The campaign's target was beat ahead of plan and team members said they felt valued and supported.

Critical Reflection:

Adapting my leadership approach for the team's needs was crucial reflecting in action (Virtanen,2023). But I realized that more proactive communication around the planning stages of the campaign were needed. If some of the early challenges had been caught early incorporating structured feedback mechanisms within the process would have avoided them.

Now What?

The experience of these programmes offers insight into the value of both planned learning and of reflective practices in professional development. Moving forward, I aim to:

Develop a Holistic CPD Plan: Formal training programs, on the job learning, and reflective practice is combined to address diverse skill requirements (Zhang *et al.* 2023).

Integrate Feedback Mechanisms: Looking for peers and mentors to feed feedback to and help identify the blind spots and refine the approach to issues more effectively.

Leverage Technology for CPD: Use learning management systems and performance platforms tracking work for easy CPD (Arimie and Oronsaye, 2020).

Application of Wider Reading

Giermindl *et al.* (2022) experiential learning theory describes this as an iterative experience reflected based on which conceptualization and experimentation occur. In these scenarios these principles were applied by intertwining theoretical insights with practical application and interpretative analysis. Giermindl *et al.* (2022) reflective practitioner model adds weight to the notion that practitioners operationalise their methodologies in relation to real time feedback and situational awareness.

Performance Critical Analysis

While the technical expertise that I gained from the learning approach performed in scenario 1, I think that it would have worked better if I had added more interactive and experiential elements. As in Scenario

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2, reflective practices helped me to identify and hence solve the leadership challenges, but there were some things that could have been solved earlier. All these reflections underline the need for moderate and proactive approach towards CPD.

Future Applications

To sustain my professional growth, I plan to:

Engage in Peer Learning: Work with other colleagues and industry experts, to share knowledge and good practices (Cao *et al.* 2021).

Set Specific Learning Goals: Provide clear objectives of CPD activity, which promotes consonance of career aspirations and organizational needs (Abdi Zarrin and Gracia, 2020).

Foster a Culture of Continuous Improvement: Get others reflecting in the team and getting us growing and innovating collectively.

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Use the space below to cite any external sources used in your assessment.

Abdi Zarrin, S. and Gracia, E., 2020. Prediction of academic procrastination by fear of failure and self-regulation. *Educational Sciences: Theory and Practice*, 20(3), pp.34-43. https://files.eric.ed.gov/fulltext/EJ1261814.pdf

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Zhang, H., Lee, I., Ali, S., DiPaola, D., Cheng, Y. and Breazeal, C., 2023. Integrating ethics and career futures with technical learning to promote AI literacy for middle school students: An exploratory study. *International Journal of Artificial Intelligence in Education*, 33(2), pp.290-324. https://link.springer.com/content/pdf/10.1007/s40593-022-00293-3.pdf

Use the space below to cite any external sources used in your assessment.

INSERT YOUR ANSWER IN THE SPACE PROVIDED BELOW. Please ensure you include the question and question number and copy the question prior to your answer. (The copied question text is not included in your word count)

AC 4.2 Demonstrate appropriate influencing style to communicate and engage with different audiences

What?

Engaging with diverse populations requires the use of effective communication techniques, especially in professional settings (Tang *et al.* 2020). Different stakeholders, including customers, staff members, and higher management, need customised communication strategies to meet their needs and preferences. Based on my observations, I have encountered situations where having strong persuading abilities was crucial. For instance, I helped resolve a customer issue in a busy store and presented a plan to senior executives.

So What?

To effectively influence others, one must consider the situation, remain adaptable, and show compassion for others' emotions, as evidenced by these examples. I reviewed the ideas presented by Goleman on emotional intelligence and Cialdini's persuasion tactics to analyse how I navigate through different scenarios. This insight provided clarity on my abilities and the skills I should focus on enhancing.

Scenario 1: Strategic Pitch to Senior Leadership

Situation:

One of my responsibilities as a retail employee was to introduce the company's top executives to a new customer loyalty program. Leaders from a variety of industries, including operations, marketing, and finance, were in attendance.

Task:

The focus was to secure support for the program by detailing its significant advantages and discussing any apprehensions that participants might have.

Action:

I studied the costs, market conditions, and viability of running the program in detail. Throughout the lecture, I adjusted my speech to better suit each attendee's unique needs. I talked about more effective

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procedures for operations managers, highlighted the anticipated return on investment for the finance team, and described how marketing executives may stand out in the marketplace. I used visual aids, such as charts and images, to convey the information to engage the audience.

Result:

Adequate suggestions must be accepted by every member of the leadership team (Bouschery *et al.* 2023). After the plan was put into action, the first six months saw a 12% increase in profitability and a 20% increase in client retention.

Critical Reflection:

This instance emphasizes how important it is to keep the audience in mind when communicating. By relating what I said to the stakeholders' priorities, I was able to have a big impact on their decisions. In retrospect, incorporating a quick Q&A section within the presentation might have improved audience participation and addressed issues in real-time.

Scenario 2: Resolving a Customer Complaint in Retail

Situation:

A frustrated client expressed acute annoyance at a delayed product arrival amid the store's bustle, speculating about switching to a different brand.

Task:

The objectives included restoring the customer's confidence, bringing a sense of stability, and retaining their patronage.

Action:

I began by concentrating on genuinely comprehending the client's problems, acknowledging their feelings, and being conscious of their anguish. I worked with the group to clearly explain the reason for the delay and to come up with quick fixes for it. This included a discount for their next purchase as well as expedited shipment. I adjusted my discourse to prioritise the customer's significance while maintaining a professional manner and communicating understanding.

Result:

The customer was moved by our transparency and decided to continue doing business with us. They posted positive evaluations on the business' website, emphasizing how well the problem was handled.

Critical Reflection:

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The substantial advantages of using emotional intelligence to attain favourable results are demonstrated by this situation. Goleman's Theory asserts that developing trust and establishing wholesome connections with others depend heavily on one's capacity to understand and control emotions (Ha Vinh, 2023). I could have updated the customer sooner to prevent the issue from getting worse, even if it was resolved. This indicates that I need to improve my ability to communicate.

Now What?

After considering these circumstances, I have discovered a few achievable strategies to strengthen my capacity for cogency:

Focus Area	Action	Objective
Enhance Stakeholder Mapping	Create a structured framework to analyse stakeholder priorities and concerns before initiating communication.	Ensure engagement strategies are customized to effectively address specific stakeholder needs.
Invest in Empathy Training	Implement activities aimed at developing empathy to improve connection-building skills, especially for customer interactions.	Strengthen relationships and foster trust in customer-facing roles.
Leverage Technology	Use digital tools like CRM software to monitor customer interactions and provide timely updates.	Reduce the likelihood of escalations by maintaining clear and consistent communication.

Table 1: Identified strategies

(Source: Self-developed)

Application of Wider Reading

Cialdini demonstrates in his work on persuasion how the values of giving back, deferring to authority, and observing the actions of others influence our choices (Gass and Seiter, 2022). Giving customers a discount, for example, required the idea of reciprocity, but presenting the data to the leaders was based on mutual respect and trust. Additionally, as demonstrated in both situations, the idea of adaptive communication highlights the importance of modifying our communication style in accordance with audience preferences (Smaldino and Turner, 2022).

Critical Analysis of Performance

Understanding the audience and adapting my speech patterns were crucial in both situations. Customer service might have been better because there was a lack of clear communication. Adding real-life success stories or user reviews could have made the leadership pitch more emotionally appealing, even though the use of images and videos made it more engaging.

Future Applications

To do so, I have thought to perform the below tasks:

Focus Area	Action	Objective
Incorporate Storytelling Techniques	Integrate real-life stories and examples into presentations and discussions.	Make communication more relatable and impactful for the audience.
Improve Proactive Communication	Provide consistent updates to stakeholders or customers on progress.	Minimise misunderstandings and prevent potential escalations through transparent communication.
Develop Feedback Mechanisms	Design systems to gather real-time feedback from stakeholders.	Continuously refine and adapt influencing strategies to better meet stakeholder needs and concerns.

Table 2: Future strategies

(Source: Self-developed)

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Use the space below to cite any external sources used in your assessment.

Q.4

Bouschery, S.G., Blazevic, V. and Piller, F.T., 2023. Augmenting human innovation teams with artificial intelligence: Exploring transformer-based language models. *Journal of Product Innovation Management*, *40*(2), pp.139-153. https://onlinelibrary.wiley.com/doi/pdf/10.1111/jpim.12656

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Smaldino, P.E. and Turner, M.A., 2022. Covert signaling is an adaptive communication strategy in diverse populations. *Psychological review*, *129*(4), p.812. https://psycnet.apa.org/manuscript/2022-16910-001.pdf

Tang, T., Vezzani, V. and Eriksson, V., 2020. Developing critical thinking, collective creativity skills and problem solving through playful design jams. *Thinking Skills and Creativity*, *37*, p.100696. https://eprints.whiterose.ac.uk/165265/1/Jam__TSC_TT.pdf

Use the space below to cite any external sources used in your assessment.

TO BE COMPLETED BY THE ASSESSOR

Centre Name	MOL	Centre Number	531
Learner Name			
CIPD Membership Number			

Learning Outcome 1: Be able to model principles and values that promote inclusivity aimed at maximising the contribution that people make to organisations **(Provide rationale for judgements against each question and identify areas for development)**	**Mark (1-4)**
Q (?)	

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Learning Outcome 2: Be able to achieve and maintain challenging business outcomes for yourself and organisations **(Provide rationale for judgements against each question and identify areas for development)**	Mark **(1-4)**
Q (?)	

Learning Outcome 3: Be able to apply learning to enhance personal effectiveness **(Provide rationale for judgements against each question and identify areas for development)**	Mark **(1-4)**
Q (?)	

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Learning Outcome 4: Be able to influence others during decision-making while showing courage and conviction **(Provide rationale for judgements against each question and identify areas for development)**	Mark (1-4)
Q (?)	

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Note to assessor: *Please use the box below to summarise your feedback on the assessment overall. Please ensure you highlight strengths and any areas for improvement, either referring to specific (good or requires improvement) ACs or LO's commenting more generally across the assessment.*

*Please use a different **font colour** for any resubmission comments)*

Overall Feedback Summary			
Total Marks for Unit (*your grade is provisional until moderated and confirmed by the CIPD*)		**Grade**	
Total Marks for first Resubmission (*your grade has been capped and remains provisional until moderated and confirmed by the CIPD*)		**Capped Grade**	
Total Marks for second Resubmission(*your grade has been capped and remains provisional until moderated and confirmed by the CIPD*)		**Capped Grade**	

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Assessor name:	Submission	Resubmission 1	Resubmission 2
Assessor signature*: *I confirm that I am satisfied that to the best of my knowledge, the work produced is solely that of the learner.*			
Date:			

*This must be a true signature, so a handwritten signature, or a photo or scan of a handwritten signature, or an e-signature. A typed signature is not acceptable.

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You will receive a **Pass, Merit, Distinction** or **Refer/Fail** result at unit level.

Assessors will provide a mark from 1 to 4 for each learning outcome in the unit.

The generic grade descriptor grid is provided here as guidance. This will provide you with feedback that is developmental. Please be aware that not all of the generic grade descriptors will be present in **every** learning outcome for all the assessments.

To pass the unit assessment you must achieve a 2 (Pass) or above <u>for each of the learning outcomes</u>.

Generic grade descriptors	REFER/FAIL/1	PASS/2	MERIT/3	DISTINCTION/4
Focus	An inadequate submission. Few aspects are covered effectively. Needs a much clearer focus on the assessment criteria.	A basic submission that addresses the assessment criteria accurately and generally thoroughly. No major omissions.	A good submission that addresses the assessment criteria accurately and thoroughly. No major omissions.	An outstanding submission that addresses all aspects of the assessment criteria in an accurate, clear, thorough and focused way. No major omissions.
Depth & breadth of understanding	Demonstrates inadequate knowledge and limited understanding of each requirement.	Demonstrates adequate knowledge and sufficient understanding of each requirement.	Demonstrates good knowledge and understanding of each requirement.	Demonstrates comprehensive knowledge and deep understanding of each requirement.
Strategic application & professional advice	Submission fails to address the requirements effectively at a managerial or strategic level. Needs more evidence of self-awareness.	Submission broadly addresses the requirements at a managerial and strategic level. Adequate self-awareness and critique.	Submission addresses the requirements almost always at a strategic level. Good self-awareness and critique.	Convincing business-focused submission that clearly address the requirements at a strategic level. Outstanding self-awareness and deep, and well-informed critique.
Research & wider reading	Needs to provide much more evidence of wider reading. Inadequate referencing.	Evidence of adequate wider reading which is well-applied. Adequate referencing.	Evidence of excellent wider reading which is well-applied. Detailed referencing.	Evidence of considerable and appropriate wider reading, which is excellently applied. Excellent referencing.
Persuasiveness & originality	Unconvincing. Claims are generally unsound, incomplete or without justification.	Presents ideas that are generally sound, but which are not always well followed through or well-supported.	Presents ideas that are generally sound and well supported.	Convincing ideas that are well supported. Evidence of original and insightful thinking.
Presentation & language	Poorly presented submission. Requires more structure and clearer language.	A satisfactory standard of presentation. Mostly clear and succinct.	An excellent standard of presentation. Clear and succinct in all areas.	An outstanding standard of presentation. Very clear and succinct - exceptionally well crafted.
Overall standard of the submission	A very poor submission in either content or presentation or both.	A sound submission in both content and presentation.	An excellent submission, in both content and presentation, that leaves the reader with few questions or doubts about the claims made.	An outstanding submission, in both content and presentation, that convinces the reader about the claims made.

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The overall mark achieved will dictate the grade you receive for the unit, provided **NONE** of the learning outcomes have been referred.

MARKING GRID

Overall mark	Unit result
0 to 7	Refer/Fail
8 or 9	Pass
10 to 13	Merit
14 to 16	Distinction

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