

# ***Applied Professional Skills***



## **JANUARY 2020**

|                         |                                                  |
|-------------------------|--------------------------------------------------|
| <b>MODULE NAME:</b>     | <b>DEVELOPING PROFESSIONAL PRACTICE BMBM5005</b> |
| <b>PROJECT NAME:</b>    | <b>APPLIED PROFESSIONAL SKILLS</b>               |
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# Summary

|                  |   |
|------------------|---|
| Activity 1.....  | 1 |
| Activity 2.....  | 2 |
| Activity 3.....  | 5 |
| Activity 4.....  | 6 |
| Appendices.....  | 7 |
| References ..... | 8 |

## Activity 1

The definition of a professional can be define like this: A professional is a member of a profession or any person who earns their living from a specified professional activity. The term also describes the standards of education and training that prepare members of the profession with the particular knowledge and skills necessary to perform their specific role within that profession. In addition, most professionals are subject to strict codes of conduct, enshrining rigorous ethical and moral obligations. Professional standards of practice and ethics for a particular field are typically agreed upon and maintained through widely recognized professional associations, such as the IEEE. Some definitions of "professional" limit this term to those professions that serve some important aspect of public interest and the general good of society.

Be a professional is also e autonomous and responsible. We can start with the essential qualities like being punctual, hardworking, sociable and respectful, but other qualities must be considered. To be autonomous and responsible is obviously to be aware of your actions and their consequences, but it is also not to accept any task without evaluating the pros and cons so that you can fully concentrate on it.

It is often on this last point that an employee may be poorly evaluated and frowned upon by certain managers. Refusing tasks or not having your tongue in your pocket, this can be misinterpreted and reveal a feeling of laxity, laziness (while you organize your time to provide quality work); whereas on the other hand, a person who will constantly accept all the tasks and end up quickly underwater, this shows poor organization.

Responsible also means being aware of your mistakes and being able to correct them yourself and bear the consequences.

Regarding the field of accounting, we can say that an accountant is a professional when he has gathered the qualities necessary for the exercise of this profession. These qualities are communication, organization, thoroughness and adaptation. We can also highlight the fact that accountants have the opportunity to grow professionally to become a chartered accountant.

Accountant professional map in appendices (1)

## Activity 2

Group work has become a primary reality. Whether these are didactic situations that mostly involve moments of research or group discussions, psycho-cognitive studies have confirmed in recent years the importance of interactions in learning, or programs that insist on educational and pedagogical interest.

### Group dynamics

A group is something other than the sum of its parts. It has its own operating rules which depend on a number of rational or objective reasons (the objective pursued, the nature of the task, the material conditions of the work, etc.) and informal, psychological, social and emotional reasons which determine the behavior of individuals in relation to each other.

In a group, the personality of each individual (which can be observed through their words, behavior, attitudes, etc.) is interrelated with the personalities of the other members. It is influenced by the reactions, words, attitudes towards him ... The first observation on the importance of informal affective relations within the groups were made by US researchers after a study conducted during the years 1930 with people working in workshops (FJ Roethlisberger and WJ Dickinson Management and the Worker 1939).

The different group dynamics:

#### 1. The cooperative learning

This psychological and emotional positioning that everyone will build from their emotions and perceptions, will weave an informal relational and emotional network and give the group their own personality.

J.L Moréno, inventor of sociometry (method of analysis of informal affective relationships within small groups) has highlighted two constitutive elements of these informal reasons which determine the life of a group; First of all he advances the idea that the social dimension is the essential of the personality, this being not a hidden interiority and separated from others, but a set of social roles, the possibility of changing and nothing else. On the other hand, J.L Moréno also highlights the fact that every human group has an informal affective structure which determines the behavior of the individuals in the group in relation to each other.

Understanding the importance of emotional and psychological factors within groups limits the understanding of the "meanings" that human beings attribute to the various elements making up their living space, which is at the heart of the problem of what was to become, to from the years 1946 and 1947 under the impulse of Kurt Lewin, the "Group dynamics".

The psychological characteristics of groups, the informal structure that determines the functioning of groups, are illustrated through a number of psychological characteristics.

#### 2. The interactions

They define all the exchanges that the members of the group have with each other. These exchanges are not simply the confrontation of personal expressions, reflecting an intimate thought of the

individual, they are also, at least partially, influenced by group norms, attitudes, words, reactions of others.

### 3. The emergence of standards

These are the “rules” that the group will adopt. They determine, most of the time implicitly, the functioning of the group. In fact, they depend on and illustrate the group's code of values. What meets these standards is considered “good”. This code of values varies from one group to another. In class the code of values of the “class group” is strongly dependent on the personality of the teacher, on what he allows, prohibits, or encourages, on what he considers good, fair and good.

### 4. The existence of common collective goals

This is the glue of the group, his purpose. The existence of collective emotion and feeling engages collective actions or reactions. The emergence of an informal structure corresponds to the organization that the group will give itself from the distribution of sympathies and antipathies, the personality of the members, the birth of cleavages, subgroups. Informal because unofficial it is also mostly unconscious, it can come into conflict with an official structure imposed from the outside. The existence of a collective unconscious, the common history of the group, past events, latent problems, sensitive points determine part of the group's reactions, the members not being aware of psychological phenomena determine their group behavior.

### 5. The establishment of an internal balance and a system of stable relationships with the environment.

Whatever its functioning, the group generates a double system of balance: internal (within it) and external (compared to its environment). If this balance is called into question by an event, the group, if it resists, tends to reconstitute a new balance.

### 6. The internal organization of groups

The affectivity within a group gradually weaves, the relations of the members between them and the system of relation thus established will induce as well the attitudes of the members towards each other as the “perceptions” that they have each other. This relationship structure becomes a reality, that is to say that it determines for each member of the group how:

- he saw the group and its members;
- he lives his “situation” in the group;
- he perceives others, and the “social” distance he experiences more or less towards each other;
- it is perceived by others.

In conflict management, it is important to understand the characteristic behaviors that a person could demonstrate depending on the conflict management method they favor. It is also important to understand which method to use in a given situation. The table below summarizes these two important aspects.

| Method                         | Avoidance                                    | Conciliation                                              | Compromise                                                                                                                          | Competition                          | Collaboration                                         |
|--------------------------------|----------------------------------------------|-----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-------------------------------------------------------|
| <b>Characteristic behavior</b> | Carefully withdraw from the conflict.        | Emphasizes harmony and goodwill more than "victory".      | Accepts that the outcome will be partially satisfactory for everyone, but that it will not fully satisfy all parties.               | Takes a firm stand.                  | Be open to the positive things a conflict can create. |
| <b>Appropriate use</b>         | When the problem is not linked to key issues | When a peaceful solution sets the stage for future gains. | When the situation is getting nowhere and other people have equal authority and an equally strong commitment to incompatible goals. | When there is an emergency or crisis | When you have time to find a consensus solution       |

For conflict resolution methods we can quote three methods:

- The alternation between experiential moments, methodological contributions and sequences of work in small groups

- Role playing

- Analysis of practices (conflict situations) and present communications

The first method brings together the members of a group and makes them understand the complementarity that exists within their group. This method can be used in a product research and development group for example.

The second method can make it possible to exchange roles and thus make it possible to understand the point of view of each other in a situation of conflict between the group leader and the other members for example.

The third method is useful for quickly identifying problems in the group as best as possible and thus solving them, but also for finding the strengths that exist and exploiting them.

## Activity 3

In February 2019, as part of our graduation exam, our project group was asked to set up a trip for promotion. Amsterdam was the destination.

To do this, we have raised funds by organizing sales actions in partnership with companies. Then, with the money raised, we paid the partners (transportation, accommodation, activities like the museum for example).

For the organization of a project of this size, we used various project management techniques such as the Gantt chart (2) or the Ishikawa chart (3). The use of these charts allowed us to organize our time as well as possible and thus to avoid exceeding the deadline.

To anticipate the problems encountered such as the difficulty of raising the necessary money or to find the partners necessary for the project, we had to resort to the use of problem-solving techniques.

Three techniques are particularly distinguished by the impact they had on the progress of the project:

1. Counterfactual thinking that can be defined as follows: Counterfactual thinking is a common type of thought pattern that goes back in time to evaluate choices and actions that weren't made. It is typified by questions like "what if I had." As a time, horizon passes, choices that were once available may become impossible. Counterfactual thinking is the practice of examining the impossible to extract insights that can be applied elsewhere. In other words, evaluating past possibilities can have value in improving future decision making or solving a problem. This technique was mainly used to determine if we had made the right choices and potentially go back if that was allowed. Despite the fact that we have often used it, we have never identified a major error to correct.

2. Brainstorming, which is characterized as follows: it is a group creativity technique that encourages participants to spontaneously list out ideas without overthinking them. The term is used as a catch-all phrase for any activity that quickly lists out ideas. The strategy behind brainstorming is that ideas should be allowed to flow out in an unrestrained way without fear of criticism. This allows for seemingly far-fetched ideas to surface.

We have used this technique three times:

The first time was to determine the use of the money raised. Indeed, before making the decision to go on a trip, we had thought of organizing a tournament between schools or helping students for their further study.

The second time was choosing the travel destination and the third time to decide on the activities that would be carried out on site.

3. the hypothetical question which is explained as follows: it's a question that contains unproven assumptions or imaginary scenarios. They may be used to explore future possibilities or stimulate creativity. Hypothetical questions are often designed to be clearly hypothetical by starting with sentences such as "what if."

This third technique was used to determine what would be the different possibilities available to us based on our choices.

To influence and persuade the members of my group, I used three methods:

- In the first place, I had to argue to ensure that it was my ideas that was chosen. The argument was crucial in persuading other members.
- I also used my skills. By showing them that my skills are better than theirs in certain areas, I was able to show that my arguments have more weight.
- And finally, I listened a lot to the other members of the group to give them importance and so that they feel valued and trust me in the decision of future choice.

## Activity 4

Wishing to head towards an accounting and financial field, I must correct the weaknesses that I would lack to access these environments. I must start by acquiring a better knowledge of the software used in accounting firms such as SAGE 50. I also have to master all the tools necessary for the study of the accounting of a company like the bank reconciliation or the balance sheet.

To be able to acquire this knowledge, one solution would be to carry out various internships in accounting firms to observe and put into practice the knowledge acquired. Another solution would be to provide an exchange with professionals in this field to better understand and understand the profession.

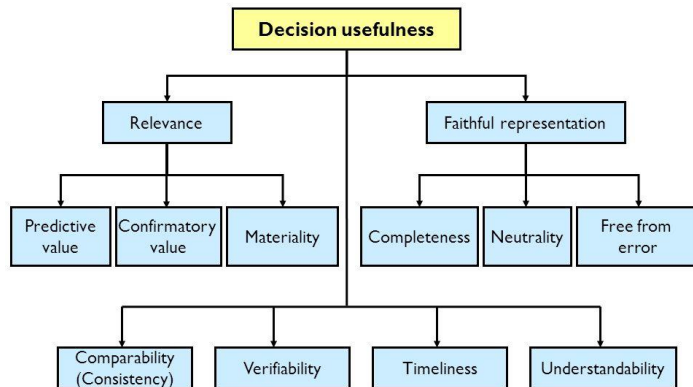
To be able to understand my short- and long-term goals, we can use a professional development plan:

| What do I want/need to learn?        | What will I do to achieve this?                              | What resources or support will I need?              | What will my success criteria be?                  | Target dates for review and completion |
|--------------------------------------|--------------------------------------------------------------|-----------------------------------------------------|----------------------------------------------------|----------------------------------------|
| Acquire more knowledge in accounting | Do an internship in an accounting firm                       | Help of the collaborators and accounting courses    | Be able to process an accounting file without help | June 2020                              |
| Integrate the finance world          | Graduate from a school specializing in international finance | My network and knowledge acquired in previous years | Be recruited into an international company         | June 2025                              |

# Appendices

## 1. Accountant professional map

### Qualitative Characteristics of Accounting Information



## 2. Gantt chart (examples)

### Gantt Charts

| A  | B                                    | C        | D        | E        | F        | G        | H         | I        | J        | K        | L        | M        | N     | O     | P            |
|----|--------------------------------------|----------|----------|----------|----------|----------|-----------|----------|----------|----------|----------|----------|-------|-------|--------------|
| 1  | Project Title                        | w/c date | w/c date | w/c date | w/c date | w/c date | w/c date  | w/c date | w/c date | w/c date | w/c date | w/c date | Owner | Notes | Stakeholders |
| 2  | Annual Leave Dates                   |          |          |          |          |          | Christmas |          |          |          |          |          |       |       |              |
| 3  | 1 Task                               |          |          |          |          |          |           |          |          |          |          |          |       |       |              |
| 4  | 2 Task                               |          |          |          |          |          |           |          |          |          |          |          |       |       |              |
| 5  | 3 Task                               |          |          |          |          |          |           |          |          |          |          |          |       |       |              |
| 6  | 4 Task                               |          |          |          |          |          |           |          |          |          |          |          |       |       |              |
| 7  | 4 Task                               |          |          |          |          |          |           |          |          |          |          |          |       |       |              |
| 8  | 5 Task                               |          |          |          |          |          |           |          |          |          |          |          |       |       |              |
| 9  | 6 Task                               |          |          |          |          |          |           |          |          |          |          |          |       |       |              |
| 10 | 7 Task                               |          |          |          |          |          |           |          |          |          |          |          |       |       |              |
| 11 | 8 Task                               |          |          |          |          |          |           |          |          |          |          |          |       |       |              |
| 12 | 9 Task                               |          |          |          |          |          |           |          |          |          |          |          |       |       |              |
| 13 | 10 Task                              |          |          |          |          |          |           |          |          |          |          |          |       |       |              |
| 14 | 11 Task                              |          |          |          |          |          |           |          |          |          |          |          |       |       |              |
| 15 | 12 Task                              |          |          |          |          |          |           |          |          |          |          |          |       |       |              |
| 16 | 13 Task                              |          |          |          |          |          |           |          |          |          |          |          |       |       |              |
| 17 | Important Project Dates to remember: |          |          |          |          |          |           |          |          |          |          |          |       |       |              |

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