

# Work in business report

[War, Intelligence](#)



## **BSB 124**

### ASSESSMENT 3

#### Identifying areas for Professional Development

##### Introduction

This report identifies the professional development environment, possessions and organizational measures to be had in order to capitalize on an acknowledged business opening, which, in this case, involves the restructuring of an existing. Business management. An organic organization appears to be the best option, as the business will have one manager to supervise staff training; consumer service, product merchandise, promotion and account manage. Schappe, endorses this organization as most apposite in the launch of a business, as all team members have an opening to work together, learn from one another develop significant relationships with consumers and suppliers, all of which allow for better control of development and reduction in expenditure.

These areas are important to identify in order to have a healthy working atmosphere. Knowledge of personal identify and strengths and weaknesses in the organizational work place, is key to being a successful employee , as well as a team player, is also knowing your team and being able to assess what will work and what will not. By taking the assessments in this report, I was able to find out how much a player I actually was in a group setting. It is interesting to learn the dynamics of what it takes to have an organization that is working together as a healthy unit because everyone is aware of their weaknesses and strengths.

## Section One

One issue that stood out for me was the organizational culture within the group. This has a lot to do with the beliefs and values of the people within an organization; many might even mention that it is the ‘personality’ of the group. It includes the values, assumptions, and normalities of behavior that are within the group principles (Bibb, 2003). “In the same way tribal cultures have taboos and totems that order how each member will act in the direction of associated followers and outsiders, so does the establishment’s culture influence workers activities towards competitors, clients, providers and one another.” (Fermanich, 2002)As a result, human behavior is the principal argument of culture.

Generally, culture is typically measured through anthropology with researchers giving empirical evidence of different social behaviors. I learned that the team will need to be organized in order to get things done much quicker and also other things such as obviously, building trust with one another. Also, I learned that workplace culture can be inflexible and that most relationships really develop over time, through a sequence of organizational and personal involvements and by other types of communications through stories.

The group I was involved in was unique. As, they were all about change and wanted everything modified or altered. I learned that to change culture, everyone that is a part of the team will have to be dependable, provide a consistent message in regards to “what is appreciated around everyone”, “what gets compensated”, “what is unsuitable conduct” and “the method in which things are completed” (Cooper, 2005).

It is clear that usually, managers have better understanding of the symbolic charge of their preparations. Through research, I understand that there are a lot of cultural change programs that have been abject failures, for the reason that, the managers have not been consistent – their activities have not matched their words. Most of the time they are unsuspectingly making the following point, “ Forget the things that I do, never mind if they may not productive, but do as I say”.

In order to carry out a task and make sure of its success, it was important that the team works together and never give up, I am impossible option, when working together to perform a common cause. It did not take long to realize the group dynamics and that, without persistence, nothing would ever change. In fact, they would stay the same. While working within the group, it was significant to remember that people are “ beings of custom” and that actions are usually rooted over time for the reason that behavior if not dealt with at the start will just escalate into something worse, whether the conduct is “ don’t make too much noise or rock the boat”, “ be quiet and don’t question too many decisions “(Desimone, 2004).

After taking the Emotional Intelligence test, I was able manage a lot about myself in regards to how I measure up in a group. There is an argument that EQ is much more important in the place of work than the IQ (Fermanich, 2002). In the place of work, there are continuous connections which happen among the individuals who work there and only some of these connections are positive. The Emotional intelligence (EQ) is the aptitude to identify, use, comprehend, and accomplish emotions in positive ways in order to release stress, connect efficiently, understand others, overcome challenges, and

resolve conflict. Emotional intelligence influences numerous dissimilar features of a person's daily life, for instance, the way I behave and the way I interact with others (Desimone, 2004).

Founded on the chart, my scores for the four emotional measurements are:

Understanding and Analyzing Emotions and Employing Emotional Knowledge (5.9) Emotional Facilitation of Thinking (3.2) Appraisal, Perception, and Expression of Emotions (5.7), and Reflective Regulation of Emotion (4.7).

My Overall Emotional Intelligence Score is 6.75. As stated by Tapia (pg. 347), a score of 4 and above specify high emotional intelligence which a 2 or less, designates a low score for the emotional intelligence. It is interesting to note that none of my scores reached the 4.00 range and I even have a score of 2.3 which shows that I certainly need to improve in order to increase my EQ. My score in Emotional Facilitation of Thinking is way too low and this reflects on my incapability to cope with my sentiments which are somewhat negative and affect my judgment. Relative to the idea of leadership, I would like to engage the impression of Kozlowski & classmates which mentions that " leadership exists in the circumstances" (Recker-Hughes, 2010). These are one's aptitude to accomplish what ever type of emotion is held significant. As said by Wolff & classmates, " emotional intelligence plays a significant part in leadership emergence" (Recker-Hughes, 2010) as a result, it should work on refining every one of my four scores to make me a good leader. It is clear that there are some strategies that I must use to overcome my weaknesses, for example, changing the way I think and how I interact with others. Time can be a big problem but, at the same time, it is considered a healer and as it elapses, many of these weaknesses can become strengths,

so time is a good strategy tool. The individuals around me, who could be, directly or indirectly, influenced by my shortage of emotional control. Another strategy according to the results is that I have an issue with patience. According to the test, there is a real struggle there. In many kinds of stressful circumstances the stress level tends to go up. However, taking deep breaths and counting to ten can relieve that pressure some. After learning these strategies, I am really looking forward to having much better patience when it comes to working in a group setting.

## **Section Two**

Personally, organizational culture has had a huge effect on how I conduct business within the group. As an individual, it was clear that I did not have a lot of patience and after taking the Emotional Intelligence test, it made it even more obvious that I was not nearly productive enough in a group. My way of wanting things immediately was a selfish part of myself that prevented me from being a good team player in a workplace setting. As teams are a significant constituent of modern work exercise, the theories connecting the process and efficiency of team work are emphasized (Klingner, 2005) and a lot of work has been devoted to seeking a method for success. (Bibb, 2003) One of the best recognized and extensively used approaches is Meredith Belbin's work on team roles which is founded on research which begun in the 1970's and was then printed sometime in 1981 (Hu, 2005).

I used the Belbin's Self-Perception Inventory for this section of the report. Before I responded to the inventory, I had to think back to any examples when I had been involved in any type of team action and also, to make

generalizations on the foundation of those experiences. For each section of the test, I had to give points out of a total of ten for the sentences which I most precisely defined my behavior. The following are the results:

In the second stage, I had to take the scores from the points table and move them, section by section, to the examination table. Next, I added up the points in each of the columns in order to provide an entire team role dispersal score. The letters across the top parallel Belbin's team parts; the connotation of the letters which summarize the kind of person to inhabit each of the parts. My highest totals show the team roles that I feel most satisfy me.

After finishing Belbin's questionnaire (1981), I could see that I am a type of Finisher/Completer, when it comes to doing things such as teamwork or group project. As stated by Belbin (1981), a Finisher/Completer has a habit of being over nervous or self-conscious and has some problems emitting small issues. This reminded me that when I was doing a group task, in the past, I usually had the propensity to make the team more complex and almost impossible to complete alone and without assistance.

Furthermore, because of my presentation personality, I was unwilling to assist my team members and was constantly concerned about what could go wrong. Never at ease until the results could be reached, and every one of the particulars and errors had been looked into. This type of behavior resulted in a bad group environment. It exhausted and frustrated results in group assignments, and I continuously appeared dissatisfied for the product of group task. In the future, I need to overcome some negative features as being Finisher/Completer, my main task so that I can positively and

acceptably finish up the group task with my team members. It is clear that my strategies involve a change of attitude and the way that I see my group in an organizational setting.

## **Conclusion**

In an organizational setting, team works it vital. Without the group having some kind of assessment of individual and personal attributes, it is hard for them to come together as a whole. These experiments were very helpful because they shed light on my areas of strengths and weaknesses. By taking the Emotional Intelligence test, it can surely be understood that people having a high level of emotional intelligence are the ones that will be well-adapted, fruitful individuals who display psychological happiness and pro-social behavior in their everyday lives. After my results, it was clear that I had more shortcomings than I thought. These short comings could possibly be a hindrance in an organizational setting if the proper strategies are not taking. However, after completing the Belbin's Self-Perception Inventory, I understand that I have huge habit of being over nervous or self-conscious and have some difficulties emitting small issues. The Belbin's Self-Perception Inventory has helped me to realize that there are some insecurities with myself that have actually transferred over into the workplace. I now believe after taking the test that my capacity for judgment will be able to help bring about the right decisions when doing business or working within a group setting. In the end, both of these test proved that an evaluation of yourself is a healthy and productive way to show an individual what needs to be improved and what areas are a strong point.



## References

- Belzer, A. (2005). Improving professional development systems: Recommendations from the pennsylvania adult basic and literacy education professional development system evaluation. *Adult Basic Education*, 15(1), 33-55.
- Bibb, S. C. (2003). Professional development needs of registered nurses practicing at a military community hospital. *The Journal of Continuing Education in Nursing*, 17(8), 39-45.
- Cooper, E. (2005). Creating a culture of professional development: A milestone pathway tool for registered nurses. *The Journal of Continuing Education in Nursing*, 40(11), 501-8.
- Desimone, L. P. (2004). How do district management and implementation strategies relate to the quality of the professional development that districts provide to teachers? *Teachers College Record*, 104(7), 1265-1312.
- Dunlop, K. L.-s. (2011). A model of professional development for practicing genetic counselors: Adaptation of communication skills training in oncology. *Journal of Genetic Counseling*, 20(3), 217-30.
- Fermanich, M. L. (2002). School spending for professional development: A cross-case analysis of seven schools in one urban district. *The Elementary School Journal*, 103(2), 27-50.
- Hu, G. (2005). Professional development of secondary EFL teachers: Lessons from china. *Teachers College Record*, 107(4), 654-705.
- Klingner, J. K. (2005). The science of professional development. *Journal of Learning Disabilities*, 37(3), 248-55.
- Recker-Hughes, C. B.-T. (2010). Clinical instructors' perspectives on

professional development opportunities: Availability, preferences, barriers, and supports. *Journal of Physical Therapy Education*, 24(2), 19-25.

Roper, F. W. (2006). The medical library association's professional development program: A look back at the way ahead. *Journal of the Medical Library Association*, 18(7), 8