

## SQA Advanced Unit Specification

### General information for centres

**Unit title:** Behavioural Skills for Business

**Unit code:** HP6W 48

**Unit purpose:** This Unit is designed to enable candidates to explain what managerial behaviour in organisations involves and to analyse the behavioural skills which managers need in order to manage their own behaviour and to deal with others. It enables candidates to recognise the skills which managers need in order to behave effectively in situations which arise within a dynamic business environment.

On completion of the Unit the candidate should be able to:

- 1 Analyse the main aspects of the managerial function in organisations.
- 2 Analyse behavioural skills/strategies used by managers.
- 3 Analyse a selection of techniques used by managers to manage themselves and others.

**Credit points and level:** 1 SQA Credit at SCQF level 8: (8 SCQF credit points at SCQF level 8\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from National 1 to Doctorates.*

**Recommended prior knowledge and skills:** Access to this Unit is at the discretion of the centre. However, it would be beneficial if candidates have background knowledge and understanding of communication skills and the organisational environment in which managers work. This may be demonstrated by achievement of the SQA Advanced Unit *HP71 47: Managing People and Organisations* or SQA Advanced Unit *HP75 47: Communication: Business Communication*, or equivalent.

**Core Skills:** There are opportunities to develop the Core Skills of *Problem Solving* and *Communication* at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

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**Context for delivery:** If this Unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes.

**Assessment:** The Unit can be assessed by a single integrative assessment covering all three Outcomes. It may take the form of a report based on analysis of a case study of a situation which managers in business are likely to encounter. The case study may be presented in a video or other non-written format.

An exemplar assessment pack and marking guidelines have been produced to indicate the national standard of achievement required at SCQF level 8.

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### Unit specification: statement of standards

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

### Outcome 1

Analyse the main aspects of the managerial function in organisations

#### Knowledge and/or Skills

- ◆ Roles of the Manager
- ◆ Differences between managers and leaders
- ◆ Approaches to leadership

#### Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ analyse the role of the manager, using at least one management theory
- ◆ compare and contrast the role of the manager and the leader
- ◆ apply one appropriate theory to explain the way in which leadership may be approached

#### Assessment Guidelines

This Outcome can be assessed in a variety of ways, however all Outcomes can be assessed by one integrated instrument of assessment. The Assessment Guidelines following Outcome 3 give further details.

### Outcome 2

Analyse behavioural skills/strategies used by managers.

#### Knowledge and/or Skills

- ◆ Assertiveness skills
- ◆ Influencing strategies
- ◆ Negotiation strategies
- ◆ Meetings and briefings
- ◆ Conflict management

#### Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ explain the purpose and importance of assertiveness in a given organisational situation
- ◆ identify and analyse at least two assertiveness techniques in a given organisational situation

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- ◆ identify and analyse at least two influencing strategies in a given organisational situation
- ◆ identify and analyse at least two negotiating strategies in a given organisational situation
- ◆ provide guidelines on how to manage an effective meeting and briefing in a given organisational situation
- ◆ identify at least two causes of conflict in a given organisational situation and, for each, describe the potential effects of such conflicts
- ◆ for each conflict identified, suggest at least two ways in which they may be resolved

### **Assessment Guidelines**

This Outcome can be assessed in a variety of ways, however all Outcomes can be assessed by one integrated instrument of assessment. The Assessment Guidelines following Outcome 3 give further details.

## **Outcome 3**

Analyse a selection of techniques used by managers to manage themselves and others

### **Knowledge and/or Skills**

- ◆ Problem solving and decision-making
- ◆ Time management
- ◆ Dealing with stress

### **Evidence Requirements**

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ identify and analyse a recognised problem solving model to facilitate decision making in a given organisational situation
- ◆ identify and analyse a recognised time management strategy in a given organisational situation
- ◆ identify at least two causes of stress in a given organisational situation and explain the potential effects of such causes
- ◆ identify and analyse at least two methods of dealing with personal stress in a given organisational situation
- ◆ identify and analyse at least two methods of dealing with stress in others in a given organisational situation

### **Assessment Guidelines**

This Outcome can be assessed in a variety of ways, however all Outcomes can be assessed by one integrated instrument of assessment. The Assessment Guidelines following Outcome 3 give further details.

### **Assessment Guidelines for the Unit**

A holistic approach can be taken to the assessment of all three Outcomes. One piece of stimulus material based on a particular organisation can be used with accompanying questions. It could be a case study where all the requisite information about an organisation is given to candidates. This could be a real or an imaginary organisation. Alternatively, candidates could be asked to gather information about an organisation for themselves. This approach may be particularly suitable for candidates who are familiar with a particular organisation or where the candidate can easily gather data about an organisation. If this approach is chosen, the tutor should agree with the candidate in advance to ensure all aspects of the evidence requirements can be met.

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It is possible, if desired, to use more than one instrument of assessment. If this is done, then different organisations may be used as the basis for different assessments. It would be possible also to ask candidates to gather their own information for some assessments but to be provided with case study material for others.

Instruments of assessment can take the form of structured questions linked to the situation of a particular organisation. Candidates could be asked to submit a report based on these questions. Alternatively, instead of questions, candidates could be given a series of guidelines and asked to prepare a report based on them. This latter approach may be more appropriate for candidates who are researching an organisation for themselves.

Where case study information on an organisation is provided for candidates, it should be made available to them at a point which will give them time to complete a report to a suitable standard. Every effort should be made to ensure that it is comprehensive and that candidates do not need to gather additional information.

In order to cover all evidence requirements, a suitable report is likely to be 1,500–2,000 words. Candidates could be allowed to complete the report in their own time and may make use of any sources of information they wish.

Sources of information should be fully referenced and acknowledged.

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### Administrative Information

**Unit code:** HP6W 48

**Unit title:** Behavioural Skills for Business

**Superclass category:** AF

**Original date of publication:** August 2017

**Version:** 01

#### History of changes:

Version	Description of change	Date

**Source:** SQA

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**FURTHER INFORMATION:** Call SQA's Customer Contact Centre on 44 (0) 141 500 5030 or 0345 279 1000. Alternatively, complete our [Centre Feedback Form](#).

## SQA Advanced Unit Specification

### Unit specification: support notes

#### Unit title: Behavioural Skills for Business

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

#### Guidance on the content and context for this Unit

This Unit is designed to raise awareness of managerial and professional behaviour within a working environment. This Unit is mandatory within the SQA Advanced Diploma in Business (GM8Y 48) but may form part of other group awards and may be delivered as a stand-alone Unit.

This Unit is primarily designed to raise awareness of managerial and professional behaviour within a working environment. It is intended to enable candidates to recognise the types of behaviour which managers undertake and the behavioural skills which they use to make effective interventions. When looking at particular behavioural skills, candidates should be encouraged to think about situations in which particular skills are likely to be effective and what the possible consequences of using (or not using) suitable skills may be. They should also look at how managers develop expertise in these behavioural skills and the relationship between the skills and effective managerial behaviour.

The following gives some additional guidance on the content of each Outcome.

#### Outcome 1

Role of the manager — Mintzberg's 10 managerial roles; Stewart's demands, choices and constraints model; Fayol's five elements of management. This can set the scene by exploring what managers actually do.

Managers and leaders — the basis on which the two can be distinguished (eg Kotter's view that managers deal with a steady state while leaders manage change); the extent to which a distinction is valid in theory and practice; the effects of the distinction on attitudes and behaviour within organisations.

Approaches to leadership — the historical development and relative merits of the various approaches; types of management/leadership style (autocratic, democratic, laissez-faire, Blake and Mouton's managerial grid); contingency theory (eg Fiedler and Hersey and Blanchard's situational leadership); transformational leadership (eg Bennis and Nanus); Adair's action centred leadership.

Reference can also be made to managerial effectiveness (eg Drucker).

#### Outcome 2

Assertiveness skills — distinction between assertiveness, aggression and passiveness and idea of a bill of rights; assertive techniques such as 'broken record', 'fogging'; assertive behaviours such as challenging (seeking, asking, checking), standing up for oneself; coping with put-downs, receiving constructive criticism, recognising barriers to action, thinking realistically, communicating what you want.

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Influencing strategies — what influencing is and the managerial situations in which it can be used; sources of power and the balance of power; influencing strategies (eg general approaches like ‘push’ and ‘pull’, and more specific strategies such as reason, assertion, exchange of benefits, coercion, courting favour, partnership).

Negotiating strategies — what negotiation is and the managerial situations where it can be used; approaches to negotiation, eg win-win, positive behaviours in negotiation (asking questions, motives commentary, testing understanding, summarising, flagging behaviour); negative behaviours in negotiation (defend/attack spirals, irritators, counter-proposals).

Conducting meetings and briefings — purpose of meetings and briefings; different types of meetings (eg giving information, gathering information, problem solving); differences between meetings and briefings; preparation for a meeting/briefing (eg documentation, what is expected to be accomplished at the meeting, start/finish time, who should be invited); conduct of a meeting (eg begin on time, stick to agenda, minute taking); effective behaviour of participants (eg keep to point, summarise, allow others to speak); effective behaviour of chair (eg summarising, gate-keeping).

Conflict — causes of conflict could include formation of cliques, group pressure and stereotypes, patterns of communication, breaking relationship rules, personality clashes, gender and age differences, assumptions about others, misuse of authority, power tactics and manipulation, general expectations and beliefs, misunderstandings, unreasonable beliefs and assumptions.

Effects of conflict may be positive (eg strengthening a relationship, greater trust, increased self-esteem, enhancing creativity and productivity, job satisfaction) or negative (eg reduce personal and organisation performance, damage to physical and emotional well-being, loss of confidence, lowered self-esteem, high stress levels, absenteeism, addictions and poor attitudes to work).

Dealing with conflict can include broad approaches such as ignoring it, allowing it to continue, reducing or containing the conflict, resolving it and preventing it in the first place. The latter tend to be longer term approaches involving things like establishing common objectives, mutual problem solving and enhancing methods of communication.

### Outcome 3

Problem solving and decision making — problem solving as one of a manager’s technical skills; classification of problems (eg recurring/new, programmed/non-programmed); rational decision making/problem solving model (identify problem, decide on criteria for a solution, gather information, identify alternative solutions, evaluate alternative solutions, choose best solution against criteria, implement and review); problem solving techniques (eg modify, minimise, substitute, rearrange, reverse, combine, brainstorming); managerial actions to solve problems (recognising the existence of a problem, acknowledging the problem, involving other party, understanding each other’s position, enlisting their co-operation, discussing possible solutions, planning action, resolving the problem in a mutually acceptable way).

Time management — what is time management and how it can help managers? (eg Gerald M Blair’s ‘Eff’ words: Effective — having a definite or desired effect; Efficient — productive with minimum waste or effort; Effortless — seemingly without effort, natural, easy); setting objectives — work goals and life goals.

Time management techniques (eg getting organised, making every day count, urgent and important, conquering time wasters, minimising costly interruptions, keeping communications open, working with — not against, saying no).



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Stress management — difference between stress and pressure; causes of stress (eg role conflict, role ambiguity, role overload and role underload); measures of stress (eg questionnaires and tests to identify stressors); effects of stress (eg on managerial behaviour, health); dealing with own stress (eg gaining control of time, effective communication, practical ways to relax, being healthy and fit, eating for health, exercise for stamina, suppleness and strength, hobbies, work-life balance, personal interests).

Dealing with stress in others — recognising signs of stress in others; identifying causes of stress in others and suitable ways to deal with it (eg joint problem solving, counselling, use of outside agencies).

### Guidance on the delivery and assessment of this Unit

This Unit requires candidates to analyse the behaviour of managers and some of the skills managers use in making interventions. All aspects of the Unit should, therefore, be approached in a theoretical manner. However, the emphasis should be on the application of these skills to the work of managers. Candidates, however, are likely to benefit from practising the skills involved as this should enhance their understanding both of what the skill involves and of when and where it is likely to increase the effectiveness of managers.

A possible delivery pattern, therefore, is to begin by introducing candidates to the aspect of the Unit and then provide opportunities for them to apply it to actual managerial situations. Video resources are a particularly suitable way to do this and there are many commercially available products which contain scenes which could be used to illustrate parts of this Unit. Television programmes may also be a source of examples.

Applying the knowledge and/or skills items to managerial situations can be supplemented with practical exercises such as role plays or simulations. Management games, both paper and computer based, are a good source of suitable scenarios. Centres could also create a bank of suitable case study material which can be developed over time to ensure that delivery of the Unit is kept up-to-date with current business practices.

Delivering the Unit in the way suggested above should also help candidates prepare for the assessment. Centres may find that video material is the most appropriate format in which to present the case study. Many training videos include scenes which feature interventions by managers and these may be particularly suitable.

Assessment work should consist of stimulus material based on a case study of an organisation. This may be a real or imaginary situation and the candidate may be given suitable information or asked to gather information about an organisation for themselves. Where the candidate is directed to gather information, the stimulus material should ideally be based on an organisation that the candidate is familiar with, or one about which the candidate can easily gather data

### Opportunities for developing Core Skills

*Communication* Core Skills at SCQF level 6 may be developed through reading, summarising, analysing and applying some of the managerial and behavioural concepts studied as part of this Unit. Candidates will have the opportunity to read scenarios based on either real or fictional organisations that are encountering issues relating to topics covered within the Unit. The majority of evidence requirements contained within the Unit require candidates to provide an analysis of issues arising within an organisational situation. Through their understanding and analysis of such issues, they will be able to produce appropriately structured solutions using managerial and behavioural concepts

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*Problem Solving* Core Skills at SCQF level 6 may be developed by comparing and contrasting various conceptual frameworks, and providing clear justification of how a particular framework may be appropriate in a particular organisational context. Candidates will have the opportunity to think critically when faced with an organisational issue that may have a number of potential solutions. Their understanding of managerial and behavioural concepts will allow the candidate to review and evaluate why a chosen solution is most appropriate to the situation facing them.

### **Open learning**

If this Unit is delivered by open or distance learning methods, additional resources will be required for candidate support, assessment and quality assurance. It would require planning by the centre to ensure the sufficiency and authenticity of candidate's evidence.

### **Equality and inclusion**

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## SQA Advanced Unit Specification

### General information for candidates

#### Unit title: Behavioural Skills for Business

This Unit has been designed to allow you to identify the various behavioural skills employed by both managers and team leaders in the achievement of business objectives.

There are three Outcomes in this Unit. Outcome 1 looks at the role of the manager. It also looks at the differences between managers and leaders and at different approaches to management and leadership including management/leadership style.

Outcome 2 enables you to analyse behavioural skills which managers use to operate effectively. This involves looking at skills such as assertiveness, negotiation and influencing. You will find out what each involves, and where managers can make use of them. You will also see that managers have to deal with the causes and effects of conflict within the working environment.

These skills are some of the things that managers can use in order to try to reach amicable solutions, and thus create a win-win situation for all parties. These skills and others are also valuable in conducting meetings and briefing others which is also part of this Outcome.

Outcome 3 will introduce you to skills which will enhance your own working capabilities. They include time management like smarter working techniques which can help managers accomplish more but in less time. It also looks at positive ways of managing stress. Other key skills for managers are problem solving and decision-making and you will gain an understanding of why managers need to be able to carry out these technical functions and how they impact on the manager's role.

The assessment of this Unit is likely to take place towards the end of the teaching input when you may be asked to write/produce a report which analyse managerial behaviour in a particular situation. You may be asked to present this in a report format. In order to produce the report, you may be given a case study (which may be a video scenario) and questions, which will test your understanding of the various aspects of managerial behaviour and behavioural skills across the three Outcomes. Alternatively, you can choose an organisation with which you are familiar — however this must be agreed in advance with your tutor. A suitable report is likely to be 1,500–2,000 words. You could be allowed to complete the report in your own time and you may make use of any sources of information you wish. Sources of information should be acknowledged.

You are also encouraged to use facilities such as the internet, journals, or library resources as well as the teaching material given to you during the Unit.

In studying this Unit you may have opportunities to develop the Core Skills of *Problem Solving* and *Communication* at SCQF level 6.