

Behavioural Skills for Business

HIGHER NATIONAL DIPLOMA

商务行为技巧

第二版

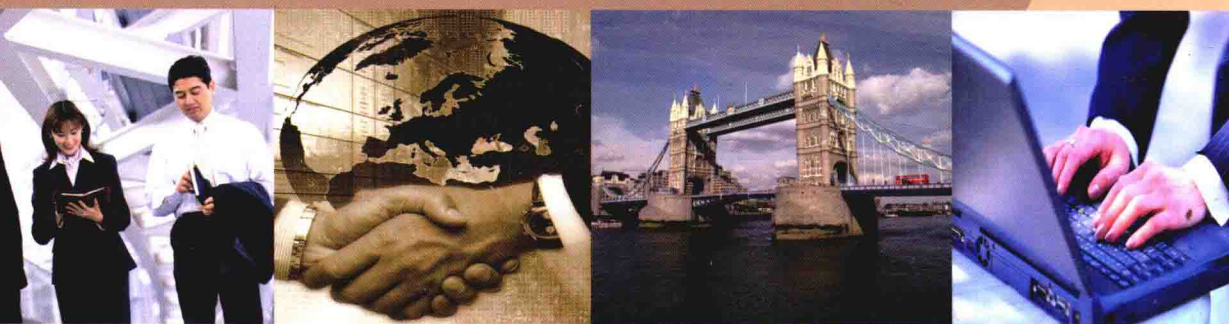
【英】苏格兰学历管理委员会 (SQA)


胡晓 修订

Unit Student Guide

BUSINESS

F84L 35



 中国时代经济出版社


SCOTTISH
QUALIFICATIONS
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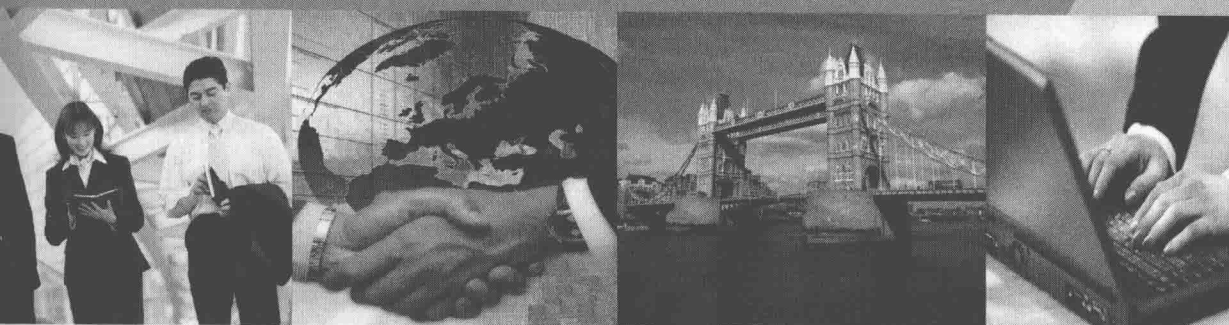
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Learning Material

Unit 1 - Section 1 - The

Unit 2 - Section 2 - Learn

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1

Introduction to the Scottish Qualifications Authority

This Unit **F84L 35 Behavioural Skills for Business** has been devised and developed by the Scottish Qualifications Authority (SQA). Here is an explanation of the SQA and its work:

The SQA is the national body in Scotland responsible for the development, accreditation, assessment, and certification of qualifications other than degrees.

Its website can be viewed on: www.sqa.org.uk

SQA's functions are to:

- devise, develop and validate qualifications, and keep them under review
- accredit qualifications
- approve education and training establishments as being suitable for entering people for these qualifications
- arrange for, assist in, and carry out, the assessment of people taking SQA qualifications
- quality assure education and training establishments which offer SQA qualifications

- issue certificates to candidates.

In order to pass SQA Units, students must complete prescribed assessments. These assessments must meet certain standards.

The Unit Specification outlines the three Outcomes that students must complete in order to achieve this Unit. The Specification also details the knowledge and/or skills required to achieve the outcome or outcomes. The Evidence Requirements prescribe the type, standard and amount of evidence required for each outcome or outcomes.

2

Introduction to the Unit

2.1 What is the Purpose of this Unit?

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.

2.2 What are the Outcomes of this Unit?

The Outcomes for this Unit are:

- (a) Analyse the main aspects of the managerial function in organisations.
- (b) Analyse behavioural skills/strategies used by managers.
- (c) Analyse a selection of techniques used by managers to manage themselves and others.

Further details can be found in Appendix 1 – Unit Specifications.

2.3 What do I Need to be Able to do in Order to Achieve this Unit?

In order to achieve this Unit, you are required to be able to analyse a case study situation, which will sample your knowledge and skills relating to the three outcomes. In your analysis, you are required to provide evidence that you can:

- Give valid reasons to support points made
- Make accurate references to relevant theoretical work
- Assess the impact, on a manager and others, of using a specific behaviour skill in a particular situation
- Suggest behaviour that would be effective in a particular situation and provide a valid argument to support the suggestion
- Evaluate the advantages and disadvantages of managerial behaviour in a particular situation.

2.4 Approximate Study Time for this Unit

The nominal study time required for this Unit is 40 hours.

There are 10 main topic areas within the Unit and roughly four hours will be required for each.

2.5 Equipment/Material Required for this Unit

Along with this Student Guide it would be beneficial for you to have access to the Internet and have a personal computer with a word processing package. Tutors have available a number of case study and role play materials, which will be provided for students for workshop situations.

2.6 Symbols Used in this Unit

The various Learning Materials sections are designed so that you can work at your own pace, with tutor support. As you work through the Learning Materials (see Section 5), you will encounter symbols. These symbols indicate that you are expected to do a task. **These tasks are not Outcome Assessments.** They are exercises designed to consolidate learning or encourage thought, in preparation for the Outcome Assessment (see Section 3 – Assessment Information for this Unit).

**Activity**

This symbol indicates an Activity. Usually, Activities are used to improve or consolidate your understanding of the subject in general or a particular feature of it.

In this Unit, you are asked to undertake Activities that require analysis or exploration of situations to develop these skills.



Self-Assessed Question

This symbol indicates a Self-Assessed Question. Using a Self-Assessed Question helps you check your understanding of the content that you have already covered. The Self-Assessed Questions in this guide may take the form of multiple choice, short answer questions or case studies.

Everything is provided for you to check your own responses. Answers to the Self-Assessed Questions and Activities are to be found at the back of the Unit Student Guide. Where suggested responses to Self-Assessed Questions and Activities are provided in the Unit Student Guide, **you are strongly discouraged from looking at these responses before you attempt the Self-Assessed Questions and Activities.** The Self-Assessed Questions and Activities throughout the Unit Student Guide will help you to prepare yourself for the formal assessments, and to identify topic areas in which you will require clarification and additional tutor support. The Self-Assessed Questions and Activities will not serve this purpose if you look at the answers before trying them!

Self-Assessed Questions and Activities are designed to be checked by you. No tutor input is necessary at this stage unless special help is requested, although from time to time your tutor may wish to view your responses to Self-Assessed Questions to see how you are progressing.

3

Assessment Information for this Unit

3.1 What do I Have to do to Achieve this Unit?

In order to achieve this Unit you should work through this Student Guide and carry out the various Activities within it. At the end of each topic you should contact your Tutor to notify them of your progress and to receive any formative assessment materials they want you to carry out. Your tutor may provide further case study/role play materials. You are encouraged to read further topics. There is a wide range of relevant materials on the Internet, particularly in relation to behavioural skill areas such as Time and Stress Management, Problem Solving/Decision Making, Assertiveness, Dealing with Conflict, and Managing Meetings. Though resources are provided, you are encouraged to seek out further materials at local libraries and on the Internet.

Although the main focus of the Unit is for you to be able to analyse managerial behaviour, it is worthwhile considering your own abilities in the skill areas within the course and hence it is worth carrying out role plays or practising behaviours in situations you encounter so that you gain a greater understanding.

Further details can be found in Appendix 1 – Unit Specifications.

4

Suggested Lesson Plan

The Learning Materials (see Section 5) are designed to lead you through a series of Activities which will allow you to consolidate your learning and check on your own progress. You are best to work through the materials in the order given as the more advanced skills like negotiation are founded on what has been previously learned.

5

Learning Material

4

5.1 Section 1—The Roles of the Manager

5.1.1 Introduction

In this section we will examine various perspectives on what management is and what the role of the manager might be. Over time there have been a variety of views, which have reflected changes in society and organisations. Compared to the 19th and early 20th centuries, today's managers are faced with fast changing marketplaces, well educated and discerning customers or clients, a wide range of legislative changes that they need to address, major technological advances, globalisation, and greater awareness of issues such as environmental impact.



Think of some managers you are familiar with. What are some of the “roles” or “functions” they carry out?

Check your answers in Section 7—Solutions to Activities and Self-Assessed Questions

5.1.2 Early Definitions of the Role of Managers (The Classical School)

Within the Classical School of Management there is considerable emphasis placed on managers making most decisions, of command and control of the worker, and of workers knowing their place within a clearly defined hierarchy.

Frederick Taylor (1856—1915) – The Father of Scientific Management

Taylor proposed that it was the role of managers to analyse work “scientifically” to determine the best method, the best tools, the characteristics of those most suitable to carry out the work, and the training for those doing the work. It was for managers to make decisions regarding work and for them to give close supervision to workers to ensure they adhered to the “scientifically” determined methods. Workers were not to give any “back talk”.

Frederick Taylor – Scientific Management Principles

-
1. Develop a science for each element of an individual's work to replace the old rule-of-thumb method.
 2. Scientifically select and then train, teach, and develop the worker.
 3. Heartily cooperate with the workers so as to ensure that all work is done in accordance with the principles of the science that has been developed.
 4. Divide work and responsibility almost equally between management and workers.
Management does all work for which it is better suited than the workers.
-

Source: Robbins S. P. and Coulter, M., *Management*, 11th Edition, (Prentice-Hall, 2012)