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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Business Management & Administration |
| **Course Name** | Human Resources Management |
| **Lesson/Unit Title** | International Human Resource Management |
| **TEKS Student Expectations** | **130.142. (c) Knowledge and Skills**  (9) The student masters the intricacies of creating and implementing a benefits plan  (A) The student is expected to explain international human resource issues  (B) The student is expected to identify the issues associated with recruiting and selecting employees internationally  (C) The student is expected to discuss how to deal with compensation issues in a host country environment  (12) The student analyzes the future global considerations impacting human resources.  (D) The student is expected to identify the problems and solutions for addressing international employee evaluations and appraisals  (E) The student is expected to explain the international organized labor environment |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | Upon completion of this lesson, the student will be able to analyze future global considerations impacting human resources.   * Explain how human resources addresses managing across borders. * Identify the difficulties and solutions for recruiting and selecting employees internationally. * Discuss how to deal with compensation issues for management and employees in a host‐country environment. * Identify the problems and solutions for addressing international employee evaluations and appraisals. * Explain the international organized labor environment and different national approaches to labor participation in management. |
| **Rationale** | In a global economy, Human Resource Managers must understand international employee recruiting and selecting, compensation, and addressing evaluations/appraisals. In this lesson the student will research specific information on these international human resource issues and develop an outline for a training plan. |
| **Duration of Lesson** | When taught as written, this lesson should take approximately 55‐65 minutes to teach. |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | * International Human Resource Management (IHRM)‐ International HRM examines the way in which international organizations manage their human resources across these different national contexts. * Domestic Market‐ one in which a product or service is only sold within the borders of the country. * International Market‐ one in which a company may find that it has saturated the domestic market for the product, so it seeks out international markets in which to sell the product. * Global Organization‐ one in which a product is being sold globally, and the organization looks to the world as its market. * Transnational Company‐ a complex organization with a corporate office, but the difference is that the onus of the decision making, research and development, and marketing is left up to the individual foreign market. |
| **Materials/Specialized Equipment Needed** | **Instructional Aids**   * Internet * HRM Safety at Work Assignment 1 – Case Study * Rubric for HRM Safety at Work Assignment 1 – Case Study |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Ask students to pair up and give them the following instructions:   1. Research the country of your choice. 2. Discuss at least five of the aspects you should know as an HRM professional about doing business in the country. 3. Share your findings with the class. |
| **Direct Instruction \*** | Please see attached outline  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Guided Practice \*** | The teacher will explain international human resource management. Discuss how HR processes are different or similar while considering their impact globally.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | **HRM Assignment 1 – Case study:** Ask students to read the case study and answer the questions.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Lesson Closure** | **Review**   * In the global environment, there are distinct differences between the terms international, global, transnational and multinational. * Understanding IHRM also means understanding culture. * There are three types of staffing strategies for an international business. * Compensation is another aspect of a global business. There are different factors to consider before an organization decides about how to pay expatriates. * Both host‐country and home‐country managers and employees should evaluate performance. The criteria should be determined ahead of time. * Laws of the host country need to be carefully examined and evaluated from an IHRM strategic perspective. * Logistical help can be important to ensuring expatriate success.   **Informal Assessment**   1. Instructor will observe students during Independent Practice. 2. Instructor will assist students as needed.   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Summative / End of Lesson Assessment \*** | **Formal Assessment**  Use the assigned rubric to evaluate the projects assigned for Independent Practice.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  Accommodations for Learning Differences It is important that lessons accommodate the needs of every learner. These lessons may be modified to accommodate your students with learning differences by referring to the files found on the Special Populations page of this website. |
| **References/Resources/**  **Teacher Preparation** | * Portolese Dias, L. (2011). *Human resource management*. Irvington, NY: Flatworld Knowledge Publishers. * Presentation software * Internet * Download or Upload the HRM Assignment 1 – Case Study * Rubric for HRM Assignment 1 – Case Study |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | **Extension**  Invite a local HR professional from a multinational company to discuss some of his/her experience with IHRM while working with the multinational company. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | Business Professionals of America  Future Business Leaders of America |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)