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| **TEXAS CTE LESSON PLAN**[www.txcte.org](http://www.txcte.org) |
| **Lesson Identification and TEKS Addressed** |
| **Career Cluster** | Business Management and Administration |
| **Course Name** | Human Resource Management |
| **Lesson/Unit Title** | Introduction to Human Resources Management |
| **TEKS Student Expectations** | **130.142 (c) Knowledge and Skills**(2) The student demonstrates an understanding of the traditional human resources functions(H) The student is expected to define the need and proper steps for strategic planning in human resources such as mission, vision, and values; environmental analysis; internal analysis; strategy formulation; strategy implementation; and evaluation and assessment |
| **Basic Direct Teach Lesson**(Includes Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy) |
| **Instructional Objectives** | **Performance Objective**Upon completion of this lesson, the student will develop an understanding of the role of the human resources (HR) function in an organization.**Specific Objectives*** Students will be able to define what human resources management is.
* Students will understand the role of HR within the functioning of an organization.
* Students will be able to summarize the major activities associated with human resource management.
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| **Rationale** | The Human Resources Department is the one, that monitors the culture of the organization, is responsible for recruiting the top workforce, recommend market-based salaries and develop an overall strategic compensation plan, as well as researches, recommends, and implements employee benefits programs that attract and retain the best employees, to name a few. This lesson will help students better understand the role of Human Resources and their vital functions within the business workplace. |
| **Duration of Lesson** | 55-65 minutes |
| **Word Wall/Key Vocabulary***(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | **Terms:****Human Resource Management (HRM)** - HRM is that part of the management process that specializes in the management of people in work organizations. |
| **Materials/Specialized Equipment Needed** | **Instructional Aids:*** Textbook or Computer Program Diagrams/Charts
* Lesson 1.01 Presentation
* Online Websites
* Supplies- construction paper, scissors for each team, glue for each team, thread for each team, and stapler with staples for each team

**Equipment/Software Needed:*** Instructor Computer/Projection Unit
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| **Anticipatory Set**(May include pre-assessment for prior knowledge) | 1. Divide students into groups of five.
2. Give each team construction paper, scissors, glue, thread, and stapler.
3. Tell them that their task is to build a tower with the items provided.
	1. The tower will be judged on the basis of three criteria: appearance, stability, and height.
4. Students should be given 10-15 minutes to complete the task.
5. After the task is completed, judge the towers of each team on the basis of the three criteria.
6. Ask students how they went about completing the tower.
7. During the discussion ask students if each team member was used effectively to reach their goal: building the tower.
8. Ask each team to rate themselves on a scale from 1 to 10. They’ll rate themselves on the effectiveness of the team if the team was an organization and the purpose of the organization was to build the tower.
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| **Direct Instruction \*** | 1. Human Resource Management
	1. Earlier was classified as “personnel management.”
	2. The “death” of personnel management led to the birth of HRM.
	3. Traditional personnel management was perceived as a dumping ground of the organization. Its main function was record keeping. HRM is concerned with the personnel policies and managerial practices and systems that influence the workforce. It consists of all the activities undertaken by an enterprise to ensure the effective utilization of employees toward the attainment of individual, group, and organizational goals. In broader terms, all decisions that affect the workforce of the organization concern the HRM function.
2. HRM covers the following five functional areas:
	1. Organizational Design
		1. Making sure there is a person-job fit for the jobs in the organization to fulfill the organizational goals. Associated practices are human resource planning and job analysis.
	2. Staffing
		1. Recruiting people with appropriate skills, abilities, knowledge, and experience to fill jobs in the work organization. Associated practices are recruitment and selection.
	3. Reward Systems, Benefits, and Compliance
		1. The design and administration of reward systems. Associated practices include job evaluation, direct and indirect employee benefits, and compensation. It also includes the legal environment of HRM.
	4. Employee and Organizational
		1. Analyzing training requirements to ensure that employees possess the knowledge and skills to perform satisfactorily in their jobs or to advance in the organization.
	5. Performance Management and Appraisal
		1. Performance Evaluation is a tool the organization can use to help enhance the efficiency of the work unit. This tool is a means to help ensure that employees are being utilized effectively.

*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*This lesson may be modified to accommodate your students with learning differences by referring to the files found on the Career & Technical Special Populations page of this website: <http://cte.unt.edu/>. |
| **Guided Practice \*** | Using the presentation**,** the teacher will explain human resource management. Discuss what HRM is, its features, its goals, scope, and significance.Next, discuss Dave Ulrich’s HR myths and realities. |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | 1. **HRM Assignment 1 – Case study**
	* Ask students to read the case study and answer it.
2. **HRM Assignment 2 – A write up on HRM at an organization**
	* Split the class into teams with two members. Each team must choose one organization in any industry. Next, they must write a report on the HR department at the organization and the HR practices there.
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| **Lesson Closure** | The human resources of an organization represent one of its largest investments. The objectives of HRM include personal objectives, organizational objectives, and societal objectives. The attainment of these objectives necessitates the performance of several functions. These include human resource planning, job analysis, staffing, orientation, training and development, performance appraisal, career planning, compensation, benefits, labor relations, and record keeping. All systems and sub-systems of HRM must be incorporated in the organization while setting the goals and objectives. This will also integrate the purposes and processes and make HRM more meaningful. In small organizations, most human resource functions are performed by owners or operating managers. Large organizations usually have a human resource department that is responsible for coordinating and directing the human resource functions. Successful human resource management is essential to organizational growth and success. In the light of new challenges, there are indications that human resource people will play an increasingly important role in an organization’s long-range planning and policy-making activities. |
| **Summative / End of Lesson Assessment \*** | Use the assigned rubric to evaluate the projects assigned for Independent Practice. |
| **References/Resources/****Teacher Preparation** | **References:*** Human resource management: Theory and practice (2000), 2nd edition John Bratton and Jeffrey Gold, Lawrence Erlbaum Associates, Inc., New Jersey.
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| **Additional Required Components** |
| **English Language Proficiency Standards (ELPS) Strategies** | **English-English I:*** 110.31 (b) (1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.
* 110.31 (b) (11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents.
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| **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) | Invite a local HR professional to discuss his or her company’s HR department, and/or policies with students. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | Business Professionals of AmericaFuture 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)