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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** | Training and Development |
| **TEKS Student Expectations** | **130.142 (c) Knowledge and Skills**(6) The student describes the need for training:(A) The student is expected to analyze the information necessary prior to the implementation of any job-related training, including task analysis and person analysis;(B) The student is expected to design a training program;(E) The student is expected to illustrate the necessity for new employee orientation and the topics that should be covered; and(F) The student is expected to explain the concept of on-the-job training and other forms of skills training. |
| **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 training and development as it relates to human resource management in an organization.**Specific Objectives**Upon completion of this lesson, the student will develop an understanding of the role of training and development as it relates to human resource management in an organization. |
| **Rationale** | Training and development is an integral function of human resource management. Many businesses have mandated training hours per year for employees due to the dynamic nature of technology and higher-level workforce skills required to be globally competitive. This lesson will emphasize the important role of training and development to maintain a business’ competitive edge in the marketplace. |
| **Duration of Lesson** | 55-65 minutes |
| **Word Wall/Key Vocabulary***(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | **Terms:*** **Training**– Training refers to a planned effort by a company to facilitate employees’ learning of job-related competencies. These competencies include knowledge, skills, or behaviors that are critical for successful job performance in the immediate term or near future.
* **Development**– Development is training that provides employees with competencies for anticipated future jobs and roles.
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| **Materials/Specialized Equipment Needed** | **Instructional Aids:*** “Training and Development” Presentation software
* Internet
* HRM Training and Development Assignment 1 – Case Study
* Rubric for HRM Training and Development Assignment 1 – Case Study
* Large Lego® Blocks

**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 two.
2. Ask each team to choose one representative.
3. Give each team a set of large Lego® blocks
4. Ask them to blindfold their respective representatives.
5. Instruct each representative to build a tower with the blocks in approximately five minutes.
6. Discuss that the team can give their representative instructions while the other team cannot give instructions. They can, however, shout “no” if their representative is doing something wrong while building the tower.
7. Time the activity and see which tower is taller and/or complete.
8. Ask students what difference the instructions made, and if there was any confusion in following instructions.
9. Explain how training and development can be likened to giving instructions while doing something, so that employees are skilled and adept at what they are supposed to do.

OR1. Write down the words “training” and “development” on the board.
2. Ask students if they think there is any difference between the two words.
3. Ask students if they have ever received any training, formal or informal.
4. Ask them why it is important to train and develop individuals in an organization.
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| **Direct Instruction \*** | 1. Training and development are important in human resource management.
	1. The goal of training is for employees to master the knowledge, skill, ability and behavior emphasized in training programs, and to apply them to their day-to-day activities at work.
	2. Organizations recognize that to have a competitive advantage over other competing organizations, training should involve more than just basic skill development.
	3. Therefore, organizations are utilizing training to empower employees to share knowledge and creatively use it in product development and modification as well as in customer service.
	4. Traditionally, most of the emphasis on training has been at the basic and advanced skill level.
	5. However, the evolution in the workplace is requiring extensive use of knowledge, depending on the type of jobs
2. Companies lose money when training is poorly designed. To avoid these financial losses, it is important to design effective training. This is referred to as the training design process (Noe, 2004).
	1. Step 1 involves conducting a needs assessment, and the basic question as to whether training is required in the first place.
	2. Step 2 involves making sure that the employees have the motivation and basic skills necessary to master training content.
	3. Step 3 involves creating a learning environment that can foster learning.
	4. Step 4 involves making sure that trainees apply the training content to their jobs.
	5. Step 5 involves developing an evaluation plan, including the types of outcomes training is expected to influence.
	6. Step 6 involves choosing a training method based on the learning objectives and the learning environment.
	7. Step 7 involves evaluating the program and making changes in it to improve the program further to reach the learning objectives.
	8. There are different reasons why companies lose money. It could be because the training provided is not linked to a performance problem or business strategy. Another reason why it could happen is if training outcomes are not properly evaluated.
3. Instructional System Design (ISD) refers to a process for designing and developing training process (Noe, 2004).
	1. One of the more common ones is referred to as the ADDIE model, which is an acronym for analysis, design, development, implementation, and evaluation.
	2. With regards to the earlier steps explained in the training design process, steps 1 and 2 would correspond with analysis. Steps 3, 4, and 5 correspond to the design and development aspect. Step 6 corresponds to the implementation phase, and step 7 relates to evaluation.
	3. There are different types of ISDs. Name a few.
4. There are different types of training that take place in organizations. The types of training differ from organization to organization. For example, the kind of training provided in a manufacturing company is different from one that is provided in a sales setting or a research organization.
	1. Some types of training can be classified more generally and while the content of the training will differ across companies, the overall objective of the different types of training is the same.
	2. Induction Training /New Employee Orientation – involves introducing a new employee to the organization and its procedures, & rules and regulations. This type of training is generally short and informative and given immediately after selection.
		1. New employee orientation or training is used to welcome an employee into the organization.
		2. It generally contains information about safety, the work environment, the job description, benefits and eligibility, company culture, company history, organization charts, and anything else relevant to working in the new company.
		3. If done correctly, the new employee orientation can integrate the employee into the organization.
	3. On-the-job training – involves training while remaining in the workplace to increase the knowledge and skills of an employee for improving job performance. The main methods in this type of training include demonstration or instruction, coaching, job rotation, and projects.
	4. Refresher training- also known as retraining. Its purpose is to acquaint existing employees with the latest technological changes in the field, so they can keep up with the pace of the job.
	5. Off-the-job training- this occurs when employees are trained at a different facility away from where they work. These could include lectures, distance learning in conjunction with certain colleges/universities, sponsored courses in higher education, computer-based/ self-paced training, technology-based training, etc.

*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 training and development in human resource management. Discuss the different aspects of designing training and the types of training that organizations conduct. |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | **HRM—Training and Development Assignment 1 – Case Study:** Ask students to read the case study and answer the questions following it. |
| **Lesson Closure** | Training and development is a subsystem an organization. It ensures that learning or behavioral change takes place to enhance organizational productivity in keeping with organizational goals. It is important to have clear objectives before starting any training program. There are different training design methods and training programs. They differ according to the industry and organization. The principal objective of training and development is to make sure that a skilled and willing workforce is available to the organization. |
| **Summative / End of Lesson Assessment \*** | Use the HRM-Training and Development Case Study Analysis Rubric to evaluate the projects assigned for Independent Practice.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** | **References:*** Price, A. (2011). *Human resource management* (4th ed). Stamford, CT: Cengage Learning.
* Rees, G., & French, R. (2010). *Leading, managing and developing people* (3rd ed.). London, England: Chartered Institute of Personnel & Development.
* <http://www.hrmguide.co.uk>
* <http://www.cipd.co.uk/NR/rdonlyres/01F95685-76C9-4C96-B291-3D5CD4DE1BE5/0/9781843982579_sc.pdf>
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| **Additional Required Components** |
| **English Language Proficiency Standards (ELPS) Strategies** | **English-English I:*** **110.31 (b) Knowledge and Skills**
* Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.
* 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)