

Human Resources Management

Primary Career Cluster:	Business Management & Administration
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C12H36
Prerequisite(s):	<i>Introduction to Business & Marketing</i> (C12H26), <i>Business Communications</i> (C12H16)
Credit:	1
Grade Level:	11-12
Focused Elective Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other <i>Business</i> courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in an approved program of study.
Programs of Study and Sequence:	This is the third course in the <i>Human Resources Management</i> program of study.
Aligned Student Organization(s):	DECA: http://www.decatn.org FBLA: http://www.fblatn.org
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html .
Teacher Endorsement(s):	035, 037, 039, 041, 052, 055, 056, 057, 152, 153, 158, 202, 203, 204, 311, 430, 433, 434, 435, 436, 471, 472, 474, 475, 476, 952, 953, 958
Required Teacher Certifications/Training:	None
Teacher Resources:	https://www.tn.gov/education/career-and-technical-education/careerclusters/cte-cluster-business-management-administration.html . Best for All Central: https://bestforall.tnedu.gov/

Course-at-a-Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career & technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals and use/produce industry specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in CTSO Fall Leadership Conference, DECA and FBLA Fall Leadership Camps, FBLA Regional and State Leadership Conferences, and DECA Emerging Leader Summit to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management
- Participate in conferences that promote career development such as DECA Career Pathways and Career Development Conferences
- Participate in FBLA career competitive events that highlight career development, including developing an electronic career portfolio, interviewing skills, career exploration, and crafting an elevator speech
- Participate in DECA competitive events such as Business Services Operations Research, Human Resources Management Series, and Principles of Business Management and Administration
- Participate in FBLA competitive events such as Business Ethics, Business Etiquette, Business Law, Organizational Leadership, Spreadsheet Applications, and Word Processing

For more ideas and information, visit Tennessee DECA at <https://www.decatn.org/> and Tennessee FLBA at <https://www.fblatn.org/>.

Using Work-based Learning (WBL) in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standard 1** | Students can partner with a local business or organization to develop a virtual-mentorship for a school-based project.
- **Standard 2** | Guest speakers from human resources departments to discuss and share examples of effective leadership styles.
- **Standard 3** | Compensated internship in the human resources department of a business or industry partner for students to develop high-quality professional connections.
- **Standards 4-6** | Informational interviews and virtual exchanges with human resources professionals to learn about the human resources' recruitment and hiring processes for various companies and organizations.

- **Standards 7-13** | Compensated internship in the human resources department of a business or industry partner for students to develop mastery of employee relations, benefits, and compensation, including workplace morale, new employee onboarding, performance reviews, employee expectations, employment categories, various employee benefits.
- **Standards 14, 17** | Workplace tours and job shadowing in human resources departments of business and industry partners for students to observe employee training and professional development resources and opportunities and gain exposure to different work environments and cultures.
- **Standard 19** | Guest speakers from human resources to discuss the value and importance of diversity in the workplace.
- **Standards 28-30** | Integrated project with multiple interactions with human resources professionals to help develop students' understanding of international human resources laws and practices.
- **Standards 31-32** | Workplace tours and job shadowing with human resources professionals to develop students' familiarity with occupations, requirements, and professional expectations in the human resources profession.

Course Description

Human Resources Management focuses on preparing students for employment in the various disciplines of human resources. Proficient students will understand human relations and the impact of proper management of people as a resource in business. Upon completion of this POS, students will be prepared to seek employment or advanced training as a human resources director, training and development specialist, benefits and compensation analyst, payroll and accounting specialist, employee relations manager, talent acquisition director, or many other careers in human resources management.

Program of Study Application

This is a capstone course in the *Human Resources Management* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Business Management & Administration website at <https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-business-management-administration.html>

Course Standards

Business Leadership and Strategy

- 1) Describe the process of developing a mission statement and vision for an organization and how these key components impact day to day functions and affect employee morale. Research and identify the mission statement and vision of several companies and compare and contrast the differences between them (such as small company versus large company, for profit organization versus nonprofit organization, etc.). Create a new, or recommend updates to an existing, mission statement and vision for an identified business by summarizing information gleaned from observations, print articles, and internet searches about the specific aspirations, beliefs, and values of the company.

- 2) Summarize characteristics of, and distinguish between, different leadership styles (such as autocratic, democratic, participative, transformational, etc.). Drawing on information from research, illustrate the pros and cons of identified leadership styles and the affect that each style has on employee performance, engagement, and morale.
- 3) Identify the role of human resources in business and identify separate functions within the human resources department. Compare and contrast the differences between human resources departments in large organizations, midsize organizations, and small organizations. Discuss how a human resource information system (HRMS) facilitates the functions of a human resources department across other departments.

Recruiting and Talent Acquisition

- 4) Investigate the recruitment sources for businesses and organizations to advertise open positions for employment. Discuss the pros and cons of different types of advertisements (such as newspaper advertisements, electronic job board advertisements, social media platforms, and source recruiting, etc.). Analyze the elements of a job posting and create a sample posting for an identified position.
- 5) Recognize selection tools (such as personality assessments, interviews, skills tests, and reference and background checks) utilized in the selection of a candidate for a position and explain how these tools are used. Research different ways that companies conduct interviews and how candidates progress through an interview process. Compare and contrast the hiring process in different size (large, midsize, and small) businesses. Discuss how an organization determines that they have found the right candidate for an open position as this relates to job description and skills set required for different positions. Practice through role play (as interviewer and interviewee) the process of interviewing for a position.
- 6) Identify legislation (such as the Americans with Disabilities Act, Genetic Information Nondiscrimination Act, Age Discrimination in Employment Act, etc.) that affects the recruitment and selection process. Research to find a number of specific employment tools (such as questionnaires, tests, etc.) and evaluate these tools based on existing legislation.

Employee Relations

- 7) Discuss the importance of positive morale in the workplace and the consequences of negative morale. Identify strategies to build an atmosphere of teamwork and ways to encourage the full engagement of employees. Conduct research to find organizations with reputations for great employee morale and identify factors that contribute to the positive atmosphere in these places.
- 8) Compare and contrast different types of performance reviews and their impact on employees and the organization. Identify strategies utilized to deal with employees who exhibit indicators of poor performance (such as tardiness, unreliability, improper dress, difficulty working with others customers, etc.) and consequences for such performance. Explore strategies used to motivate employees to do their best work.

- 9) Examine the onboarding process for new employee in different types (such as large corporation, small business, government organization, etc.) of businesses. Compare and contrast what parts of this process are constant and which differ depending upon the organizational type, size, structure, etc. Discuss the effect that a proper onboarding process has on retention of employees.
- 10) Investigate the expectations (such as attendance, requesting leaves of absence, professional dress, standards of behavior, confidentiality, etc.) that a business/organization has for employees. Research to determine the differences in expectations among various types of jobs as defined by the industry (such as medical, business, agriculture, criminal justice, human services, technology, automotive, etc.) of which they are a part.

Employee Benefits and Compensation

- 11) Explore different employment categories (such as regular full-time, regular part-time, exempt, non-exempt, temporary full-time, temporary part-time, contingent/on-call, etc.) and how these categories determine wages and other compensation. Identify different types of pay related to merit, overtime, commission, etc., pay scales, salary grades, and ways other than wages earned (such as bonuses, incentives, use of company vehicle, employer paid insurance premiums, etc.) that employees are compensated. Compare and contrast the payroll function of human resources departments in organizations of different sizes (small business, medium size organization, large corporation, etc.).
- 12) Demonstrate knowledge of a variety of benefits for employees (such as different types of leave, wellness benefits, workers compensation, insurance, retirement plans, etc.). Describe annual leave, sick leave, family and medical leave, military leave, administrative leave, extended sick leave, and other types of leave.
- 13) Examine different types of employer provided insurance (such as medical, dental, vision, etc.) and compare and contrast the employee benefit, relative to organization size, with regard to insurance. Discuss retirement plans for employees including types available, employer contributions, and required employee contributions.
- 14) Discuss benefits other than leave, insurance, and retirement plans available to employees such as purchase discount programs, tuition reimbursement, provision of uniforms, employee recognition and service awards, employee assistance programs, onsite childcare, etc. Differentiate between the ability of different size organizations (small business, medium size organization, large corporation, etc.) to offer such benefits to employees.

Organizational Development

- 15) Examine different types of training and professional development for employees. Identify tools and process used to onboard employees into the organization and new positions. Differentiate between onsite and offsite training and determine the positive and negative aspects of each. Discuss the necessity for businesses to provide consistent and timely training and professional development as it relates to advances in technology, growth and

expansion of the business, changes in policy or various legal considerations, and other such factors.

- 16) Identify areas of industry (such as medical, business, agriculture, criminal justice, human services, technology, automotive, etc.) and distinguish differences in the professional setting in each industry. Investigate 21st Century/soft skills necessary for employment in any industry and create a graphic of these skills to include an in depth description of each. Compare and contrast the differences in training and development offered for employees of each industry identified.
- 17) Discuss why professional development is a shared responsibility between a business and an employee. Research to construct a list of various types of professional development opportunities and categorize each as the responsibility of either the employer or the employee. Describe the relationship between lifelong learning and professional development.
- 18) Investigate the changing conditions of the work environment and discuss different types (such as working in an office, working from home, working from a vehicle, working internationally, etc.) of work environments. Describe the positive and negative aspects of each type of work environment identified.

Diversity in the Workplace

- 19) Examine the aging workforce and the challenges associated with multigenerational employee working together. Identify other areas of diversity (such as cultural, work styles, emotional intelligence, religion, etc.) in the workplace and describe the positive and negative aspects of each with regard to contribution of best practices, diversity challenges, strategic teambuilding, and employees working well together.
- 20) Explain the power of diversity of thought (the idea of more than one way) and how this applies to building a cohesive workforce. Describe how identity, culture, and experience inform the contributions of employees in the workplace. Conduct research to find organizations with positive relationships among diverse employee populations and report the strategies employed successfully by these organizations.
- 21) Recognize legislation, resources, or policies (historical and current such as the Hire More Heroes Act, hireimmigrants.ca, The Urban League, etc.) which encourage the hiring of employees from special and/or minority populations. Discuss ways to advertise positions with an emphasis on details that will attract a diverse pool of candidates and cultural sensitivity when describing what makes an organization a good place to work.

Labor Relations

- 22) Identify the tasks and responsibilities of labor unions for a variety of industries and describe the advantages and disadvantages of joining a union. Differentiate between employer actions in unionized and non-unionized organizations. Discuss the challenges faced by businesses where there is union representation for employees.

- 23) Describe the meaning of the phrase “right to work” and discuss the implications for employees of this statute. Distinguish the difference among right to work laws from state to state. Form an opinion based on this research as to which states have laws in place that best protect employees. Create a graphic to reflect your research and opinion regarding right to work states.
- 24) Conduct research to identify a variety of unfair labor practices (ULP) as defined by the National Labor Relations Acts (NLRA), Federal Labor Relations Authority, and other labor laws/entities. Through the examination of case studies (court cases, etc.), describe the unfair labor practice, the filing of charges, the investigation and processing of the charge, and the issuance of complaint and settlement, and (possibly) the hearing and decision (if a case is not settled following the issuance of complaint).

Ethics, Legal Issues, Safety and Security

- 25) Summarize the role of the U. S. Equal Employment Opportunity Commission (EEOC) in enforcing federal laws that make it illegal to discriminate against a job applicant or an employee because of race, color, religion, sex (including pregnancy, gender identity, and sexual orientation), national origin, age (40 or older), disability, or genetic information. Discuss employers that are covered by EEOC and the role and authority of EEOC in investigating charges of discrimination against employers who are covered by the law.
- 26) Define the phrase “employment at will” and discuss the origins of this policy. Explain the implications on employees of this practice and summarize the pros and cons associated with this. Identify any known exceptions to this rule and describe how these exceptions differ from state to state.
- 27) Conduct research to find employment laws, regulations, and policies (such as policies related to harassment, drug use, data breaches, etc.) which, when violated, can result in legal ramifications. Identify these policies and research the possible consequences for violation of such policies in the workplace.
- 28) Identify other safety and security policies (such as acceptable use, use of social media, personal calls, company vehicle use, solicitation, etc.) in place at businesses and discuss the differences between the policies in various industries and in organizations of different (small business, medium size organization, large corporation, etc.) sizes. Investigate to find Codes of Conduct that represent businesses in different industries and industries of different sizes.

Global Human Resources

- 29) Define the concept of human resource planning and discuss outsourcing as it relates to this concept. Identify companies in the United States that rely heavily on the outsourcing of jobs and explain why the practice of outsourcing is beneficial for these organizations. Create a graphic that reflects your findings.

- 30) Investigate labor laws in various countries and discuss the impact that such laws have on conducting business across the globe. Compare and contrast the ease/difficulty of conducting business in different countries as determined by labor laws, cultural practices, and international politics.
- 31) Conduct research to identify top international employers and discuss what strategies and business practices are utilized by these employers to ensure their success. Evaluate these practices and discuss the possibilities for their use among other international employers.

Career Exploration of Human Resources Management Careers

- 32) Explore careers in Human Resources Management and research the job descriptions and typical activities of major professions in this area such as human resources director, training and development specialist, benefits and compensation analyst, payroll and accounting specialist, employee relations manager, talent acquisition director, and more. Produce a career pathways chart or other graphic detailing the aptitudes and training required for careers of interest. Upon completion of the chart, conduct a self-assessment of aptitudes, interests, and personality aligned to careers; then devise a tentative career plan to reach employment goals based on the research conducted.
- 33) Conduct a job market search for one of the careers selected in the preceding standard by browsing print and online job boards and vacancy announcements. Consider factors such as local industry needs, projected annual openings, and prospects for growth when researching specific occupations. Synthesize findings to create a report comparing three or more job openings within the selected career, based on the following criteria: (1) education/certification requirements, (2) recommended years of experience, (3) salary and benefits, and (4) expected roles and responsibilities outlined in the vacancy announcement.

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.