



Human Resources Management Practicum

Primary Career Cluster:	Business Management & Administration
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C12H37
Prerequisite(s):	The first three courses in the <i>Human Resource Management</i> program of studies
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> or <i>Marketing</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 a capstone 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** | On-the-job training with human resources department to develop students' mastery of human resources standards. Internship required for credential or entry into occupation or as part of the interview process.
- **Standard 2** | Informational interviews and job shadowing with human resources professionals for students to develop a thorough understanding of career opportunities and requirements.
- **Standards 3-4** | On-the-job training with human resources department, which will include students completing an actual job application, practicing mock interviews with an industry professional, and revising resumes.

- **Standards 6-7** | Guest speakers from human resources departments within business and industry to discuss standards for professionalism and ethics.
- **Standard 9** | Integrated project with multiple interactions with human resources professionals where students identify, research, and develop solutions to a real-world problem.
- **Standards 11** | On-the-job training to develop students' career portfolios, including their career and professional development plans, resumes, instructor and supervisor feedback, etc.
- **Standard 12** | On-the-job training for students to develop oral and visual communication skills by presenting on their learning and experiences throughout the course.

Course Description

Human Resources Management Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Human Resources courses within a simulated startup environment or authentic business setting. This course is ideal for students who wish to pursue careers as professionals in the field of human resources. Practicum activities and experiences should take under the supervision of the instructor and in collaboration with a local business partner. The standards in this course can also be used to promote student participation in a work-based learning (WBL) experience through an internship or other off-campus arrangement. Upon completion of the practicum, proficient students will be prepared to continue their study at the postsecondary level.

Work-Based Learning Framework

Practicum activities may take the form of work-based learning (WBL) opportunities (such as internships, cooperative education, service learning, and job shadowing) or industry-driven project-based learning. These experiences must comply with the Work-Based Learning Framework guidelines established in SBE High School Policy 2.103. As such, this course must be taught by a teacher with an active WBL Certificate issued by the Tennessee Department of Education and follow policies outlined in the Work-Based Learning Policy Guide available online at https://www.tn.gov/content/dam/tn/education/cccte/wbl/wbl_policy_guide.pdf. The Tennessee Department of Education provides a *Personalized Learning Plan* template to ensure compliance with the Work-Based Learning Framework, state and federal Child Labor Law, and Tennessee Department of Education policies, which must be used for students participating in WBL opportunities.

Program of Study Application

This is the capstone course in the *Human Resources Management* program of study. For more information on the benefits and requirements of implementing these programs in full, please visit the Business Management & Administration, Marketing, and Finance career cluster websites available at <https://www.tn.gov/education/career-and-technical-education/career-clusters.html>.

Course Requirements

This capstone course aligns with the requirements of the Work-Based Learning Framework (established in Tennessee State Board High School Policy), with the Tennessee Department of Education's Work-Based Learning Policy Guide, and with state and federal Child Labor Law. As such, the following components are course requirements:

Course Standards

- 1) A student will have a Personalized Learning Plan that identifies their long-term goals, demonstrates how the Work-Based Learning (WBL) experience aligns with their elective focus and/or high school plan of study, addresses how the student plans to meet and demonstrate the course standards, and addresses employability skill attainment in the following areas:
 - a. Application of academic and technical knowledge and skills (embedded in course standards)
 - b. Career knowledge and navigation skills
 - c. 21st Century learning and innovation skills
 - d. Personal and social skills

Launching a Career in Human Resources

- 2) Research human resources in an industry/market/location of choice, including but not limited to the local region. Produce an in-depth profile, case study, or similar analysis of the chosen company. Companies could range from local businesses to web startups to expansions of existing businesses into new products or markets. Cite specific textual evidence from the company's literature, conduct interviews, and/or analyze press coverage (if available) to summarize the following:
 - a. The mission and history of the organization
 - b. Headquarters and organizational structure
 - c. Products or services provided
 - d. Marketing/branding strategy
 - e. Employee demographics
 - f. Profit model
 - g. Website and contact information
- 3) Complete an authentic job application as part of a career search or work-based learning experience. Participate in a mock interview. Prior to the interview, update a personal resume, research tips on dress and grooming, most commonly asked interview questions, appropriate conduct during an interview, and recommended follow-up procedure. Upon completion of the interview, write a thank you letter to the interviewer in a written or email format.
- 4) Search for the resumes of human resources professionals retrieved from the websites of institutions, organizations, or professional networks. Discuss what is typically included in the resumes of human resources professionals, compare and contrast several examples, and create a personal resume modeled after elements identified in the search.
- 5) Investigate the current climate for human resources in the United States and abroad. Synthesizing the most recent information on recruiting and acquisition, employee relations, employee benefits and compensation, organizational development, diversity in the workplace, labor relations, and legal issues in employment, identify the possible constraints and opportunities for hiring qualified employees in a target market. Draw conclusions based

on the research and compile into a memo, executive summary, or mock proposal highlighting successful hiring practices.

Professionalism and Ethics

- 6) In collaboration with designated teammates, develop a professionalism rubric with performance indicators for each of the following professional attributes and use it to evaluate course assignments and personal work:
 - a. Attendance/punctuality
 - b. Dress Code and behavior
 - c. Positive attitude
 - d. Collaboration
 - e. Honesty
 - f. Respect
 - g. Responsibility
 - h. Appropriate technology use

- 7) Collect Codes of Ethics from various human resources related professional organizations such as the Human Resources Management Association, American Human Resources Development Association, American Staffing Association, Association for Talent Development, Labor and Employment Relations Association, and the National Institute for Personnel Management to examine areas of commonality. Participate in a class discussion on the significance of including specific standards in these areas. Synthesize principles from the codes investigated to create a personal code of ethics.

Transferring Course Concepts to Practicum

- 8) Apply skills and knowledge from previous courses in an authentic work-based learning internship, job shadow, or classroom-based project. Where appropriate, develop, practice, and demonstrate skills outlined in previous courses.

- 9) Identify a human resources problem faced by a local business to define a project proposal. Incorporate organization interviews into the research, as well as human resources concepts from the prior three courses. Prepare a written project proposal including the problem definition; justification for why the problem is important to solve; design statement; criteria; constraints; information obtained through research; and deliverables.

- 10) Create and continually update a personal journal to document skills learned during the practicum and draw connections between the experience and previous course content by reflecting on:
 - a. Tasks accomplished and activities implemented
 - b. Positive and negative aspects of the experience
 - c. How challenges were addressed
 - d. Team participation in a learning environment
 - e. Comparisons and contrasts between classroom and work environments
 - f. Interactions with colleagues and supervisors
 - g. Personal career development

- h. Personal satisfaction

Portfolio

- 11) Create a portfolio, or similar collection of work, that illustrates mastery of skills and knowledge outlined in the previous courses and applied in the practicum. The portfolio should reflect thoughtful assessment and evaluation of the progression of work involving the application of steps of the entrepreneurial or business acquisition process. The following documents will reside in the student's portfolio:
 - a. Career and professional development plan
 - b. Resume
 - c. List of responsibilities undertaken through the course
 - d. Examples of business plan and supporting materials developed and used during the course
 - e. Sources of support, including mentors, financial, in-kind, and other
 - f. Description of technology used, with examples if appropriate
 - g. Periodic journal entries reflecting on tasks and activities
 - h. Feedback from instructor and/or supervisor based on observations

Communication of Project Results

- 12) Upon completion of the practicum, develop a technology-enhanced presentation showcasing highlights, challenges, and lessons learned from the experience. The presentation should be delivered orally, but supported by relevant graphic illustrations. Prepare the presentation in a format that could be presented to both a business and a lay audience. Seek opportunities to submit the presentation to local or national contests, career and technical student organization (CTSO) competitive events, or other opportunities to increase the potential for success in the area of human resources management.

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.