

# Unit 5: Human Resources Management

Content Area: **Business Management and Information**  
Course(s):  
Time Period: **Marking Period 1**  
Length: **2-3 Weeks**  
Status: **Published**

## Summary

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Introduction to Business is the first course in the Business Management & Information Systems recommended sequence and is intended to expose students to the foundations of the world of business. This unit is part of the larger aforementioned course sequence and specifically focuses on human resources where students will understand that successful companies spend time and money orienting, training, and evaluating their employees. By the end of this unit, students will be able to complete the basic steps of a job application, write professional business sentences for a resume and cover letter, and how to effectively prepare for a job interview.

Students in Business Management and Information Systems classes develop skills that are intended to give them a competitive advantage in the workplace. Through the study of core business topics and current events, this curriculum encourages students to refine their speaking and listening skills, collaborate with their peers, and explore and research potential career paths.

Revised: August 2021

## Standards

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This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.

9.3.12.BM.1	Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.
9.3.12.BM.3	Explore, develop and apply strategies for ensuring a successful business career.
9.3.12.BM-ADM.2	Access, evaluate and disseminate information for business decision making.
9.3.12.BM-BIM.3	Access, evaluate and disseminate information for business decision making.
9.3.12.BM-HR.1	Describe and follow laws and regulations affecting human resource operations.

9.3.12.BM-HR.2	Access, evaluate and disseminate information for human resources management decision making.
12.9.3.IT.1	Demonstrate effective professional communication skills and practices that enable positive customer relationships.
LA.11-12.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.11-12.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LA.11-12.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.11-12.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.
LA.11-12.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.11-12.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LA.11-12.SL.11-12.1.a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
LA.11-12.ELA.EE.W.11-12.4	Produce writing that is appropriate to a particular task, purpose, and audience.
LA.11-12.ELA.EE.W.11-12.6	Use technology, including the Internet, to produce, publish and update an individual or shared writing project.
LA.11-12.ELA.EE.SL.11-12.1.a	Prepare for discussions by collecting information on the topic.
LA.11-12.ELA.EE.SL.11-12.1.c	Ask and answer questions to verify or clarify own ideas and understandings during a discussion.
LA.11-12.ELA.EE.SL.11-12.1.d	Respond to agreements and disagreements in a discussion.
BUS.9-12.9.4.12.D.(5).1	Obtain and convey ideas and information that aid projects based upon business decision-making.
BUS.9-12.9.4.12.D.(5).4	Demonstrate knowledge of human resource management principles to enhance productivity and job satisfaction.
BUS.9-12.9.4.12.D.(5).7	Demonstrate knowledge of strategies for motivating and supervising others to achieve completion of projects and goals.
BUS.9-12.9.4.12.D.(5).9	Employ and manage the tools, techniques, and systems involved in creating, communicating, and delivering value to the public.
BUS.9-12.9.4.12.D.6	Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
BUS.9-12.9.4.12.D.7	Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication.
BUS.9-12.9.4.12.D.8	Locate, organize, and reference written information from various sources to communicate with others.
BUS.9-12.9.4.12.D.9	Evaluate and use information resources to accomplish specific occupational tasks.

BUS.9-12.9.4.12.D.11	Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.
BUS.9-12.9.4.12.D.12	Interpret verbal and nonverbal cues/behaviors to enhance communication.
BUS.9-12.9.4.12.D.13	Apply active listening skills to obtain and clarify information.
BUS.9-12.9.4.12.D.14	Develop and interpret tables, charts, and figures to support written and oral communications.
BUS.9-12.9.4.12.D.15	Listen to and speak with diverse individuals to enhance communication skills.
BUS.9-12.9.4.12.D.53	Identify and demonstrate positive work behaviors and personal qualities needed to succeed in the classroom and/or to be employable.
BUS.9-12.9.4.12.D.66	Employ planning and time management skills and tools to enhance results and complete tasks.
BUS.9-12.9.4.12.D.67	Access, process, maintain, and evaluate information that assists in business decision-making.
PFL.9.1.12.A.3	Analyze the relationship between various careers and personal earning goals.
PFL.9.1.12.A.5	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
PFL.9.1.12.A.6	Summarize the financial risks and benefits of entrepreneurship as a career choice.
PFL.9.1.12.A.8	Analyze different forms of currency and how currency is used to exchange goods and services.
PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.

## **Essential Questions and Enduring Understandings**

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### Essential Questions:

- How can employers effectively select the best employees for their firms?
- Why is the hiring process a multistep process?
- To what extent does human resources management affect a business's success?
- How does a new employee learn to work for their specific company?

### Enduring Understandings:

- Successful companies spend time and money orienting, training, and evaluating their employees
- Human resources management is the group that finds, selects, trains, and evaluates employees.

## **Objectives**

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Students will know:

- Vocabulary: human resources management, job description, compensation, wage, salary, benefits, recruitment, background check, reference, orientation, on-the-job training, group training, job rotation, performance appraisal, observation, promotion, transfer, separation, turnover, goal retaining
- The human resources department finds, selects, trains and evaluates employees
- There are different ways for the human resources department to recruit employees, but it starts with writing a job description
- Considering a job applicant consists of four steps (reviewing resumes/application forms, interviewing qualified candidates, testing/evaluation, and background checks)
- Employees are compensated for their work with both pay and benefits
- Key components of a resume and cover letter
- What a company does to help retain and develop their employees

Students will be skilled at:

- Completing the the first steps of a job application and explaining subsequent steps
- Writing professional business sentences for a resume and cover letter
- How to market oneself based on a job description during the application and interview process
- Practicing the interview process and answering interview questions
- Researching the benefits given by companies so an employee can calculate and then compare and contrast benefits packages
- Identifying the parts of a job description and which parts are important to address during the application and interview process
- Evaluating job applications and interviews

## **Learning Plan**

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The learning plan includes, but is not limited to the following:

- Preview the essential questions and connect to learning
- Throughout the unit, students will analyze current business articles and videos that relate to the topics covered.
- Students will use Google Jobs or other websites to access and evaluate real job descriptions
- Teacher will lead a discussion and lesson on interviewing
- Teacher will teach students about resumes and cover letters using college documents
- Students will practice writing professional resume sentences - the teacher will provide constructive feedback
- Students will answer common interview questions and “about me” questions
- Students will interview each other and provide constructive feedback to their peers
- Students will write the first two sections on their cover letter as if they were applying for the job description they searched earlier
- Teacher will ask students to consider the different benefits or “perks” a company may offer - the teacher will lead a discussion about compensation packages and students will then analyze different benefits packages
- Students will examine different resumes and cover letters and evaluate to what extent they are successful and identify areas for improvement.
- Teacher will lead a discussion about retaining and developing employees asking students to consider the value of human capital to business
- Students will write an “elevator pitch” to answer the question “Tell me about yourself”
- Students will complete a previous Human Resources DECA competition situation the same way they do during DECA regionals - with a partner, they will review their results
- Career Exploration Project- Students will research a career of their choice, find a job description for that career,

and follow the steps to complete a job application

- Administer Unit Five Test

Note: Other strategies to address the learning objectives may include, but are not limited to direct instruction, self and peer review, think-pair-share activities, creating visual representations film analysis, Socratic seminars, small group discussions, simulations, jigsaw activities, gallery walks, web quests, and/or inquiry or problem based learning projects.

## **Materials**

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The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: [Core Book List](#).

The following are approved resources that teachers can include to further unit related objectives:

[Why Google doesn't care about degrees](#)

[Google Jobs](#)

[Job Hero- Resume Sentence Examples](#)

[RH Smith School of Business \(UMD\)- Resume](#)

[RH Smith School of Business \(UMD\)- Cover Letter](#)

[DECA- HR Management Series- Couch Games](#)

[DECA- HR Management Series- Hazelton Marketing](#)

[Monster.com](#)

[HR Basics](#)

[HR Trends 2021](#)

[Full Guide to Compensation & Benefits](#)

[How Google's Strategy For Happy Employees Boosts Its Bottom Line](#)

[Ranking top 100 Companies for HR](#)

[Phone Interview Tips – Top 5 Telephone Interview Questions](#)

[Tell me About Yourself...Good Answers to this Tough Interview Question](#)

[Common Interview Questions & Answers](#)

[O\\*Net Online Occupation Database](#)

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

## **Assessments**

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When taking a Business Management and Information Technology course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

### **Formative Assessments:**

Exit Tickets, discussions/classwork, writing resume sentences, writing cover letter opener and body paragraphs, elevator Pitch

### **Summative Assessments:**

Interview questions and mock interview, Human Resources DECA situation, mock job application, Unit Five Test, Career Exploration Project

### **Alternative Assessments:**

Students may use Career.berkeley site (<https://career.berkeley.edu/Info/InfoInterview>) to learn how to conduct informational interviews. They may then interview people with various professional backgrounds and compare their experiences.

### **Benchmark Assessments:**

DECA Case Studies

## **Suggested Strategies for Modifications**

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This link includes content specific accommodations and modifications for all populations:

<https://docs.google.com/spreadsheets/d/1g8M7CZ5VVwvFk2Ay9DZbjdewOYDyNOzpNeEBgSXPvr0/edit?usp=sharing>

These additional strategies are helpful when learning Business Management and Information Systems content and skills:

- Highlighter for close reading and annotation strategies
- Bolded terms in directions
- Reading texts aloud for students to assist in comprehension and analysis
- Providing opportunities for text-to-speech for written responses.
- Use visual presentations of all materials to include graphic organizers.