# Scope & Sequence

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| Course Name: Human Resources Management **PEIMS Code:** 13011900 | | | **Course Credit:** .5  **Course Requirements:** Grade Placement 11-12.  **Prerequisites:** None. |
| **Course Description:** Human Resources Management is designed to familiarize students with the concepts related to human resource management, including legal requirements, recruitment and employee selection methods, and employee development and evaluation. Students will also become familiar with compensation and benefits programs as well as workplace safety, employee-management relations, and global impacts on human resources. | | | |
| **NOTE:** This is a suggested scope and sequence for the course content. This content will work with any textbook or instructional materials. If locally adapted, make sure all TEKS are covered. | | | |
| **Total Number of Periods**  **Total Number of Minutes**  **Total Number of Hours** | 88 Periods  3960 Minutes  66 Hours\* | \*Schedule calculations based on 175/180 calendar days. For 0.5 credit courses, schedule is calculated out of 88/90 days. Scope and sequence allows additional time for guest speakers, student presentations, field trips, remediation, extended learning activities, etc. | |
| **Unit Number, Title, and Brief Description** | **# of Class Periods\***  (assumes 45-minute periods)  Total minutes per unit | **TEKS Covered**  **130.142. (c) Knowledge and skills** | |
| **Unit 1: Professional Standards and Communication**  Students will begin the course by discussing effective communication, professional standards, interpersonal skills, teamwork, and the importance of a positive, productive work ethic. Students will demonstrate and continue to develop these skills throughout the course. Students will research, collaborate, and briefly discuss examples, opportunities, and benefits of CTSO and/or other extracurricular leadership and team-building student activities as time permits. As a culminating activity for the unit, student teams will discuss, describe, and/or present summaries of effective communication and collaboration skills, time management skills, and instructor expectations regarding classroom rules, schedules, and task completion. | 5 periods  225 minutes | (1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:  (A) communicate effectively with others using oral and written skills;  (B) demonstrate collaboration skills through teamwork;  (C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace;  (D) demonstrate a positive, productive work ethic by performing assigned tasks as directed;  (E) comply with all applicable rules, laws, and regulations; and  (F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results.  (13) The student knows self-development techniques and interpersonal skills to accomplish human resources objectives. The student is expected to:  (A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, supervisors, and subordinates; and  (B) participate in leadership and career development activities. | |
| **Unit 2: Human Resources**  Students will learn and demonstrate an understanding of human resources functions, issues, and strategies, as well as the basic competencies and responsibilities of a human resource manager. Students will create and/or use examples, charts, diagrams, and/or text to illustrate changing demographic trends in the workplace, and to list and describe the need and proper steps for strategic planning in human resources. | 14 periods  630 minutes | (2) The student demonstrates an understanding of the traditional human resources functions. The student is expected to:  (A) define the term human resources;  (B) classify the basic human resources functions such as recruiting, selecting, training, developing, and compensating;  (C) explain contemporary issues facing human resources managers such as globalization, diversity, new technologies, knowledge workers, and changing trends in the workplace;  (D) explain strategies used by contemporary human resources management such as proactive, reactive, downsizing, outsourcing, offshoring, and employee leasing to deal with change;  (E) illustrate how the changing demographic trends in the workplace impact diversity in human resources management;  (F) categorize the basic responsibilities of a human resources manager, including advice and counsel, service, policy formulation and implementation, and employee advocacy;  (G) explain the basic competencies required of an effective human resources manager, including business mastery, human resources mastery, and personal credibility; and  (H) 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. | |
| **Unit 3: Policies, Issues, and Requirements**  Students will research, learn, discuss, and summarize federal laws and executive orders that influence human resources management, and explain how to comply with rules and regulations. Students will discuss and define sexual harassment, and explain the importance of establishing strong policies and procedures for dealing with sexual harassment. Students will also learn how to create a job description and how to analyze jobs, employee involvement, and flexible work schedules, and apply/demonstrate their knowledge in classroom activities and/or assignments. Students will use appropriate online technology to research current cases dealing with equal opportunities in employment. Students will summarize and discuss their findings in brief reports and/or brief presentations. Students will continue to develop and demonstrate professional standards and effective communication skills with active listening, appropriate questions, and successful task completion. | 11 periods  495 minutes | (3) The student understands and explains how to meet human resources requirements. The student is expected to:  (A) analyze the major Equal Employment Opportunity laws;  (B) discuss federal laws and executive orders that influence human resources management;  (C) explain the importance of establishing and implementing strong policies and procedures for dealing with sexual harassment;  (D) examine the contemporary social and political issues facing human resources such as sexual orientation, immigration reform and control, and Uniform Guidelines on Employee Selection Procedures;  (E) explain the proper procedures to comply with Equal Employment Opportunity Commission rules and regulations;  (F) analyze the contemporary concepts of job analysis, employee involvement, and flexible work schedules;  (G) create a job description; and  (H) research current cases dealing with equal employment using appropriate online technology. | |
| **Unit 4: Recruitment**  Students will discuss and describe proper methods of recruiting candidates externally and internally, how to match an applicant to a job using job analysis and a job description, and how to apply Equal Opportunity Commission guidelines to the recruitment process. Students will discuss and hypothesize how to develop a diverse pool of talent in small groups, class discussions, and/or brief presentations. Students will summarize and explain discuss their ideas in brief oral or written reports. | 6 periods  270 minutes | (4) The student demonstrates the proper methods and sources of recruitment. The student is expected to:  (A) evaluate the proper methods of recruiting externally;  (B) explain the proper methods of recruiting internally;  (C) hypothesize how to develop a diverse pool of talent for employment consideration; and  (D) explain the application of Equal Employment Opportunity Commission guidelines to the recruitment process.  (5) The student demonstrates the proper methods of employee selection. The student is expected to:  (A) explain how to match an applicant to a job using job analysis and a job description. | |
| **Unit 5: Employee Selection Processes**  Students will identify, discuss, and explain commonly used pre-employment tests, background checks, and pre-employment interview methods. Students will demonstrate how to match an applicant to a job and conduct a pre-employment interview in simulated workplace scenarios. Students will practice interviewing skills both as applicants and as human resource managers as they continue to develop their communication and interpersonal skills as well as demonstrate their knowledge of the employee selection process. | 8 periods  360 minutes | (5) The student demonstrates the proper methods of employee selection. The student is expected to:  (A) explain how to match an applicant to a job using job analysis and a job description;  (B) explain the different types of commonly used pre-employment tests such as polygraph tests, honesty and integrity testing, graphology, physical examination, and drug testing;  (C) clarify the relevant factors that should be considered in conducting a criminal background check; and  (D) demonstrate the proper methods of conducting pre-employment interviews.  (13) The student knows self-development techniques and interpersonal skills to accomplish human resources objectives. The student is expected to:  (A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, supervisors, and subordinates; and  (B) participate in leadership and career development activities. | |
| **Unit 6: Training and Evaluation**  Students will be given opportunities to examine and discuss actual and/or simulated examples of workplace training programs and new employee orientation programs. Students will also learn and demonstrate how to design, implement, and evaluate a training program as well as explain why current employees may need additional training. Students will also create and/or use examples, charts, diagrams, and/or text to describe and explain the necessity for new employee orientation and the topics that should be covered, how to construct an employee appraisal program that complies with applicable laws as well as explain who can and who should evaluate employees. Students will apply what they have learned in an activity or discussion that demonstrates an understanding of the need to train newly hired employees about Equal Opportunity Commission rules and regulations, including training on sexual harassment. | 8 periods  360 minutes | (6) The student describes the need for training. The student is expected to:  (A) analyze the information necessary prior to the implementation of any job-related training, including task analysis and person analysis;  (B) design a training program;  (C) explain how to implement a training program;  (D) evaluate a training program;  (E) illustrate the necessity for new employee orientation and the topics that should be covered;  (F) explain the concept of on-the-job training and other forms of skills training; and  (G) understand the need for training newly hired employees in proper Equal Employment Opportunity Commission rules and procedures, including training on sexual harassment.  (7) The student describes the need to develop and evaluate employees. The student is expected to:  (A) explain why employees often need additional training such as learning new skills and technologies and complying with new laws and regulations;  (B) construct an employee appraisal program that complies with all applicable laws; and  (C) explain who should evaluate employees, including supervisors and managers, peers, customers or clients, and subordinates. | |
| **Unit 7: Compensation And Benefits**  Students will identify, discuss, and explain various compensation and benefit programs as well as the regulations and laws that affect these programs. Students will learn, discuss, and explain factors that influence compensation and benefit systems and programs, how to perform a wage and salary survey and how to interpret competence-based pay, explain pay for performance incentives, and identify contemporary issues regarding compensation. Students will also create and/or use examples, charts, diagrams, and/or text to summarize and explain discretionary benefits and ancillary services sometimes offered to employees. Students will also use appropriate online technology to research executive compensation and discuss and explain ethical and public relations issues regarding executive compensation. | 10 periods  450 minutes | (8) The student describes how to implement a compensation program. The student is expected to:  (A) interpret the basis of compensation and how it meets with organizational objectives;  (B) explain the factors that influence the pay and benefits system;  (C) summarize pay for performance, commission, and piece-rate systems;  (D) explain how to perform a wage and salary survey;  (E) interpret competence-based pay;  (F) understand the major federal regulations that influence employee compensation, including Davis-Bacon Act, Walsh-Healy Act, and Fair Labor Standards Act;  (G) identify some of the contemporary issues regarding compensation, including equal pay, wage-rate compression, comparable worth, low salary budgets, and employee stock ownership plans;  (H) explain pay for performance incentives such as bonuses, merit pay, profit sharing, recognition, and stock options;  (I) explain the ethical and public relations issues regarding executive compensation; and  (J) research contemporary cases dealing with executive compensation using appropriate online technology.  (9) The student masters the intricacies of creating and implementing a benefits plan. The student is expected to:  (A) explain the federally mandated benefits, including Federal Insurance Contributions Act Tax, Federal Unemployment Tax Act, workers' compensation, Consolidated Omnibus Budget Reconciliation Act, Family and Medical Leave Act, and Older Workers Benefit Protection Act;  (B) summarize the major discretionary benefits such as healthcare, payment for time not worked, holidays, vacation, sick leave, personal days off, supplemental unemployment benefits, life insurance, long-term care insurance, retirement, pension plans, and thrift plans; and  (C) explain the ancillary services sometimes offered to employees such as employee assistance plans, personal counseling, child and elder care, credit unions, cafeterias, employee discounts, legal services, and recreation and health clubs. | |
| **Unit 8: Workplace Safety and Health Rules and Regulations**  Students will discuss, explain, and interpret the Occupational Safety and Health Act and right-to-know laws. Students will also create and/or use examples, charts, diagrams, and/or text to summarize and explain the necessity of enforcing workplace safety rules and the processes for recording and investigating workplace accidents. Students will also use appropriate online technology to research workplace violence, and participate in activities or discussions to explain what can be done to address employee stresses in the workplace and what can be done to prevent or address workplace violence. As a culminating unit activity, students will construct a program promoting safety awareness. | 8 periods  360 minutes | (10) The student discusses the importance of workplace safety and health rules and regulations. The student is expected to:  (A) interpret the Occupational Safety and Health Act;  (B) explain the right-to-know laws;  (C) construct a program promoting safety awareness;  (D) explain the necessity of enforcing workplace safety rules;  (E) explain the processes for recording and investigating workplace accidents;  (F) demonstrate what can be done to prevent or address workplace violence;  (G) explain what can be done to address employee stresses in the workplace; and  (H) research contemporary cases addressing workplace violence using appropriate online technology. | |
| **Unit 9: Employee-Management Relations**  Students will discuss, explain, and describe employee rights versus employer rights, disciplinary policies and procedures, the proper methods for discharging employees, and the laws that affect labor relations. Students will also create and/or use examples, charts, diagrams, and/or text to summarize and explain why employees unionize as well as what employers can and cannot do during the unionization process. Students will use appropriate online technology to research current/contemporary cases dealing with labor relations. Students will participate in activities or discussions to explain the structure and functions of a union, collective bargaining, grievance procedures, and major union organizations. As a culminating unit activity, students will research, discuss, and explain contemporary challenges facing labor organizations and unions. | 10 periods  450 minutes | (11) The student discusses employee-management relations. The student is expected to:  (A) explain employee rights versus employer responsibilities;  (B) describe how to implement disciplinary policies and procedures;  (C) identify the proper methods of discharging employees;  (D) define the concept of Alternative Dispute Resolution;  (E) summarize the major federal labor relations laws, including Railway Labor Act, Norris-LaGuardia Act, Wagner Act, and Landrum-Griffin Act;  (F) describe the reasons why employees unionize;  (G) explain what employers can and cannot do during the unionization process;  (H) explain the structure and functions of a union;  (I) discuss the major union organizations such as AFL-CIO, national unions, local unions, and international unions;  (J) summarize the collective bargaining process and the issues typically negotiated such as wages, hours, and working conditions;  (K) explain a typical grievance procedure;  (L) define grievance arbitration;  (M) explain the contemporary challenges facing labor organizations and unions, including foreign competition, technological change, decline in union membership, and employers' focus on maintaining good working conditions to maintain non-union status; and  (N) research contemporary cases on labor relations using appropriate online technology. | |
| **Unit 10: International Human Resources**  Students will discuss, explain, and describe international human resources issues, the issues associated with recruiting and selecting employees internationally, compensation, evaluation and appraisal, and the international organized labor environment. Students will also create and/or use examples, charts, diagrams, and/or text to identify problems and solutions for various issues in international human resources. Students will participate in course culmination activities and/or discussions that analyze future global considerations that may affect human resources. | 8 periods  360 minutes | (12) The student analyzes the future global considerations impacting human resources. The student is expected to:  (A) explain international human resource issues;  (B) identify the issues associated with recruiting and selecting employees internationally;  (C) discuss how to deal with compensation issues in a host country environment;  (D) identify the problems and solutions for addressing international employee evaluations and appraisals; and  (E) explain the international organized labor environment. | |