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| **TEXAS CTE LESSON PLAN**[www.txcte.org](http://www.txcte.org) |
| **Lesson Identification and TEKS Addressed** |
| **Career Cluster** | Business Management & Administration |
| **Course Name** | Human Resource Management |
| **Lesson/Unit Title** | Human Resource Recruitment and Selection |
| **TEKS Student Expectations** | **130.142. (c) Knowledge and Skills**(4) The student demonstrates the proper methods and sources of recruitment(A) The student is expected to evaluate the proper methods of recruiting externally(B) The student is expected to explain the proper methods of recruiting internally(5) The student demonstrates the proper methods of employee selection(A) The student is expected to explain how to match an applicant to a job using job analysis and a job description(B) The student is expected to explain the different types of commonly used pre-employment tests such as polygraph tests, honesty and integrity testing, graphology, physical examination, and drug testing(D) The student is expected to demonstrate the proper methods of conducting pre-employment interviews |
| **Basic Direct Teach Lesson**(Includes Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy) |
| **Instructional Objectives** | * Upon completion of this lesson, the student will develop an understanding of the role of recruitment and selection as it relates to human resource management (HRM) in an organization.
* Students will be able to comprehend the potential importance of recruitment and selection in successful human resource management.
* Students will be able to identify aspects of recruitment and selection that are needed to avoid critical failure factors.
* Students will be able to understand recruitment and selection and the links between them as well as other factors that integrate employees within an organization.
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| **Rationale** | The student will develop an understanding of the role of recruitment and selection as it relates to human resource management (HRM) in an organization. |
| **Duration of Lesson** | When taught as written, this lesson should take approximately 55-65 minutes to teach. |
| **Word Wall/Key Vocabulary***(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * Recruitment- Recruitment is the process of generating a pool of capable people (identifying and attracting a group of potential candidates from within or outside the organization) to apply for employment to an organization.
* Selection- Selection is the process of collecting, measuring, and evaluating information from a pool of applicants. An applicant is a person (or persons) more likely to succeed in the job(s), given management goals and legal requirements
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| **Materials/Specialized Equipment Needed** | * Textbook or Computer Program Diagrams/Charts
* Instructor Computer/Projection Unit
* Online Websites
* An example of a job listing in a newspaper advertisement
* Sheets of paper for each team
* Recruitment Plan: Assignment 1
* Recruitment Plan: Assignment 1 Rubric
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| **Anticipatory Set**(May include pre-assessment for prior knowledge) | 1. Divide students into groups of two.
2. Give students the example newspaper advertisement.
3. Ask each team to create a newspaper advertisement for the job of a high school teacher.
4. Give students 10-15 minutes to complete the task.
5. Ask each team to share their advertisement when they are finished.
6. Ask students how they went about choosing the criteria, etc.
7. Discuss the assignment and ask them if they came across any obstacles while creating the advertisement.
8. Ask students how they will go about selecting from the group of applicants once they receive replies to their advertisement.
9. Write down the words “recruitment” and “selection” on the board.
10. Ask students if they know what the words mean in Human Resources (HR) and if they are interchangeable.
11. Ask students if they have family or friends who are recruiters or work for a recruiting agency.
12. Ask students to relate any experiences their family or friends in recruiting have shared with them.
13. Ask them why it is important to recruit and select individuals in an organization.
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| **Direct Instruction \*** | 1. Recruitment and selection are core areas of human resource management. (NOTE: They are not simply techniques for filling jobs, they are also levers for organizational change, sustaining employee commitment, and achieving high performance.)
	1. Recruitment and Selection are two intertwined, yet separate processes.
	2. Recruitment is the process of identifying and attracting a group of potential candidates from within or outside the organization to evaluate for employment
	3. Organizations use these practices to increase the likelihood of hiring individuals who have the right skills and abilities to be successful in the target job. (NOTE:
2. The recruitment and selection process involves working through a series of stages:
	1. Defining the role- conducting a job analysis and understanding the content of the job, the purpose of the job, outputs required by the job holder, and how it fits into the organization’s structure. This analysis forms the basis of a job description and job profile. The job analysis leads to a job description—an explanation of the job requirements to the candidates. A job profile states the necessary and desirable criteria for selection. (NOTE: The job description helps the recruitment process by providing a clear guide to all involved about the requirements of the job. It can also be used to communicate expectations about performance to employees and managers to help ensure effective performance in the job. Job profiles are based on a set of competencies identified as necessary for the performance of the job.)
	2. External methods of recruitment include placing advertisements in trade press, newspapers, on commercial job boards, and on the organization’s website. Social networking sites are also increasingly used as part of the recruitment process. (NOTE: The likelihood of attracting “suitable” applicants depends on the detail and specificity of the recruitment advertisement or literature. Key factors such as salary, job title, career, and travel opportunities obviously influence response rates.)
	3. Many organizations also make use of external providers to assist with their recruitment. Also known as recruitment agencies or recruitment consultants, they offer a range of services.
	4. Cultural factors are important in determining the orientation between internal and external job markets. They also influence the nature of recruitment.
	5. People may appear to have found their job or career by chance, but this apparent serendipity obscures non-random factors such as personal relationships, social networks, and cultural background (Price, 2011).
	6. Equal opportunity demands equal access. This can only be achieved through public and open recruitment.
	7. The Internet has become the dominant recruitment medium in recent years. It has become normal for jobseekers to scan employment sites on the web for opportunities. (NOTE: Typically, general career information is presented in an engaging manner on corporate websites to promote the employer brand and gain interest from prospective applicants.)
	8. Most large organizations, and many smaller ones, make extensive use of corporate websites in their recruitment programs. It has become common for the early stages of the selection process to be made accessible online, allowing résumés and CVs to be uploaded, application forms to be completed, and pre-selection tests to be conducted.
3. Selection
	1. Most organizations want to use a best practice model while selecting employees after recruitment. This involves a search for the “right person for the job.” To achieve this goal, criteria are used to rate prospective applicants by means of selection techniques, including biographical data, interviews, psychometric tests, group exercises, simulated work samples, and even handwriting analysis.
	2. Organizations may also use assessment centers, especially in the case of job positions that are higher in the corporate ladder. Assessment centers involve several assessors and a variety of selection techniques. (NOTE: While selecting employees, it is important that the “fit” that selectors are looking for also overlaps in terms of corporate culture, and the overall goals, mission, and vision of the organization.)
	3. After pre-selection screening, the remaining applicants meet the formal decision-making procedure termed “selection.” (NOTE: Biased selection processes can result in hiring unsuitable people (false positives); or may lead to a failure to hire applicants who would have been suitable for the job (false negatives).)
	4. Small and mid-sized companies continue to use informal methods for selection decision—typically references and one or two interviews—although more sophisticated methods such as work samples can be effective.
	5. Certain jobs might require specific pre-employment test procedures, including psychometric testing, polygraph tests, honesty and integrity testing, graphology, physical examination, and drug testing. (NOTE: The pre-employment tests are legal if they are required for performing the job. For example, a truck driver can be subjected to drug testing. Certain selection tests like graphology (handwriting analysis) and honesty and integrity testing were criticized earlier, but they are now accepted if they are reliable and valid. Graphology is more common in Europe than North America.)
	6. Selection methods must be practical within the time frame, budget, and prevailing circumstances. They must also be able to distinguish between candidates based on suitability and, perhaps, potential and trainability. It is important that selection methods and procedures are constant over time, consistent between selectors (have inter-rater reliability) and show consistency between items/questions intended to evaluate the same criterion. There are three types of validity:
		1. Face validity- does the method appear to evaluate what it is supposed to evaluate?
		2. Construct validity- does it evaluate the construct it is supposed to evaluate?
		3. Predictive validity- does it predict the suitability of a candidate?
	7. Fairness is an important requirement: this includes candidates’ perceptions of the equity of the process, as well as the recruitment and selection process following Equal Employment Opportunity Commission guidelines.
	8. Interviews are one of the most common and widely used selection methods. There are different kinds of interviews including informal, formal, and panel.
		1. Informal interviews- Many employers invite applicants for informal interviews prior to the main selection procedure. These interviews are useful for information exchange, particularly in the case of professionals. They provide an opportunity to discuss the full nature of the job, the working environment, prospects for further development, and promotion. (NOTE: Good candidates are more likely to accept an offer if they consider that the procedure has been fair, effective, and considerate while rejected applicants will continue to have a positive view of an organization’s employer brand if they feel they have been fairly treated. There seems to be some ambiguity as to whether informal interviews should be used as part of the pre-selection process by the employer rather than self-selection by the candidate. The crux of the issue depends on what interviewees have been told.)
		2. Formal interviews - Despite the existence of alternative methods of selection most employers regard the formal selection interview as the most important source of evidence in making the final decision. A selection interview can be neatly defined as conversation with a purpose. A point to remember about interviews, and one that they have been criticized for, is that they have a subjective nature, have questionable validity, and questionable reliability.
	9. Making the appointment- Before making an offer of employment, employers have responsibility for checking that applicants have the right to work in the country and are appropriate for the work. Further, they will request references from the candidates. Offers of employment are generally made verbally, and/or through email, or writing.
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| **Guided Practice \*** | Using the presentation**,** the teacher will explain recruitment and selection in human resource management. Discuss the types of recruitment and selection and how they are tied to the overall vision and mission of an organization. |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | 1. **HRM Assignment 1 – Recruitment plan:** Assignment is based on the fictitious XYZ Company, anorganization that is growing and will be hiring additional employees. As HR department members, ask students to design a recruitment and hiring plan for the organization.
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| **Lesson Closure** | Recruitment and selection are one of the core HR functions. Overall, the organization succeeds when critical failure factors in recruitment and selection are avoided, including high staff turnover and claims of discrimination from unsuccessful job applicants. Organizations vary in method and there are wide options available for recruitment and selection. However, it is imperative that they be concerned with the question of validity of selection methods, ideally combining methods that are strong on practicality and cost, such as interviewing with other measures that are more effective predictors of performance. |
| **Summative / End of Lesson Assessment \*** | **Informal Assessment**1. Instructor will observe students during Independent Practice
2. Instructor will assist students as needed

**Formal Assessment*** Use the assigned rubric to evaluate the projects assigned for Independent Practice

**Accommodations for Learning Differences:** 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** | * 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** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | **English-English I*** 110.31(b)(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.
* 110.31(b)(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents.
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| **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)