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| **Teacher\Department** |  | **Content area** | Human resource requirements for business and enterprise |
| **Guided Learning Hours (GLH)** | 18 GLH | **Lessons** | 18 x 1 hour lesson |

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| **Teaching content** |
| **3. Human resource requirements for business and enterprise**  3.1 Human resources  3.1.1 Methods of recruitment  3.1.2 Stages of recruitment  3.1.3 Type of employment contracts  3.2 Staff development and monitoring  3.2.1 Methods of staff development and monitoring  3.3 Motivation  3.3.1 Financial methods of motivation  3.3.2 Non-financial methods of motivation  3.3.3 Motivation theories |
| **Opportunities to embed English and maths** |
| English is embedded throughout the resources, utilising literacy skills appropriate to the learner. Vocabulary development is included in lessons 9 and 13 when new vocabulary such as “discrimination” is introduced.  Math: cost of advertising in lesson 2. |
| **Opportunities to embed equality and diversity** |
| Equality and diversity are embedded throughout, using names of diverse backgrounds in case studies, for example lessons 8, 14, and 15.  Stereotypes are challenged in all lessons, for example, lesson 13 discusses discrimination. |
| **Opportunities to embed Prevent duty and British values** |
| Values of tolerance and respect are all times promoted during lessons, listening to others and their opinions.  Democracy is endorsed during each lesson where findings and opinions are consistently presented to the class. A democratic conversation is consistently promoted, mutually respecting and tolerating others from different backgrounds and their opinions.  Rule of law is endorsed at the beginning of each lesson through embedding health and safety requirements. The Equality Act is discussed in lesson 1. |

| **Lesson** | **Learning activities**  Implementation | **Resources**  Support | **Assessment method**  Impact | **Mapping**  Teaching content |
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| 1 | **Introduction – Internal recruitment**  **Starter Activity – In which order?**  In groups, using post-it notes learners should put the following steps of recruitment into the correct order of action.  Answers:   1. Identify the need to recruit 2. Prepare a job description 3. Choose where to advertise 4. Shortlist candidates 5. Conduct interviews 6. Select the most suitable candidate 7. Offer the job and check references 8. Welcome your new recruit 9. Induct your new recruit   **Teacher-led discussion** – Get feedback from each group and compare answers. Briefly discuss each of the steps and explain that we will be going through each area in this and future lessons.  **Introduce the learning outcomes of the lesson**:  Learners must be able to:  • **Identify** the process of internal recruitment.  • **Outline** the advantages and disadvantages of recruiting internally.    Learners may also be able to:  • **Explain** the factors that results in recruiting internally.  **Introduction to Internal Recruitment**  Teacher to introduce the definition of recruitment as “the process of finding people to work for an organisation”.  To make sure the ‘best’ person is chosen, businesses must be clear about:  • What the job entails.  • What qualities are required to do the job.  • What rewards are needed to retain and motivate employees.  **Activity 1** – **Why recruit?**  In pairs, learners should discuss why a business might need to recruit someone. What questions might they need to ask?  Answers include to increase sales, staff leave, staff get promoted, staff have temporary absence (for example, family leave).  **Teacher-led discussion**: Collate ideas from each group and discuss further the reasons to recruit or not.  **Stretch and Challenge**: Learners to research the Equality Act 2010. The teacher might direct learners to the gov.co.uk website and discuss the needs for Equality and Diversity when recruiting.  **Benefits of recruiting internally**  Teacher to discuss that the more proactive employer might consider:   * The needs of the business. They need to consider if there will be enough work for new recruits – for example, can workloads be seasonal? Also, how can a temporary decline in productivity be avoided while recruit(s) are brought up to speed? * Changes in the labour market. This includes monitoring the availability of appropriately skilled candidates in the desired location as well as what the competition is offering. * Are more staff needed? Pinpoint why and where extra staff are needed, and how many. * Are new skills needed? Pinpoint why and where new skills might be needed – sometimes an organisation needs more than just a higher headcount. Also, establish if there is any need for specialist skills or knowledge and if the organisation can acquire these through staff development, recruiting new and already-skilled staff, or a blend of these options.   **Activity 2 – Advantages and disadvantages of internal recruitment**  In pairs, learners to answer the following questions**:**   1. What are the advantages to an organisation to recruit internally? 2. What are the disadvantages to an organisation to recruit externally? 3. What are the consequences of recruiting the wrong person?   Answers should include:   1. Advantages: Cheaper and quicker to recruit, people already familiar with the business and how it operates, provides opportunities for promotion within the business – can be motivating, business already knows the strengths and weaknesses of candidates. 2. Disadvantages: Limits the number of potential applicants, no new ideas can be introduced from outside the business, may cause resentment amongst candidates not appointed, creates another vacancy which needs to be filled. 3. Consequences: The person employed may find the job too easy or too difficult, which could lead to lack of motivation and poor productivity. This could result in the individual leaving and the process having to start again.   **Reflective question**: Think about how you might feel if you achieved promotion in a company where you have worked for several years. What might you find different to joining a different company?  **Teacher-led discussion:** Discuss these key questions and how motivated they would be if promoted. Highlight the loyalty employees feel to the company and how that will reflect on the company long-term.  **Characteristics of Internal Recruitment**  Advertising a position through internal channels could motivate any staff who think they have a chance of getting the job to work harder to prove themselves.  **Activity 3** – **Advertising for internal recruitment**  Sue owns and runs a large printing company with 200 employees. Turnover of staff is high. She has yet another vacancy for an office manager. She usually advertises externally but would like to try and recruit from within the organisation.  Learners should work individually and answer the question: How could Sue communicate this vacancy internally so every employee is likely to see it?  Answers should include:   * Circulate the job opportunity in a 'News' email. * Keep an updated Jobs/Careers section on the company intranet. * Post the job on the corporate website if the company does not have an intranet. * Pin the job advertisement on the company noticeboard * Make sure it is clear whom staff should contact if they want to apply for the role. * Any other form of direct communication.   The **Stretch and Challenge** task in Activity 3 asks learners to consider the differences in time and expense between recruiting internally or externally. Answers should highlight that internal recruitment is usually quicker and certainly cheaper as there is no external advertising needed.  **Progress Check -** Teacher to lead quiz to reinforce learning and check progression.   1. What does the term “recruitment” mean?   Finding people to work for your company.   1. What does “internal recruitment” mean?   Employing a member of staff who already works in the business to do a different role.   1. Which of these would be an advantage of internal recruitment?   a. The new employee already has knowledge of the business   1. Which of the following is a method of internal recruitment?   c. Company intranet  **Lesson recap -** Revisit the learning outcomes from the beginning of the session, explaining how these learning outcomes have been met.  **Home Study** – **Research task**  Learners to research the following terms: “headhunting,”, “word of mouth” and “private employment agencies”. | Post-it notes  Internet access | Questions and answers  Partner and group discussions  Quiz  Research | 3.1.1 |
| 2 | **Introduction - External Recruitment**  **Starter Activity – The “X-ternal” Factor**  Ask learners to work in groups and identify as many ways as possible of recruiting from outside a company.  Answers:   * Headhunting. * Local and national newspaper advertising * Trade journals * Careers fairs * Shop windows * Recruitment agencies * Online: * Social media * Job websites * Business’s or enterprise’s own website * Job centres   **Teacher-led discussion**: Get feedback from each group.  **Stretch and Challenge**: Briefly discuss the following terms:   * Headhunting: To persuade someone to leave their job by them another job with more pay and a higher position. * Word of mouth: Employees who spread the word about the company to others. * Private employment agencies: An organisation that matches employers to employees.   Introduce the **learning outcomes** of the lesson:  Learners must be able to:   1. **Recognise** the reasons to recruit externally. 2. **Identify** the advantages and disadvantages of recruiting externally.   Learners may also be able to:   1. **Compare** the different types of external recruitment.   **External recruitment**  The definition of external recruitment is “when a business looks to fill a vacancy from any suitable applicant outside the business”.  Teacher to explain the reasons to recruit externally: Looking outside a company means being able to explore a much larger pool of candidates for a position. This can increase the chances of finding a qualified, successful applicant. It should allow a business to be more selective and find candidates with the right education and experience for the job.  **Activity 1** **– Why recruit externally?**  In pairs, learners should discuss why a business might recruit from outside a company.   * What are the advantages to an organisation to recruit externally?   Answers include outside people bring in new ideas, larger pool of workers from which to find the best candidate, people have a wider range of experience.   * What are the disadvantages?   Answers include longer process, more expensive process due to advertising and interviews required, selection process may not be effective enough to reveal the best candidate.  **Reflective question**: Imagine that you switched jobs from one company to another. How long might it take for you to understand a new job and a new company? How might this affect you and the company?  Learners and teacher to discuss that it takes time to understand the workings and the culture of a new company. This can therefore be difficult for the individual and the company as the quality and the quantity of work can be affected.  **External Recruitment Considerations**  Teacher-led discussion. Discuss the following:   * Type of job. * Cost of advertising. * Readership and circulation. * Frequency.   **Activity 2 – Which method?**  Teacher to assign each of the job profile to a small group. Learners should discuss the best method of recruiting externally for each of the jobs.   * List the different ways you might advertise the job vacancy. * Discuss the advantages and disadvantages of each method for this job * Which methods you recommend and why. You can use more than one method for each job.   **Teacher-led discussion** - Encourage learners to consider if jobs are likely to attract people locally, regionally, nationally, or internationally.    **Online Recruiting Platforms**  The aim of all businesses is to recruit staff successfully and quickly. Effective online recruitment advertising is the tool companies need to help them achieve this result.  The advantages of online recruiting include:  • It provides with a wider reach of candidates.  • It is quicker.  • It is cheaper.  • It is easy to use.  **Activity 3 – Social media**  Learners to work individually and consider the following social media platform. What kind of organisations are most suited for each of these platforms?  • TikTok.  • LinkedIn.  • Facebook.  **Stretch and challenge:** Consider any other platforms that might be useful to use.  Teacher discusses each social media platform and get views from learners.  **Progress Check** - Teacher to lead quiz to reinforce learning and check progression.  True or false?   1. A person who is headhunted is most likely to be in a senior position. (True) 2. An advantage of external recruitment is that it’s usually cheaper and quicker than recruiting internally. (False) 3. A key benefit to a business from filling vacancies using external recruitment is new skills are brought into the business. *(*True) 4. The social media platform LinkedIn is usually used in recruiting corporate jobs. (True)   **Lesson recap** - Revisit the learning outcomes from the beginning of the session, explaining how these learning outcomes have been met.  **Home Study** – **Staff retention**  Businesses are keen to find the right person to fill the vacancy which should help staff retention. Learners should answer the following questions:   * What is the definition of staff retention? * Why is staff retention so important to businesses? |  | Group discussion  Questions and answers  Quiz | 3.1.1 |
| 3 | **Introduction - The Person Specification**  **Starter Activity – No vacancy?**  In pairs, learners should identify the missing word and complete the sentence.   1. Are you considering taking on someone to help you (grow) the business? 2. Are you (replacing) an employee who has left? 3. If so, what skills and (experience) have you lost? 4. Do you need to bring in a new skill or skills to your business that none of your existing (employees) possess? 5. Has the workload (increased)?   **Stretch and challenge:** What is staff retention and why is it important?  Staff retention is staff members who are happy to stay at the same company, rather than leaving to find alternative employment. It is important because replacing good people is difficult plus recruitment is expensive in time and money.  **Introduce the learning outcomes of the lesson**:  Learners must be able to:   * **Identify** the steps to effective recruitment. * **Define** what a person specification is.   Learners may also be able to:   * **Complete** a person specification for a specific role.   **Stages of Recruitment**  The learner will understand the different stages of recruitment. The teacher briefly highlights each step and refer to the starter session activity and explains that the focus on this lesson is on the second step: Develop a person specification.  **The Person Specification**  Teacher to highlight the following key points:   * It makes the interviewing process more refined and streamlined. * Jobseekers can assess themselves before applying and understand how they fit in with the role and the business. * It clarifies the two types of personal qualifications important to the employer: essential and desirable. * It helps to communicate equal opportunities policies within the recruitment culture of a business. * It means all candidates are tested against the same list of priorities set out in advance.   The person specification is essential:   * To make sure that a job advertisement covers the qualities that a new jobholder will need to have. * To enable interviewers to check that candidates for the job have the right qualifications, qualities, experience, and skills. * The person specification will be written before the job is advertised.   The person specification is measured through looking at the following attributes:   * Qualifications. * Experience. * Skills. * Personal qualities.   **Activity 1 – Match of the Day**  In pairs, learners to match the attributes needed with the most appropriate job:   * Accountant - Good with figures. * Fashion designer - Design flair. * Secretary - Ability to spell accurately. * Delivery driver -Ability to drive a van. * Managing director - Leadership skills. * TV presenter - Communication skills. * Police officer - Ability to cope with pressure.   **Stretch and challenge**: Learners and teacher should discuss any qualifications, experience, skills, and personal qualities that could be required for each job type.  **Activity 2 – Write a Specification**  Working in pairs, learners should write a person specification for a teacher. They can use at examples of job specifications online.  They should consider each of the following areas and identify whether they are essential or desirable:   * Qualifications.   Possible answers include essential to have a teaching qualification and desirable to have an undergraduate degree.   * Experience.   Possible answers include essential to have a teaching qualification and desirable to have an undergraduate degree. Recent teaching or training experience is desirable but not essential.   * Skills.   Possible answers include essential to have excellent communication skills. Ability to manage and prioritise workloads is desirable.   * Personal qualities.   Possible answers include it is essentials to have the enthusiasm to work with young people. Being able to stay calm under pressure is desirable.  **Activity 3 – Identify your own person specification**  Working on their own, learners should think about a job they would like to do in the future. They should research what qualifications, experience, skills, and personal qualities are needed for the job.  **Progress Check** -Teacher to lead quiz to reinforce learning and check progression.   1. What are the four personal attributes that are looked at in a person specification?   Qualifications, experience, skills and personal qualities.   1. These attributes are then separated into two categories – essential and (desirable)?   **Lesson recap** - Revisit the learning outcomes from the beginning of the session, explaining how these learning outcomes have been met.  **Home Study –** **Research task**.  Learners will research the job type chosen in Activity 3 further and person specifications required by each company. | Internet access  Examples of job specifications (optional) | Questions and answers  Partner discussions  Quiz  Research | 3.1.2 |
| 4 | **Introduction - The Job Description**  The definition of a job description is “A job description explains the work to be done and typically sets out the job title, location of work and main tasks of the employee.”  **Starter Activity** **– True or false?**  In pairs, learners to discuss whether they think the following statements are either true or false:   1. Job descriptions are generic and never personalised to the individual employer. (False, many employers create their job descriptions specifically for the person they are looking for.) 2. Job descriptions usually include information like the salary and working hours. (True, but not always the case) 3. Job descriptions are always the equivalent of at least one side of A4 paper. (False, there is no limit) 4. Job descriptions include all possible duties of the post (if it is not written then you do not need to perform the task). (False, jobs constantly change so new responsibilities may evolve)   **Teacher-led discussion** - Discuss the answers but follow up with the reasons why learners think something is true or not.  **Introduce the learning outcomes of the lesson:**  Learners must be able to:   * **Describe** what a job description is for. * **Propose** your own job description.   Learners may also be able to:   * **Complete** a job description for a specific role.   **Benefits of a Job Description**  Teacher to explain the differences between:   * The job specification is the required experience, skills, qualifications, and personal qualities needed to fulfil the job position (for example, you need to have the person specification to fulfil the job description). * The job description describes the job role and includes a variety of information regarding the specific job.   Employers create a job description to advertise their vacancies, which will often include:   * The job title. * The job location (or company). * The areas of responsibility for the position (the main duties). * The Line Manager (person the successful applicant is accountable to).   **Reflective question**: Why do we need each item in a job description?  The teacher may wish to show examples of real job advertisements and discuss the importance of each item in a job description. To decide if the job is the right fit, to ensure we are happy with all responsibilities, to match one’s experience with the job, to get a feel for the company and its goals.  **Activity 1 – What are the benefits?**  In pairs, discuss the reasons for having a job description:   1. What are the advantages to having a job description when recruiting?   Answer: It clearly outlines what the job entails and what a person to needs to be able to do so that both the organisation and the applicants understand the job role, forms the basis for interview questions.  2. What are the benefits for a business of having a job description for each of their staff?  Answer: Clarifies the employer’s expectations of the employee, identifies any training needs, helps with performance reviews, can act as a motivation, any other reasonable.  **Stretch and challenge** – Consequences of not having a clear job description include getting the wrong person, not being clear on what is needed, will cost as recruitment is flawed, any other reasonable thoughts.  **Activity 2** – **Writing a job description for a teacher**  In pairs, learners should look at the person specification that they wrote in the previous lesson for a teacher. They now must write a job description for this job and include the following:   1. Who the employee is responsible for? 2. Who the employee is in charge of?   **Teacher-led discussion** -Collate ideas from each pair and discuss further the reasons to recruit or not. Refer to the reflective question. Learners to take notes in their workbooks.  **Activity 3 - Writing a job description for your dream job**  Working on their own, learners to refer to the dream job that they identified in the previous lesson. Now write a job description to match the person specification that they wrote. They need to include:   * The job title. * The job location (or company). * The areas of responsibility for the position (the main duties).   To support, the teacher may wish to show examples of real job advertisements or ask learners to do research online.  **Progress Check** -Teacher to lead quiz to reinforce learning and check progression.   1. When is a person specification written: before or after advertising a job? (Before) 2. True or false? A person specification helps to communicate equal opportunity policies. (True)   **Lesson recap** - Revisit the learning outcomes from the beginning of the session, explaining how these learning outcomes have been met.  **Home Study** **– Job descriptions**  For this task, learners should research a specific job at several recruitment companies online. Check the job descriptions for each and the requirements for the job. | Examples of job adverts (optional)  Internet access | Questions and answers  Group and partner discussions  Quiz  Reflective question  Independent research | 3.1.2 |
| 5 | **Introduction - Advertising the Vacancy**  To recap, we have looked at the importance of identifying a vacancy and then subsequently developing both a person specification and a job description. We are therefore now at the stage when we want to advertise the job to attract the best candidates available.  **Starter Activity** – **Where can I advertise?**  In pairs, learners discuss where an organisation can advertise a job vacancy both internally and externally:   1. Where can a job be advertised online?   An organisation’s website and intranet, social media, especially LinkedIn, Facebook and Twitter, job search websites, for example Indeed, Monster.   1. Where else can a job be advertised?   Newspapers, magazines, job centres.  **Teacher-led discussion** - Get feedback from each group and compare answers. Discuss the cost involved for each type where appropriate.  **Introduce the learning outcomes of the lesson:**  Learners must be able to:   * **Identify** the best places to advertise a job. * **Recognise** the importance of having a positive job advert.   Learners may also be able to:   * **Develop** a job advertisement for a specific job.   **Structuring a good job advert**  For an organisation, getting the structure of a job advert right is an important step towards writing a strong advert. A job advert should include:   * The job title. * The salary. * The location and details of any remote / flexible working options. * An introduction to the job role and business. * General roles and responsibilities of the job. * Any key requirements (qualifications and skills).   **Activity 1 – Advert Structure**  In pairs and considering the structure of a job advert, learners should read the two examples of job advertisements and explain what is good and what could be improved.  Job advert 1: Very vague, missing most key information as mentioned above  Job advert 2: A little more information but still lacks detail such as the type of stylist.  **Stretch and challenge** - Think about what you would look for in a job advert. What other information do you need?  Emphasise that a good job advert should be:   * Accurate and describes the job and its requirements accurately. * Short and not too long-winded, covers just the important elements. * Honest and does not make claims about the job or the business that will later prove false to applicants. * Positive and gives the potential applicant a positive feel about joining the business.   **Introducing the Job**  Teacher to explain the importance of having a clear, punchy introduction to a job advert. An organisation will want to sell the position and get candidates interested and excited about the prospect of joining the company  **Activity 2 – Introductions**  Working on their own, learners should consider the dream job they identified previously. Write a short introductory post of a job advert that would sell the job to potentially interested applicants. How can you make the job sound dynamic and exciting in several sentences?  Now consider a full advert for this job. Put together a full job advert that includes:   * A job title. * Your introduction. * Salary. * Location and details of any remote/flexible working options. * Introduction to your business. * Role and responsibilities. * Key requirements (qualifications and skills).   Learners to write a short paragraph of no more than 200 words explaining where you would place this advert and why.  Answers will vary but learners can do some research to find “dynamic” words that are often used in job adverts.  **Progress Check –** Teacher to lead quiz to reinforce learning and check progression.  Fill in the blanks:   1. The introductory paragraph is crucial because (first) impressions are vital. 2. The organisation advertising a job will want to (sell) the position. 3. A job advert should include its role and (responsibilities). 4. A good job advert should be honest, short, accurate and (positive).   **Lesson recap** - Revisit the learning outcomes from the beginning of the session, explaining how these learning outcomes have been met.  **Home Study – Job descriptions**  For this task, learners should research a specific job at several recruitment companies online. Check the job advert descriptors for each and the requirements for the job. | Examples of job adverts (optional)  Internet access | Questions and answers  Partner discussions  Quiz  Research | 3.1.2 |
| 6 | **Introduction - Short listing candidates and testing**  **Starter Activity** – **Essential or desirable**?  A vacancy has arisen at a sports company that arrange events at locations such as Wembley, Wimbledon, and Ascot. In pairs, learners to list what skills and attributes are more than likely needed for this type of job.  Teacher to get feedback and expect answers such as organisational skills, communication skills, problem solving skills, flexibility, listening skills, organisational skills.  **Introduce the learning outcomes of the lesson**:  Learners must be able to:   * **Recognise** the importance of having a candidate shortlist for interviews. * **Demonstrate** how to short-list candidates.   Learners may also be able to:   * **Compare** different testing methods for a job interview.   **Introduction to Shortlisting**  The definition of shortlisting is the process of identifying the candidates from an application pool that best meet the essential and desirable criteria and who will move forward onto the next step of the recruitment process: the interview.  Effective shortlisting is important:   * What is essential? Draw up a table listing each candidate against the essential requirements of the job. This will be the shortlist. * How much time? Include only the number of applicants you will have time to interview – not too many in a day. The interviewer needs to allow time for preparation and discussion before and after the interview. * Revisit the criteria if necessary. If there are too many possible candidates, look at how many candidates meet both the essential and desirable criteria. * Do not discriminate against applicants on the grounds of sex, race, age or disability, sexual orientation, religion, political opinion or belief, pregnancy and maternity, marriage and civil partnership and gender confirmation. * Get a second opinion. Get more than one person to compile the shortlist to avoid possible bias   **Activity 1 – Why shortlist?**  In pairs, learners to answer the following questions about shortlisting:   1. How would you go about shortlisting candidates?   Answers should include make a list of essential and desirable, reject all candidates that do not match all the essentials, visit all other areas if necessary, ensuring you are being fair and are not discriminating, any other reasonable.   1. Why do organisations need to short list candidates?   Answers should include it saves times, streamlines the process, better chance of getting a candidate that is suitable for the job, any other reasonable.  **Testing**  Teacher to explain that before going to interview candidates, consideration needs to be taken on whether testing is needed.   * How quickly the vacancy needs to be filled. * The pay, skills, qualifications, and experience needed. * The local supply and demand for jobs. * The importance of the job to the organisation. * The size of the organisation. * The cost to the organisation.   **Activity 2 – Testing times**  In pairs, learners to research the following test types:   * IQ Tests.   Answers include to measure a candidate’s mental skills and includes areas such as numeracy, literacy and problem solving.   * Psychometric Tests.   Answers include to investigate a candidate’s aptitude, personality, general intelligence, and work behaviour. Often used for senior positions, it involves several statements to which a candidate would then give their opinion on the statement. Conclusions are then drawn on the responses.   * Medical / Fitness test.   Answers include to measure the physical ability of a candidate.   * Attainment Test.   Answer is a test through which a learner will demonstrate a learned skill. For example, an IT Consultant may be tested on their ability to access certain systems.   * Aptitude Test.   Answers include to determinesif the potential candidate has the required skills or not, based on what is needed for the job.  **Activity 3 – When to test?**  Working on their own, learners to identify what test could be ideal for an interview for the following positions.  Suggested answers:   * A salesperson: aptitude test. * A fitness instructor: medical/fitness test. * An insurance underwriter: IQ test. * An area manager: psychometric test. * An accountant: attainment test*.*   **Teacher-led discussion** -The aim of the interview is to identify the best candidate. Tests can help and there could be a combination of several tests.  **Progress Check -** Teacher to lead quiz to reinforce learning and check progression.  Learners should decide if the following statements are true or false.   1. IQ tests measure a candidate’s mental skills. (True) 2. Businesses should interview all candidates that meet the essential and desirable criteria. (False) 3. Candidates can be short listed based on their age. (False) 4. Psychometric tests are more often used to test candidates being interviewed for senior positions. (True)   **Lesson recap** - Revisit the learning outcomes from the beginning of the session, explaining how these learning outcomes have been met.  **Home Study** – **Interview preparation**  The next lesson is focused on interviews and the preparation needed by both the interviewer and the interviewee.   * If you were being interviewed for your dream job, what questions would you expect? * Why is it important to have a range of questions prepared? | Internet access | Questions and answers  Partner discussions  Research  Quiz | 3.1.2 |
| 7 | **Introduction - Interviewing**  The definition of recruitment is “the process of seeking at attracting a pool of people from which qualified candidates for job vacancies can be chosen”.  **Starter Activity – Missing word**  Learners should complete the missing word in the workbook.   * Interviews mean that they can see how candidates act under (pressure). * The interviewer can assess the interviewee’s (body language) and general appearance. * Candidates may be (nervous) and therefore may not act naturally. * Performing well in an interview does not necessarily mean they are right for the (job).   **Teacher-led discussion** - Get feedback from each group. Briefly discuss each of the answers and explain that we will be looking at work interviews through the eyes of an organisation.  **Introduce the learning outcomes of the lesson:**  Learners must be able to:   * **Identify** the process of recruitment. * **Recognise** the advantages of each type of interview.   Learners may also be able to:   * **Plan** how to conduct an interview.   **Interview types**  Teacher to explain what the purpose of an interview is and talk through the four types of interview types: one to one, two to one, group or panel and telephone or online interviews.  **Activity 1 – Interview types**  Teacher to split the class into four groups and assign one type of interview to each group. Learners should discuss the benefits for each of type of interviews and each group presents their findings to the rest of the class. During presentations, the other groups should take notes in their workbook.   1. One to one interview.   Benefits include simpler, more relaxing for the interviewee, only one person making the decision, easier to plan*.*   1. Two to one interview.   Benefits include one interviewer can ask questions whilst the other observe, second interviewer to give an opinion, more opportunities to observe and listen.   1. Group or panel interviews.   Benefits include more people to give their views, specialist people can be part of the panel, different interviewers involved.   1. Telephone or online interviews.   Benefits include quicker, easy to plan, more candidates to be seen in a shorter time.  **The Stretch and Challenge** task in Activity 1 asks for drawbacks for each type of interview.   1. One to one interviews.   Drawbacks include no one to compare opinions, easier to miss key points, less chance to listen and observe during interviewing.   1. Two to one interviews.   Drawbacks include opinions may differ, more likely to be more disjointed in the interview.   1. Group or panel interviews.   Drawbacks include very formal, so interviewee is more likely to be nervous, difficult to get a final decision with so many views.   1. Telephone or online interviews.   Drawbacks includedifficult to see body language and personality of the interviewee, not so easy to build any rapport.  **Interview Planning**  Teacher to talk through the importance of interviews being prepared. This will lead into Activity 2:  **Activity 2** – **Be prepared**  In pairs, learners should work on the following scenario: You and a colleague work for large IT organisation and are interviewing six people on one day for a vacancy the sales department.  You need to plan a brief:   * Who needs to know and the location of the interviews? * The timings of the day. * The structure of the interview. * What happens after.   **Teacher-led feedback:** Talk through the planning, including finding a quiet location, no disturbances, planning on who to see and when, communicating the schedule to everyone concerned, structuring the interviews so they are consistent and allow plenty of time to write notes and reflect, having time to decide after the interviews. Any other reasonable planning such as sending the questions to the interviewees before the interview so that they have time to prepare.  Other answers include prepare interview questions, know the candidates, be ready for questions, co-ordinate with any other interviewers, plan the time and agenda, know what to say about the organisation.  **Offer a position and obtaining references**  Teacher to talk through offering a position and obtaining references.  **Progress Check** – Teacher to lead quiz to reinforce learning and check progression.  True or false?   * Most interviews are informal. (False) * Interviews conducted online are excellent for identifying body language. (False) * References are not often needed and are generally a formality. (False) * The aim for the interviewer is to find out if the candidate has the skills, knowledge or experience needed to do the job. (True)   **Lesson recap** - Revisit the learning outcomes from the beginning of the session, explaining how these learning outcomes have been met.  **Home Study - Contracts**  For this task, learners should investigate the different contracts that are offered to employees. |  | Partner discussion  Group presentation  Questions and answers  Quiz | 3.1.2 |
| 8 | **Introduction - Types of Employment Contracts**  **Starter Activity** – **Contracts to hire**  Learners to name contract types.  Answers:   * Full-time and part-time contracts. * Permanent contracts. * Temporary contracts. * Freelance contracts. * Fixed term contracts. * Zero hour contracts.   **Teacher-led discussion**: Give prompts to the group to get them to identify as many of these as possible. Teacher can also define a contract to prompt the learners: The definition of a contract is a contract of employment is an agreement between an employer and an employee which sets out their employment rights, responsibilities, and duties. These are called the “terms” of the contract. The terms of a contract can be oral or written.  **Introduce the learning outcomes of the lesson**:  Learners must be able to:   * **List** the different contracts of employment available. * **Outline** the benefits and drawbacks of each contract type.   Learners may also be able to:   * **Select** the most suitable contract for different employees.   **Introduction to different types of contracts**  Teacher to discuss the different types of contracts, explaining that they vary in their flexibility and their cost to the employer.  **Teacher-led discussion**: Talk through each of the contracts mentioned previously. Emphasise that these contracts will vary in their flexibility and their cost to the employer.  **Activity 1** **– Contract type**  In groups, learners to investigate the benefits and drawbacks to the employer for each of these types of contracts:   * Permanent full-time and part-time.   Benefits: planning is easier with these, know exactly how much work you have, more committed work staff  Drawbacks: more expensive, committed to the time so less flexibility, cannot change if business struggles other than to look at redundancies.   * Temporary.   Benefits: allows more flexibility, cheaper; able to evaluate employee before offering part- or full-time contracts.  Drawbacks: more difficult to plan, less committed staff, training time.   * Freelance.   Benefits: allows more flexibility, cheaper, able to hire an expert for a specific period only, obtaining high quality work, new perspectives.  Drawbacks: may be unable to get the person you want due to other commitments, can be expensive, security of the business, lack of supervision.   * Fixed term.   Benefits: allows more flexibility, cheaper, only commit to the specific job.  Drawbacks: rigid to the time agreed, expensive.   * Zero hour.   Benefits: easy way for a business to grow, allows more flexibility, can lead to part time and full-time work, cheaper.  Drawbacks: higher turnover of staff due to no guaranteed work, difficult getting staff at short notice, different people doing the same job, difficult to establish a business culture and values.  **Teacher-led discussion:** Collate ideas from each group and discuss further the reasons to use different contracts.  **Included in a Contract**  Teacher to discuss that a contract and what they usually include, for example, job title and start date, pay, hours of work. holiday entitlement, sick pay arrangements.  **Activity 2 – What contract?**  In pairs, learners should explain which contract they would offer the following employees and why.  Answers may vary but should include:   1. Orla: Part-time. 2. Rio: Permanent, either full- or part-time. 3. Jordan: Zero hours. 4. Yusuf: Freelance or permanent. 5. Alisha: Temporary. 6. Chloe: Zero hours.   **Stretch and Challenge** - Consider which contracts offer the most flexibility and the least cost to an employer.  Answers will vary but should consider that the cost and flexibility needed are vital for a business.  **Progress Check** –Teacher to lead quiz to reinforce learning and check progression.  True or false?   1. A permanent contract can only apply to a full-time employee. (False) 2. Another name for a zero-hour contract employee is a freelancer. (False) 3. Fixed term contracts are useful as the employer can manage their costs easier. (True) 4. Temporary contracts offer a fair degree of flexibility to the employer. (True)   **Lesson recap** - Revisit the learning outcomes from the beginning of the session, explaining how these learning outcomes have been met.  **Home Study** – **New starters**  For this task, learners should investigate what might happen to a new employee during the first few weeks of joining a company. |  | Group presentation  Partner discussion  Reflective question  Quiz | 3.1.3 |
| 9 | **Introduction - Methods of staff development and monitoring**  **Starter Activity** **– Different training**  In groups, learners should identify how an organisation can train and develop staff in and outside of work.  Answers to include:   * Internal formal training. * Informal training (for example, buzz sessions). * 1-2-1 training. * External training courses. * Online courses. * Distant learning.   **Stretch and challenge**: Investigate what might happen to a new employee joining a large organisation during the first few weeks of joining a company.  Answers can include induction, being paired up with a buddy, social activities, mandatory training (IT, GDRPR for example).  **Introduce the learning outcomes of the lesson**:  Learners must be able to:   * **Identify** the reasons for training staff. * **Outline** the different benefits and drawbacks of internal and external training.   Learners may also be able to:   * **List** the different types of employees who need training.   **Why train?**  Training is a means of equipping employees to perform competently in their present or future jobs to increase the efficiency of the organisation and their own job satisfaction. It is the planned provision of the means of learning internally and on the job or externally in a training centre.  Benefits include:   * Better recruitment and selection: training opportunities help attract right type of employees. * Reduced staff turnover by developing employees’ potential and their job satisfaction. * Reduction of learning time and cost. People learn the job quickly, to required standards, safely, and with minimum waste of materials or damage to equipment. * Improved job performance: increased output, improved quality, work done on time. * Less supervision through reduction of problems such as absenteeism, lateness, and accidents. * Reduced costs resulting from the above benefits. * Increased customer satisfaction through improved goods and services.   **Activity 1** – **Who is to be trained?**  In pairs, learners should specify which employees might need to be trained in an organisation and explain why.  Answers should include new entrants, employees needing improvement in present job, employees preparing for promotion, employees needing retraining, the organisation has new working systems.  **Stretch and challenge:** What are the consequences to an organisation of ignoring the training and development of their staff?  Answers should include high turnover of staff as employees get disillusioned due to a lack of a career path, more issues in work resulting in costs, unmotivated staff, any other reasonable.    **Reflective question**: How long might it take for you to understand a new job and a new company? How might this affect you and the company? Learners should answer that it takes time to understand the workings and the culture of a new company. This can therefore be difficult for the individual and the company as the quality and the quantity of work can be affected.  **Internal Training v External Training**  Teacher to discuss training can be delivered by two methods.   * Internal training sessions are conducted by someone that already works for the company. * External training is conducted by experts outside the company.   **Activity 2 – Internal or external?**  In pairs, learners to compare and research internal and external training by answering the following questions:   1. Which is the easiest to organise?   Internal because it can be completed quickly if necessary and everyone is already there to discuss time, availability*.*   1. Which is the more expensive?   External because training can be expensive and travel expenses, accommodation may need to be paid.   1. Which type understands the culture of the organisation more?   Internal because an external trainer has no knowledge of how an organisation is run*.* External might be better when training is sensitive because an external trainer may bring a fresh perspective.   1. Which one is more tailored to the organisation’s need?   Internal usually as they know the culture of the organisation better.   1. Which is the riskier?   External because trainers might be professional, but they are not necessarily aware of what is really needed by the organisation.   1. Which is more likely to bring fresh ideas?   External because internal trainers are unlikely to bring new and innovative ideas to a business.   1. Which one is more likely to motivate its employees*?*   External because people on the course are likely to feel more valued and therefore more motivated and loyal.  **Progress Check** - Teacher to lead quiz to reinforce learning and check progression.  Fill in the missing word: Effective internal or external training means:   1. Better job (performance). 2. (Turnover) of staff is kept to a minimum. 3. More (customer) satisfaction through providing a quality service. 4. (Supervision) is needed less as the employee consistently shows their competence.   **Lesson recap** - Revisit the learning outcomes from the beginning of the session, explaining how these learning outcomes have been met.  **Home Study** – **Training needs**  For this task, learners need to consider how an organisation may identify any training needs for a new employee. How can a job description help? |  | Questions and answers  Partner discussions  Reflective question  Quiz | 3.2.1 |
| 10 | **Introduction - Induction**  **Starter Activity – Pre-employment**  Organisations will often send a starter pack to new staff which includes several items.  Complete the missing words to identify what these might include:   1. (Joining) instructions. 2. The employee’s conditions of (employment). 3. An organisational (chart). 4. The latest staff (newsletter). 5. A copy of the staff (handbook).   **Teacher-led discussion** - Get feedback from each group and compare answers. Briefly discuss each of the steps and explain that we will be going through each area in this and future lessons.  **Introduce the learning outcomes of the lesson**:  Learners must be able to:   * **Identify** the purpose of induction training. * **Outline** what is included in induction training.   Learners may also be able to:   * **Recognise** the benefits of induction to employers and employees.   **Introduction to Induction training**  Teacher should explain what an induction is, what its purpose is, and the advantages for new starters. Training is the process of increasing knowledge and skills of workers so that they are better able to perform their job. Many people put on training for new staff immediately they join a company. This is usually internal training and is known as induction. Induction starts once someone has been offered a job and information can be sent to them.  **Activity 1** – **Let’s start**  In pairs, learners to answer the following questions:   1. What should be included in a new starter’s first week in a large organisation?   Answer: Starters are welcomed when they arrive, look after them on the first day, make sure they know the location of places such as kitchens and equipment rooms. Go through equipment such as photocopiers, give them some activity to complete on the first day or week, appoint a “buddy” to help.   1. What could be the result if induction is poorly planned?   Answer: The new starter could feel unwanted and anxious and lacks motivation, work is not completed properly resulting in issues for both the new employee and the organisation, any other reasonable.   1. Who benefits most from a good induction programme: the company or the new employee?   Answer: Both. A good induction helps the new starter settle and means that the employer has an effective employee quickly.  **Reflective question:** Think about how you might feel if you started a new job. How would you feel if you are not looked after during that first week? Answers will vary but can include anxiety, disappointment, unsure as to whether they have done the right thing in joining, lacking confidence.  **Tailoring an induction programme**  Teacher to briefly discuss each of the types of new starters and explain how an induction would need to be adapted.   * New starters who are school leavers. * New starters with disabilities. * New starters whose first language is not English. * New starters that have cultural or religious customs.   **Activity 2 – Develop you plan**  Learners should refer to their dream job. Working in pairs, they should create an induction plan for this job by listing the things they would need to know.  What do you expect to know?   * Before you start the job? * By the end of the first day? * By the end of the first week?   Answers will vary. With the **Stretch and Challenge** activity get ideas and discuss that learning is more likely if it is fun.  **Progress Check** - Teacher to lead quiz to reinforce learning and check progression.  True or false?   1. Induction is usually delivered internally. (True) 2. For an organisation, induction preparation takes time and can reduce output. (True) 3. An advantage of induction is it allows new starters to settle into the job quicker. (True) 4. Induction is primarily focused on the organisation and its policies and procedures. (False)   **Lesson recap** - Revisit the learning outcomes from the beginning of the session, explaining how these learning outcomes have been met.  **Home Study – Training needs**  For this task, investigate what is likely to be included in a new starter pack. | Post-it notes | Partner discussion  Questions and answers  Reflective question  Quiz  Research | 3.2.1 |
| 11 | **Introduction - Staff Appraisals**  **Starter Activity**  Learners should discuss if the following statements are true or false:   1. Appraisals are carried out by the immediate boss. (True) 2. The job holder’s views are considered. (True) 3. The appraisal is focused on what has happened and what the job holder did. (False) 4. Staff appraisals are usually informal with no necessary structure needed. (False)   **Stretch and challenge**: What is likely to be included in a new starter pack? Answers include office supplies, employee handbook, safety materials (masks and hand sanitizers), snacks.  **Introduce the learning outcomes of the lesson**:  Learners must be able to:   * **State** the purpose of staff appraisals. * **Outline** the benefits gained from an appraisal system.   Learners may also be able to:   * **Prepare** for an appraisal.   **Introduction to Staff Appraisals**  The definition of staff appraisals is “Staff appraisals are used in human resources to review an employee’s progress to date, explore solutions to problems and plan in a way that benefits the organisation overall”.  Any staff appraisal scheme should be concerned with three essential areas:   * A review of past performance from which lessons can be learned. * An identification of the future needs: This includes the individual, the department, and the organisation. * An action plan specifying what must be done, by whom and by when. This will then be kept by the appraisee, the appraiser and Human Resources.   There are four types of appraisals. They are:   * Top down is when the employee’s line manager carries out the appraisal. This is the most common type of appraisal. * Self-appraisal is the process where the employee reviews their own performance. * Peer appraisal is a type of feedback where employees write their views about a colleague as part of the appraisal process. * 360-degree appraisal is when the employee’s line manager, peers, and own staff (if they have them) are all involved in the appraisal.   Appraisals take time to prepare and both the appraisee and the appraiser should prepare carefully and thoughtfully.  **Activity 1** – **Time for appraisals?**  Below are some of the things a boss might say about appraisals. In pairs, learners should write what they think is a suitable response.   * “An appraisal is all about looking forwards not backwards”   Answer: No, it is about looking at what has been achieved and how we can move forward.   * “We don’t need appraisals. I’ll tell you if you do anything wrong.”   Appraisals will include any training needed so it is all planned in.   * “I don’t see how your future career is my responsibility”   Answer: Appraisals are very important in the development of staff, a big benefit to the department and the organisation.   * “I don’t have time for appraisals.”   Answer: It will cause more work by not having them.  **Benefits of staff appraisals**  Teacher to explain there are three main areas where benefits may be drawn from a successful scheme:   * Benefits to the job holder. * Benefits to the boss. * Benefit to the organisation.   **Reflective question**: A lot of people admit to not liking appraisals, whether they’re doing the appraising or being appraised themselves. Why do you think this might be?  **Activity 2 –** **Appraisal questions**  The scenario: You have been in your dream job for a few months. It is time for you to have your appraisal from your line manager. Below are some questions that you are given beforehand. Consider the responses for each and talk them through with a partner or peer.   * What successes have you had since joining the company? * What difficulties have you faced? * What do you consider as your major strengths? * What are your career ambitions? * What specific help could you receive via training, action by colleagues and action by management?   **Stretch and challenge:** Get learners to consider the type of questions that could be added.  **Teacher-led discussion -** Talk about all of these and check that learners are responding accordingly.  Teacher to talk through these key points:   * Review performance and give specific feedback (for example. feedback based on facts). * Establish mutual expectations. * Identify problems and need for support. * Find out what particularly motivates and engages the appraisee. * Identify unexploited potential and further capacity. * Set work objectives that should be SMART (specific, measurable, achievable, realistic, and time-bound) and mutually agreed. * Consider the appraisee’s career development.   **Progress Check** - Teacher to lead quiz to reinforce learning and check progression.   1. What is the first step of any staff appraisal?   b. Setting objectives  2. The performance standards used for staff appraisals should be:  c. Measurable  3.Staff appraisals that involve gathering information about a worker from various departments is called:  a. 360-degree appraisals.  4.Staff appraisals help:  a. Identifying development opportunities  5. Fans of staff appraisals argue that they:  c. Motivate workers and improves performance.  **Lesson recap** - Revisit the learning outcomes from the beginning of the session, explaining how these learning outcomes have been met.  **Home Study – Mentoring needs**  Investigate what a mentor is and what they do. |  | Partner discussion  Questions and answers  Quiz | 3.2.1 |
| 12 | **Introduction - Mentoring**  Teacher to introduce the session by explaining that a mentor is someone who can support, advise, and guide a new employee.  **Starter Activity – What skills?**  Using post-it notes, learners should identify what skills are needed to be an effective mentor. Answers should include experience, knowledge, enthusiasm, respectful attitude, listening skills, honest, empathetic, supportive, any other reasonable.  **Teacher-led discussion** - Get feedback from each group.  **Introduce the learning outcomes of the lesson**:  Learners must be able to:   * **List** the skills needed to be an effective mentor. * **Explain** the purpose of a mentor.   Learners may also be able to:   * **Identify** the preparation needed to be a mentor.   **Types of Mentoring**  Teacher to discuss that there are four types of mentoring:   * One-to-one mentoring is when a new employee is matched with an individual mentor. There may be a formal agreement between the two and a specific time frame. * Distance mentoring may be one-to-one mentoring but done remotely due to the nature of the business. * Peer appraisal is when employees write their views about a colleague as part of the appraisal process. * Group mentoring is when several new employees are matched with one mentor.   Teacher to highlight the following key points:   * Build the relationship: If a mentor is going to gain trust, they need to sit down and talk and get to know the new employee. * What goals? It is important to discuss what is trying to be achieved. * Working toward these goals: This is the longest part as this is where the new employee really understands what needs to be done in the organisation * Ending the mentoring and planning for what happens next.   **Activity 1 – Good/bad mentor**  In pairs, learners should discuss how they would go about mentoring a new employee for their first month in an organisation.     1. What makes a good mentor?   Answers include someone who represents the organisation positively, listens attentively, discusses areas of improvement, provide support, shares knowledge, helps where needed, teaches by example, encourages, motivates, checks on learning, develops independent understanding.   1. What should a mentor not do?   Answers include be negative, be too influential (the mentee must do learn by doing not watching), be too forceful in what they say or what they do, be too opinionated.  **Stretch and challenge:** What are the benefits of having a mentor? There are number of benefits for having a mentor for new employees. These include:   * Gain valuable advice: Mentors can provide excellent advice on what they need to do to get ahead. They can act as a guide or ‘sounding board’ ideas and help with issues and difficult situations * Develop knowledge and skills: They can help new employees focus on what skills and knowledge they need to succeed within the organisation. * Improve communication skills: The skills might improve when new starters meet several people and understand what is needed to communicate effectively with them. * Helps in settling in: By getting used to the set-up of a company quickly, the new starters will feel more confident; meaning their chances of long-term advancement are improved.   **Teacher-led discussion** – Teacher to explain the mentees should and should not do in mentoring relationships.They should:   * Take the initiative and recognize that they have a valuable person in a mentor and seek them out where possible. * Accept mistakes will happen and learn from them. * Support any peers, namely new starters who joined the organisation at the same time.   They should also not:   * Sidestep work because it is important for a new starter to do certain work, rather than letting it be done by the mentor * Stay in the comfort zone because a new starter should be looking to learn new experiences. * Stay quiet because this is the chance for a new starter to talk about any issues with their mentor.   **Reflective question**: How would you feel in your first week of a new job? If you had someone to ask that you trusted and respected that week how much would that help you feel comfortable? Answers will vary per learners’ opinion.  **Activity 2 – Becoming a mentor**  Learners should read the following scenario: “You have been with an organisation for a year. You have been asked to be a mentor for a new employee,” then answer the questions in groups and present to the rest of the class.   1. How might you feel about being asked to be a mentor?   Possible answers: Excited, slightly concerned, want to know what to do.   1. How might an organisation plan to have mentors?   Possible answers: Provide good training, identify a career path in appraisals, have a formal structure.   1. Why do you think that the development of mentors is good for an organisation?   Possible answers: Looks forward thinking, good for developing staff.  Teacher to summarise that, for an organisation, having a successful and effective mentoring set-up for new starters are based on three key areas:   * Clarity: Being clear on exactly how a mentoring programme should work is the first step. That includes being clear on the skills that are needed such as building rapport, listening, and questioning. * Communication: the next step is knowing who should be involved and to communicate to individuals and the organisation generally. * Commitment: Required by the new employee, the mentor, and the organisation   **Progress Check** - Teacher to lead quiz to reinforce learning and check progression.  True or False?   1. A mentor needs to be an expert in all areas. (False) 2. One of the main aims of a mentor is to build trust quickly. (True) 3. Mentors needs to be available to a new employee at all times. (False) 4. Mentees can only benefit from this process. (False, mentors can benefit too)   **Lesson recap** - Revisit the learning outcomes from the beginning of the session, explaining how these learning outcomes have been met.  **Home Study – When issues happen**  For this task, learners should research why an employee might receive a disciplinary. | Post-it notes | Partner discussion  Questions and answers  Group presentation  Reflective question  Quiz | 3.2.1 |
| 13 | **Promotion, Disciplinary and Dismissal**  **Teacher-led discussion** – Discuss the three human resources areas to be covered in this session:   * Promotion. * Disciplinary action. * Dismissal.   **Starter Activity –** **Why promote?**  Learners should read the scenario “You work for an organisation but you’re desperate to gain promotion!” Using post-it notes, they should give the reasons why you could get this promotion.  Answers will vary but can include being ready for a new challenge, already be doing higher-level work, having excellent interpersonal skills, being good at solving issue, demonstrating real value to the company.  **Introduce the learning outcomes of the lesson**:  Learners must be able to:   * **Identify** why employees can achieve promotion. * **State** the procedure of disciplinary action.     Learners may also be able to:   * **Outline** the reasons for the dismissal of an employee.   **Teacher-led discussion** – Teacher to discuss reasons for disciplinary action. There are several reasons for workplace disciplinary action. They include:   * Discrimination including based on gender, ethnicity, religion, sexual orientation, age, disability. * Breaching of health and safety regulations. * Harassment. * Misuse of internet or email. * Unauthorised absence. * Timekeeping. * General misconduct. * Underperformance.   **Underperformance and General Misconduct**  Examples of general misconduct include:   * Lateness / absence from work. * Bad behaviour or attitude. * Low productivity. * Theft, fraud, violence breach of policies or procedures.   Examples of underperformance include:   * Unacceptable standard of work. * Poor quality of work. * Low productivity. * Poor output.   One of the signs of underperformance includes:   * Regular arguing with other members of the team, customers, or suppliers. * Too frequent or lengthy breaks. * Unfair share of work or unpleasant jobs are avoided. * Deadlines are regularly missed. * Frequent unnecessary errors. * Low work rate. * Management involvement is often needed.   **Activity 1** **– Why underperform?**  In groups, learners to discuss how a manager could deal with an employee  who is underperforming because of the following reasons:   1. The person does not know they are underperforming.   Answer: Establish a better understanding of what is expected and what they need to do.   1. The person does not know the performance expected.   Answer: Establish what is expected and what they need to do to meet the standards required.   1. The person cannot perform as required.   Answer: Find out what training needs to be done to get them up to speed.   1. The person will not perform as required.   Answer: Find out why and how we can move forward.  **Considering Dismissal**  Teacher to explain key areas of dismissal and explains that a dismissal is when the employer ends the employment of an employee. This could happen in several ways including:   * An employer ends the employment of an employee, fairly and with or without notice. * Dismissal for conduct or capability reasons. * Gross misconduct. * Redundancy. * Dismissal because of long-term illness.   **Activity 2 - Know your dismissals**  Learners to work in pairs and conduct some research on dismissals.   1. What is unfair dismissal?   Answer: When someone is dismissed without a reasonable reason.   1. What is gross misconduct?   Answers include theft, physical violence, gross negligence, any other reasonable*.*   1. What is a notice period?   Answer: Time needed before someone can leave a job.  **Reflective question:** How would you feel if you were made redundant from a job you loved? Would you expect the redundancy package to be acceptable? Answers will vary.  **Progress Check -** Teacher to lead quiz to reinforce learning and check progression.  What is the missing word?   1. Disciplinary action may be taken if (workdays) are regularly missed. 2. (Notice) is usually given for leaving an organisation and is usually around a month. 3. Theft is usually identified as (gross) misconduct. 4. (Promotion) sometimes occurs when an employee asks their boss for it!   **Lesson recap** – Revisit the learning outcomes from the beginning of the session, explaining how these learning outcomes have been met.  **Home Study** – **Motivation**  The next lesson is focused on motivating of individuals. For this task, investigate what motivates an employee to work. | Post-it notes  Internet access | Questions and answers  Group presentation  Partner discussion  Research  Quiz | 3.2.1 |
| 14 | **Introduction - Financial methods of motivation**  **Starter Activity** – **What motivates you?**  In groups, ask learners what would motivate them to work for an organisation. Think about both financial and non-financial motivations and write answers on post-it notes.  Answers to include:   * Interesting, challenging, and exciting work. * Opportunity for promotion and growth. * A good salary. * The working conditions are excellent. * Control over the job. * Job security. * Fear.   **Introduce the learning outcomes of the lesson:**  Learners must be able to:   * **Define** the meaning of motivation. * **Identify** the range of financial methods used to motivate.   Learners may also be able to:   * **Outline** the impact of using specific financial methods.   **Teacher-led discussion –** Teacher to explain that financial motivation involves motivating employees with money and things associated with money.  **Activity 1** – **It’s all about the money**  There are several financial methods that an organisation can introduce.   1. In pairs, learners to identify the meaning of the following financial terms and give an overview of each:    * Wages (money paid for work which may vary depending on how much is done)    * Salaries (a fixed amount of money paid across a year)    * Piece rate (a fixed amount of money paid on the products produced)    * Hourly rate (a fixed amount of money paid for each hour worked)    * Performance-related pay (payment made on the performance of the employee)    * Bonuses (additional remuneration made on top of wages or salary due to excellent work)    * Commission (again money paid on top of a salary or wages and is usually a percentage on items sold)    * Profit sharing (a plan that gives employees a certain percentage of an employee’s profits) 2. How do you feel that each type may motivate a worker?   Answers will vary.  **Reflective question**: Which financial incentive would you prefer and why? Answers will vary.  **Activity 2** – **Package deal**  Learners work in groups and identify the most suitable remuneration package for the following individuals.   1. Eoin: Commission. 2. David: Performance-related. 3. Meilin: Salary. 4. Elijah: Hourly. 5. Abdul: Profit sharing. 6. Hershel: Wages. 7. Stephanie: Piece rate. 8. Inez: Bonuses.   **Progress Check** -Teacher to lead quiz to reinforce learning and check progression.  True or false?   1. Motivation is how much an employee is paid. (False) 2. Remuneration is the amount of pay an employee receives. (True) 3. A salary is where an employee is paid the same amount each month. (True) 4. A wage is based on piece rate or time rate. (True) 5. A bonus is money given when an employee is given a promotion. (False) 6. More motivated employees are likely to increase the productivity levels of a business. (True)   **Lesson recap** – Revisit the learning outcomes from the beginning of the session, explaining how these learning outcomes have been met.  **Home Study** – **When money is not enough**  For this task, learners need to consider how an organisation may motivate their employees through non-financial methods. | Post-it notes | Questions and answers  Group discussion  Reflective question  Quiz | 3.3.1 |
| 15 | **Introduction - Non-financial methods of motivation**  **Starter Activity – No motivation**  In pairs, learners complete the following sentences.  Employees who are de-motivated or who lack motivation often display:   * Apathy and (indifference) to the job. * Resistance to (change). * A poor record of (timekeeping) and high absenteeism. * A lack of co-operation in dealing with (problems) and difficulties. * (Low) performance and results often not being achieved. * Not being able to accept (responsibility).   **Introduce the learning outcomes of the lesson**:  Learners must be able to:   * **Identify** different methods of non-financial motivation. * **Recognise** the impact of non-financial motivation.   Learners may also be able to:   * **Explain** how these motivational methods can succeed**.**   **Methods**  Teacher to discuss each of the following:   * Job enrichment provides an employee with a wider range of more challenging tasks and more responsibility. * Job enlargement involves employees receiving additional tasks as part of their daily role. * Job rotation involves an employee having more variety in a day-to-day role. * Empowerment is where employees can make more decisions during their day-to-day role.   **Activity 1** – **Methods**  In pairs, assess what is the aim of each of each of these methods and why would they motivate an employee?   * Job rotation.   The aim of this method is to keep a job more varied and the motivation is to avoid boredom.   * Job enlargement.   The aim of this method is to keep a role more interesting and varied.   * Job enrichment.   The aim of this method is to encourage workers to stay and increase productivity.   * Empowerment:   The aim of this method is to make employees feel more valued and trusted by employers*.*  **Reflective question**: Which financial incentive would you prefer and why? Answers will vary per learners’ opinion.  **Activity 2** – **Choosing a method**  Learners to work in groups to identify a plan and what method could be used to develop and motivate the following employees.   * Dima: Empowerment. * Jisoo: Job rotation. * Tom: Job enrichment. * Ola: Job enlargement.   Some answers may vary – teacher to check understanding of each.  **Other methods**  Teacher to discuss that there are two other methods of motivation:   * Training. * Team-working.   **Activity 3** – **Job development**  Learners to work on their own on this scenario: Arjun has just joined a large organisation as a post-graduate. Put the following in an order that would work in Arjun’s development in his first year. Write down the reasons for the order.   * Job rotation. * Appraisal. * Job enlargement. * Off-the-job training. * On-the-job training. * Induction.   **Teacher-led discussion** – Get learners to justify the order. Ensure that Induction is the first and appraisals are the last.  **Benefits of non-financial methods of motivation**  Teacher to discuss the following:   * Increase in productivity: Work levels tend to be higher and of a consistently high quality in a motivated workforce. * Retention of staff: Turnover of staff will be low as fewer employees will leave if they are happy with their working conditions and their pay. * Less time off: If employees enjoy what they do they are less likely to be off ill or have unauthorised absence. * Positive working relationship: Employees are more likely to enjoy other employees’ company. * Customer care: Interactions with customers are more likely to be positive.   **Progress Check** - Teacher to lead quiz to reinforce learning and check progression.  True or false?   1. Money is a significant motivational factor. (True) 2. Employees who are asked to make their own decisions are empowered. (True) 3. Having a clear training structure in an organisation can be a motivational factor. (True) 4. Getting on with colleagues in training exercises can be a motivating factor. (True)   **Lesson recap** – Revisit the learning outcomes from the beginning of the session, explaining how these learning outcomes have been met.  **Home Study** – **Training needs**  For this task, learners need to consider how an organisation considers that training their staff is a win/win for all concerned. |  | Partner discussion  Group presentation  Questions and answers  Reflective question  Quiz | 3.3.2 |
| 16 | **Introduction - Training and Team-working**  **Starter Activity - What makes a good team?**  In small groups, learners to identify from various types of teams which ones they consider as the most and the least effective teams and why. Answers will vary.  **Teacher-led discussion** – Get feedback from each group but look for what happens if they do not work together, what skills are needed, who benefits, any other reasonable.  **Introduce the learning outcomes of the lesson:**  Learners must be able to:   * **Assess** the benefits of effective team working. * **Explain** how training can motivate people.     Learners may also be able to:   * **Recognise** how non-financial methods of motivation can be effective.   **Team-working**  For a team to work effectively, they must develop productive and positive working relationships based on:   * Clear lines of communication. * Openness. * Mutual trust and respect.   **Teacher-led discussion** - Discuss the benefits of team-working for individuals, teams, and organisations.  **Activity 1 – Benefits**  In pairs, learners to discuss the benefits of team working for:   1. Individuals.   Answers include feeling proud, feeling supported, secure, and confident, feeling valued, and opportunities to be creative.   1. Teams.   Answers include working together towards shared objectives, bringing together expertise for the benefit of the team, more flexibility and being able to do a range of tasks.   1. Organisations.   Answers include successful achievement of organisational objectives, access to a range of strengths and talents, good internal communications, increased efficiency, less duplication of work, a more flexible workforce, better relationships with customers and anyone connected to the organisation.  **Training**  Teacher to explain that while training takes time, money and need to be planned properly, it offers several benefits, including:   * Filling staff shortages. * Improved productivity and motivation. * Staff feeling valued by the business. * Boosting staff's self-esteem.   **Activity 2 – Case Study**  Learners to read the case study in their workbook and then answer the following questions:   1. What could the organisation have done to make the training event a positive experience?   Possible answer: They could have discussed the course beforehand, explain the benefits, discussed objectives, arranged work cover, agreed a post course meeting.   1. What could Sarah have done?   Possible answer: Think about what she needs to learn, have a positive attitude to the course, have a plan of action after the course.   1. What are the likely effects of Sarah’s attitude?   Possible answer: She will fail to benefit as will the company.  **Reflective question** - What do you think will motivate you more: money or recognition? Answers will vary.  **Progress Check** -Teacher to lead quiz to reinforce learning and check progression.   1. The manager of a team should not (dominate) it. 2. Any (disagreements) are carefully looked at and so that they are resolved effectively. 3. People in an effective team are free to express their (opinions). 4. True or false? Training staff can help a business develop. (True) 5. True or false? If an employee is motivated, they are more likely to do a good job and work hard. (True)   **Lesson recap** – Revisit the learning outcomes from the beginning of the session, explaining how these learning outcomes have been met.  **Home Study** – **Research task**  For this task, learners should research a motivational theory that will be discussed in the next lesson: this is Maslow’s Theory of Motivation. |  | Partner discussion  Group discussions  Questions and answers  Quiz | 3.3.2 |
| 17 | **Introduction - Motivational Theories: Maslow’s Theory of Needs**  **Starter Activity - Why do people work?**  On post-it notes, learners write down reasons why people work. Think of different people, for example, the bus driver, the head teacher, Elon Musk, Lewis Hamilton.  **Teacher-led discussion** – Get feedback from each group but look for having a purpose, feeling productive is good for people, earning money to have a good standard of living, being independent, enjoying being creative, liking nice things, liking to travel.  **Introduce the learning outcomes of the lesson**:  Learners must be able to:   * **Identify** the stages of Maslow’s hierarchy of needs. * **Explain** how Maslow’s model works.     Learners may also be able to:   * **Recognise** where an individual is on the pyramid.   **Maslow’s hierarchy of needs**  The learner will understand the five stages of Maslow’s hierarchy: The stages are:   * Stage 1 – Physiological needs. * Stage 2 – Safety and security. * Stage 3 – Love and belonging. * Stage 4 – Esteem. * Stage 5 – Self-actualisation.   Teacher tobriefly highlight each step and refer to the starter activity which is concerned with motivation. Emphasise that moving staff up a Maslow level is motivational.  **Activity 1: Match of the Day**  In pairs, learners to match the attributes needed with the most appropriate job:  A place to live (safety) A full time job (safety)  Parents (love and belonging) Sleep (physiological)  A bank account (safety) Marriage (love and belonging)  Creativity (self actualisation) Spontaneity (self-actualisation)  Sense of purpose (self-actualisation)  Health (safety) Friends (social)  Confidence (esteem) Promotion (esteem)  Food (physiological) Respect of others (esteem)  **Activity 2 – On your own**  Think about yourself in life at college, at work and at home.   1. Where are you on the pyramid? 2. What needs have to be met before you can move up? 3. What could happen to you to make you move down? 4. What motivates you to get out of bed in the morning? 5. What motivates you to develop your career?   **Reflective question**: What can you plan in the future so you can move up Maslow’s pyramid?  **Activity 3 – People and needs**  In this activity, learners to work in groups to identify where the following people are on Maslow’s Hierarchy of Needs.   * Eunu: Self-esteem. * Dom: Social. * Simon: Physiological. * Hira: Self-actualisation.   **Progress Check** - Teacher to lead quiz to reinforce learning and check progression.   1. The lowest point on Maslow’s pyramid is called (physiological) needs. 2. The highest point is called (self-actualisation) needs. 3. Wanting to earn the highest commission is an example of (extrinsic) motivation. 4. Wanting to travel the world is an example of (intrinsic) motivation.   **Lesson recap** – Revisit the learning outcomes from the beginning of the session, explaining how these learning outcomes have been met.  **Home Study – Action plan**  For this task, write down a plan of action to reach your goals in life. | Post-it notes | Partner discussion  Questions and answers  Group presentation  Quiz | 3.3.3 |
| 18 | **Introduction - Motivational Theories: Herzberg’s Two-Factor Theory**  **Starter Activity - Work issues**  On post-it notes, learners write reasons why people get fed up with work.  **Teacher-led discussion** – Get feedback from each group but look for poor wages, lack of recognition, long hours, little chance of promotion, very little enjoyment, any other reasonable.  **Introduce the learning outcomes of the lesson:**  Learners must be able to:   * **State** the two factors that make up Herzberg’s two-factor theory. * **Explain** how Herzberg’s model works.   Learners may also be able to:   * **Create** an action plan to motivate staff.   **Introduction**  The psychologist Herzberg identified a theory that focuses on motivation and job satisfaction. He asked two questions:   * What factors lead you to experience extreme dissatisfaction in your job? * What factors lead you to experience extreme satisfaction with your job?     **Factors for Satisfaction and Dissatisfaction**  Teacher to explain the following:   * Factors for Satisfaction - Herzberg called these the motivating factors. * Factors for Dissatisfaction - these factors are called hygiene factors.   The conclusion Herzberg drew is that job satisfaction and job dissatisfaction are not opposites.   * The opposite of Satisfaction is No Satisfaction. * The opposite of Dissatisfaction is No Dissatisfaction.   **Activity 1: Hygiene or Motivation?**  In pairs, learners to indicate whether the condition is a hygiene or a motivational factor:   * Fair play (Hygiene) * Growth (Motivational) * Career advancement (Motivational) * Relationships (Hygiene) * Policies (Hygiene) * Meaningful work (Motivational) * Recognition (Motivational)   **Motivating staff**  Teacher discusses motivating factors. For an organisation to apply Herzberg’s theory, they need to   1. Eliminate job dissatisfaction​ 2. Create conditions for job satisfaction​   **Activity 2 – Take action**  The scenario: You work in the HR Department of a large organisation that has staff issues and high turnover of staff.  1. Identify three actions that you could take to eliminate job dissatisfaction.  Answers include looking for better relationships with the team and peers, better work conditions, improved policies such as more holiday time, more security such as a better pensions*.*  2. Create three conditions that would create job satisfaction.  Answers include looking for rewards for achievement, more chance sof advancement, more varied work, more responsibility.  **Activity 3: What’s important?**  In groups, learners to discuss the following two questions:   1. How important are hygiene factors in terms of employee satisfaction at work? 2. Which are more important and why: hygiene or motivational factors?   **Reflective question**: What do you think of Herzberg’s two-factor theory?  **Teacher-led discussion** – Answers will vary, and the teacher should give feedback.  **Progress Check** -Teacher to lead quiz to reinforce learning and check progression.  Complete the missing words:   1. A good salary is a (hygiene) factor. 2. Having extra responsibility at work is a (motivational) factor. 3. Herzberg asked people to describe work situations where they felt really (good) and (bad) about their jobs.   **Lesson recap** – Revisit the learning outcomes from the beginning of the session, explaining how these learning outcomes have been met.  **Home study** **– Revision**  A reminder of some key terms that we have discussed in past lessons. What do they mean?   * Headhunting: Recruiting people from outside by approaching them. * Word of mouth: Telling people about something. * Shortlist: A list of selected candidates. * Person specification: Describes the personal attributes desired in a candidate. * Freelancer: Someone who is self-employed. * Mentoring: Supporting and helping someone in work, a new employee. * Induction: A new employee introduced and trained within a company. * Appraisal: A review of an employee’s job performance. | Post-it notes | Partner discussion  Questions and answers  Group discussion  Reflective question  Quiz | 3.3.3 |

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| **Learner Workbook: Knowledge Check Answers** |
| 1. Mentoring is usually work based. True or false?   Answer: True.   1. A freelancer is an (external) provider of services to a business. 2. What is the difference between a job description and a person specification?   Answer: A job description is a statement of the tasks to be undertaken and the responsibilities of the employee. A person specification is a description of the personal qualities that match the requirements of the job.   1. Maslow’s hierarchy includes how many categories of needs?   Answer: c - 5.   1. A training method that involves moving employees from one job to another is called   Answer: a job rotation   1. What are the two factors of Herzberg’s Theory?   Answer: Hygiene and Motivational.   1. Lectures are a type of what kind of training?   Answer: b – off the job.   1. Employee recognition programmes meet which of Maslow’s hierarchy of needs?   Answer: a - esteem needs.   1. At which level of Maslow’s hierarchy of needs would you place providing adequate security?   Answers: b – safety.   1. Having disciplinary procedures in the workplace is essential.   Answer: True.   1. What is a psychometric test?   Answer: A method of selection designed to assess a candidate’s personality.   1. What is the purpose of induction training?   Answer: It is designed to help new employees settle in quickly into the business and their jobs. |

**Document information**

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