📑 Summary

Human Resource Management
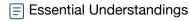
Subject	Year	Start date	Duration
Business Management	Year 13	Week 1, September	6 weeks

Course Part

Description

This is Unit explain what is Human Resource Management, , what is the process of employing and dismissal, what are the different management styles, the different employment patterns, he importance of a corporate culture, the motivational theories, the relationship between management and employees

📚 Inquiry & Purpose

📄 Essential Understandings

Human resource planning (AO1)

Common steps in the process of dismissal and redundancy (AO1)

Labour turnover (AO2)

Common steps in the process of recruitment (AO2)

Types of training: on-the-job, off-the-job, cognitive, behavioural (AO2)

Types of appraisal: formative, summative, 360 degree feedback, self-appraisal (AO2)

How work patterns, practices and preferences change (AO2)

Internal and external factors that influence human resource planning

Outsourcing, offshoring and re-shoring as human resources strategies (AO3)

How innovation, ethical considerations and cultural differences may influence human resource practices and strategies (AO3)

Important terminology to facilitate understanding of different types of organizational structures (AO1)

Different types of organizational charts (AO2)

Changes in organizational structures (AO2)

How cultural differences and innovation in communication technologies may impact on communication in an organization (AO3)

Different types of organizational charts (AO4)

The key functions of management (AO2)

Differentiate between management and leadership (AO2)

Different leadership styles (AO3)

How ethical considerations and cultural differences may influence leadership styles (AO3)

Different types of financial rewards (AO2)

Different types of non-financial rewards (AO2)

How financial and non-financial rewards may affect job satisfaction, motivation and productivity in different cultures (AO2)

The motivation theories of Taylor, Maslow, Herzeberg, Adams and Pink (AO3)

The meaning of organizational structure (AO1)

Elements of organizational culture (AO2)

Types of organizational culture (AO2)

The reasons for and consequences of culture clashes (AO3)

How individuals influence organizational culture and how organizational culture influence individuals (AO3)

The role and responsibility of employee and employer representatives (AO2)

Sources of conflict in the workplace (AO2)

Reasons for employee resistance to change (AO2)

Different industrial/employee relations methods (AO3)

Different approaches to conflict resolution (AO3)

Human resource strategies for reducing the impact of and resistance to change

How innovation, ethical considerations and cultural differences may influence employer/employee relations (AO3)

? Inquiry Questions

Type	Inquiry Questions
Content-based	What are the possibile organizational structures?
Skills-based	To what extent management styles is related with the local culture?
Content-based	To what extent money can motivate employees?
Skills-based	What is the piramid of values stated by Maslow?

⇄ Transfer goals

The long term goal of this unit is to teach students about the management style and motivational theories that will be referenced in the unit of Operations; also the industrial/employees relations, conflicts and possible ways of solutions; the different structural organizations and the process of hiring, training, dismissing an employee.

! Missed concepts/misunderstandings

The classical mis concept in H-R is that money is a universal motivator.

🔍 Curriculum

⊕ Aims

Encourage the systematic and critical study of: human experience and behaviour; physical, economic and social environments; and the history and development of social and cultural institutions

Develop in the student the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society

Promote the appreciation of the way in which learning is relevant both to the culture in which the student lives, and the culture of other societies

Develop an awareness in the student that human attitudes and beliefs are widely diverse and that the study of society requires an appreciation of such diversity

Enable the student to recognize that the content and methodologies of the individuals and societies subjects are contestable and that their study requires the toleration of uncertainty

Empower students to think critically and strategically about individual and organizational behaviour

Enable the student to appreciate the nature and significance of change in a local, regional and global context

Promote awareness of the importance of environmental, social and ethical factors in the actions of individuals and organizations

◇ Objectives

Demonstrate knowledge and understanding of

the business management tools, techniques and theories specified in the syllabus content

the six concepts that underpin the subject

real-world business problems, issues and decisions

the HL extension topics (HL only)

Demonstrate application and analysis of

knowledge and skills to a variety of real-world and fictional business situations

business decisions by explaining the issue(s) at stake, selecting and interpreting data, and applying appropriate tools, techniques, theories and concepts

the HL extension topics (HL only)

Demonstrate synthesis and evaluation of

business strategies and practices, showing evidence of critical thinking

the HL extension topics (HL only)

Demonstrate a variety of appropriate skills to

produce well-structured written material using business terminology

🔖 Syllabus Content

Unit 2: Human resource management

2.1 Functions and evolution of human resource management

Human resource planning (workforce planning)

Labour turnover

Internal and external factors that influence human resource planning (such as demographic change, change in labour mobility, new communication technologies)

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Common steps in the process of recruitment

The following types of training: on the job (including induction and mentoring), off the job, cognitive, behavioural

The following types of appraisal: formative, summative, 360-degree feedback, self-appraisal

Common steps in the processes of dismissal and redundancy

How work patterns, practices and preferences change and how they affect the employer and employees (such as teleworking, flexitime, migration for work)

Outsourcing, offshoring and reshoring as human resource strategies

How innovation, ethical considerations and cultural differences may influence human resource practices and strategies in an organization

2.2 Organizational structure

The following terminology to facilitate understanding of different types of organizational structures: delegation, span of control, levels of hierarchy, chain of command, bureaucracy, centralization, decentralization, de-layering

The following types of organization charts: flat/horizontal, tall/vertical, hierarchical, by product, by function, by region

Changes in organizational structures (such as project-based organization, Handy's "Shamrock Organization")

How cultural differences and innovation in communication technologies may impact on communication in an organization

2.3 Leadership and management

The key functions of management

Management versus leadership

The following leadership styles: autocratic, paternalistic, democratic, laissez-faire, situational

How ethical considerations and cultural differences may influence leadership and management styles in an organization

2.4 Motivation

The following motivation theories: Taylor, Maslow, Herzberg (motivation–hygiene theory), Adams (equity theory), Pink

The following types of financial rewards: salary, wages (time and piece rates), commission, profit-related pay, performance-related pay (PRP), employee share ownership schemes, fringe payments (perks)

The following types of non-financial rewards: job enrichment, job rotation, job enlargement, empowerment, purpose/the opportunity to make a difference, teamwork

How financial and non-financial rewards may affect job satisfaction, motivation and productivity in different cultures

2.5 Organizational (corporate) culture (HL only)

Organizational culture

Elements of organizational culture

Types of organizational culture

The reasons for, and consequences of, cultural clashes within organizations when they grow, merge and when leadership styles change

How individuals influence organizational culture and how organizational culture influences individuals

2.6 Industrial/employee relations (HL only)

The role and responsibility of employee and employer representatives

The following industrial/employee relations methods used by employees: collective bargaining, slowdowns/goslows, work-to-rule, overtime bans and strike action

The following industrial/employee relations methods used by employers: collective bargaining, threats of redundancies, changes of contract, closure and lock-outs

Sources of conflict in the workplace

The following approaches to conflict resolution: conciliation and arbitration, employee participation and industrial democracy, no-strike agreement, single-union agreement

Reasons for resistance to change in the workplace (such as self-interest, low tolerance, misinformation and interpretation of circumstances)

Human resource strategies for reducing the impact of change and resistance to change (such as getting agreement/ ownership, planning and timing the change and communicating the change)

How innovation, ethical considerations and cultural differences may influence employer–employee relations in an organization

📄 Content

Students will know how is the process of selection, training and dismissal of an employee; the different organizational structures;

outsourcing, plus a minus, different management styles, motivational theories and rewarding systems; corporate culture,

different cultures in multinational companies; conflict resolution between companies and employees

🚀 Skills

Analysis end evaluation. Critical thinking skills.

💡 Concepts

In this unit we will link the content with the concepts of Culture, Change, Ethics, Strategy

🔗 Connections

🌐 International Mindedness

In this unit, we will explore the issues of culture clashes and different values that different cultures have and that come into play the moment companies decide to become multinational

🎓 Academic Integrity

Academic integrity will be reinforced to the concepts of ethics that a manager should show and how it will be assessed by his

team not by his words but by his actions

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💻 Information Communication Technology

In this unit IT will be referenced as a means that helps immediate communication in international companies; that allowed

companies to de-layer its structure, that on the other hand put a lot of pressure on employees

💬 Language and learning

Scaffolding for new learning
Acquisition of new learning through practice

In this unit the students will learn the meaning of new terms, together with some theories that show that money is not the only motivator that is important for people,

💡 TOK Connections

How reasons and emotions come into play during the evaluation of a candidate.

What is the impact, on foreign culture, of using the english language as the official business language of the company?

🧠 Metacognition

Reflection on content
Reflection on concepts

In this unit we will explore contents related to Culture, Change, Ethics, Strategy, Globalization and Innovation; it is maybe the only unit that allows to make links to all the 6 concepts at once.

📝 ATL Skills

👤 Approaches to Learning

Description
Students are required to think about the challenge posed to work with people of different culture and / or different values; they will understand the importance of communication as a means to avoid conflicts and misunderstanding; with the motivational theories they will learn how to think about the values the drive people to do what they do

⚙️ **Thinking**

- In this unit, we will

  ask students to formulate a reasoned argument to support their opinion or conclusion

  give students time to think through their answers before asking them for a response

  ask open questions

  require students to take an unfamiliar viewpoint into account when formulating arguments

  include a reflection activity

  make a link to TOK

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🌍 Social

- In this unit, we will

    allocate, or ask students to allocate among themselves, different roles in a classroom discussion or activity

    have students peer assess their group performance or process

    support students in resolving a conflict in a team

    give a group assessment task

    give students feedback on how they worked as a group

    have students discuss their understanding of a text or idea among themselves and come up with a shared understanding

    provide an opportunity for students to analyse the impact of their behaviour on the class or on a group performance

    encourage students to consider alternative points of view or to take the perspective of others

    provide opportunities for students to make decisions

💬 Communication

- In this unit, we will

    ask students to explain their understanding of a text or idea to each other

    have students give an oral presentation without reading from their notes

    assess or give feedback on speaking or writing concisely

    encourage or require students to plan a response before they begin

    ask students to formulate arguments clearly and coherently

    encourage all students to contribute to discussions

👨‍🔧 Developing IB Learners

⭐ Learner Profile

🔍 Inquirers

📚 Knowledgeable

💡 Thinkers

💬 Communicators

❤️ Principled

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🖼️	Open-minded
🤝	Caring
⚖️	Balanced
🗿	Reflective

📋 Assessment

F Formative assessment

All the activities in the textbook will be discussed together during the lesson. Each student is expected to give his contribution to the discussion

SEP 7 — Y13A - BM - Baseline assessment
`HL` `SL` `Formative` `Test` 🕐 Wednesday at 10:30 AM

SEP 8 — Year 13A - BM - Unit 2 - Activities 2.1.1, 2.1.3
`HL` `SL` `Formative` `Homework` 🕐 Thursday at 8:55 AM

Discussion of test cases concerning HR management and employment schemes

SEP 20 — Year 13A - BM - Unit 2 - Activities 2.3.2, 2.3.3, 2.3.4
`HL` `SL` `Formative` `Homework` 🕐 Tuesday at 1:15 PM

Discussion of test cases about leadership styles

OCT 6 — Year 13A - BM - Unit 2 - Activities 2.5.1, 2.5.2, 2.5.3, 2.5.4
`HL` `Formative` `Homework` 🕐 Thursday at 4:05 PM

Test case discussion about Corporate culture, strategy and culture clash

OCT 18 — Year 13A - BM - Unit 2 - Activities 2.6.1, 2.6.2, 2.6.3, 2.6.3, 2.6.5
`HL` `Formative` `Homework` 🕐 Tuesday at 9:50 AM

Read and answer the questions of the test cases in the Title line

SEP 6 — Year 13B - BM - Baseline assessment
`HL` `SL` `Formative` `Test` 🕐 Tuesday at 10:35 AM

SEP 8 — Year 13B - BM - Unit 2 - Activities 2.1.1, 2.1.3
`HL` `SL` `Formative` `Homework` 🕐 Thursday at 8:55 AM

Discussion of test cases concerning HR management and employment schemes

SEP 20 — Year 13B - BM - Unit 2 - Activities 2.3.1, 2.3.2
`HL` `SL` `Formative` `Homework` 🕐 Tuesday at 4:00 PM

Discussion of test cases about management styles

OCT — Year 13B - BM - Unit 2 - Activities 2.5.1, 2.5.2, 2.5.3, 2.5.4, 2.5.5

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6	HL Formative Homework	🕐 Thursday at 4:05 PM

Test case discussion about Corporate culture, strategy and culture clash

Ⓢ Summative assessment

For each chapter of the unit, there will be a summative test with some question about the contents of the chapter studied, and a Paper 2 / Section C question. The goal is to train students from the very beginning how to answer the Paper 2 / Section C question and to build their own portfolio of test cases that they can refer in answering this question

SEP 14 — Year 13A - BM - Unit 2 - Chapter 2.2 Test
HL SL Summative Test 🕐 Wednesday at 2:15 PM

Sumative test about organizational structures

SEP 21 — Year 13A - BM - Unit 3 - Chapter 2.3 Test
HL SL Summative Test 🕐 Wednesday at 1:15 PM

Test about leadership styles

OCT 4 — Year 13A - BM - Unit 2 - Chapter 2.4 Summative Test
HL SL Summative Test 🕐 Tuesday at 9:30 PM

Summative assessment about motivation

OCT 11 — Year 13A - BM - Unit 2 - Chapter 2.5 Summative Test
HL Summative Test 🕐 Tuesday at 10:30 PM

Summative assessment about corporate culture

OCT 19 — Year 13A - BM - Unit 2 - Chapter 2.6 Test
HL Summative Test 🕐 Wednesday at 8:10 AM

Summative assessment about Industrial/employees relations

SEP 14 — Year 13B - BM - Unit 2 - Chapter 2.2 Test
HL SL Summative Test 🕐 Wednesday at 2:15 PM

Sumative test about organizational structures

SEP 22 — Year 13B - BM - Unit 2 - Chapter 2.3 Test
HL SL Summative Test 🕐 Thursday at 4:00 PM

Test about management styles

OCT 4 — Year 13B - BM - Unit 2 - Chapter 2.4 Summative Test
HL SL Summative Test 🕐 Tuesday at 9:30 PM

Summative assessment about motivation

OCT 18 — Year 13B - BM - Unit 2 - Chapter 2.6 test
HL Summative Test 🕐 Tuesday at 8:15 AM

Summative test about Industrial/employees relations

📋 Peer and self assessment

In each test case discussion, students are asked to assess the answers of their peer and to argument their assessment

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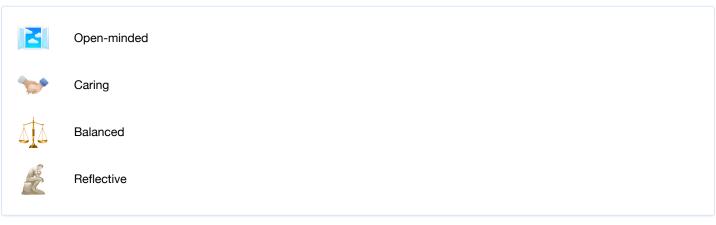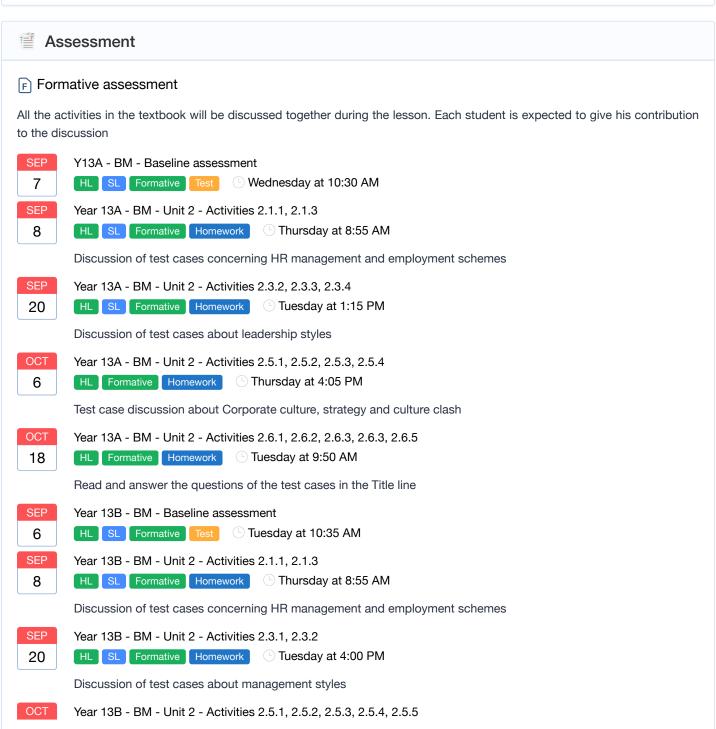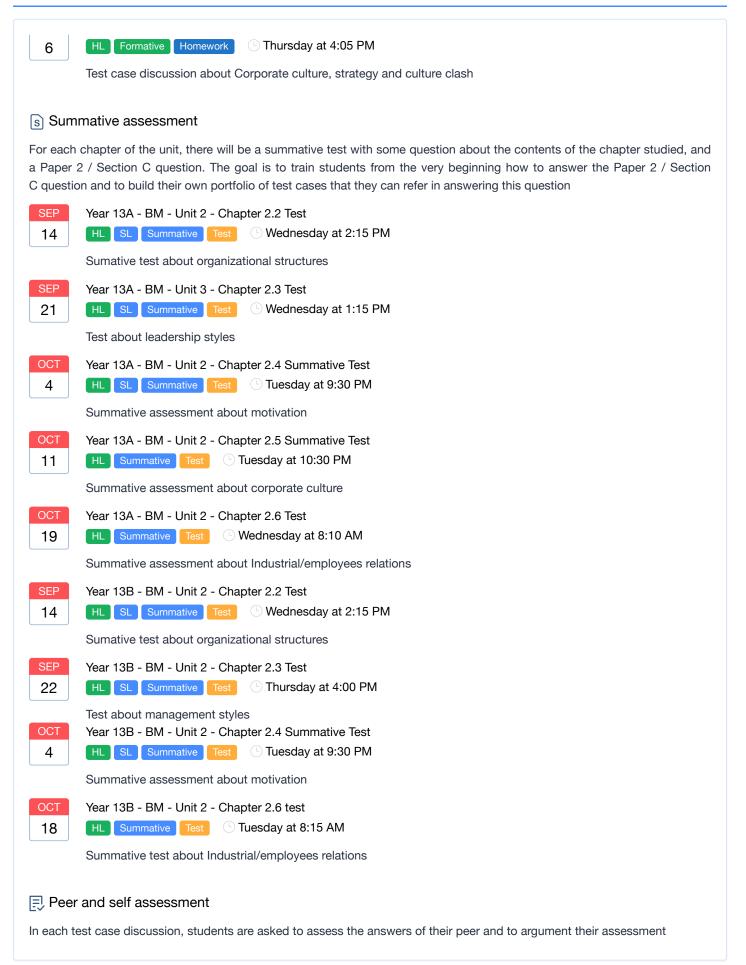## ⚙️ Standardization and moderation

Students are informed, since the first lessons, of the criteria used in the assessments. They are provided with the IB Business Management Guide and they are requested to read it periodically. The content of this guide is also explored together in class since the very first lesson, to inform students about the syllabus, the Internal Assessment, the Extended Essay, the exams and the expectations.

📄 Assessment criteria

SL Criteria
Internal Assessment

A: Supporting documents

B: Choice and application of business tools, techniques and theories

C: Choice and analysis of data and integration of ideas

D: Conclusions

E: Evaluation

F: Structure

G: Presentation

External Assessment

Paper 1 (Units 1-5) Section A

Structured questions based on the pre-seen case study

Paper 1 (Units 1-5) Section B

Structured question based mainly on additional stimulus material

Paper 2 (Units 1-5) Section A

Structured questions based on stimulus material with a quantitative focus

Paper 2 (Units 1-5) Section B

Structured questions based on stimulus material

Paper 2 (Units 1-5) Section C Extended response questions

A: Knowledge and conceptual understanding

B: Application

C: Reasoned arguments

D: Structure

E: Individuals and societies

HL Criteria
Internal Assessment

A: Research proposal

B: Sources and data

C: Use of tools, techniques and theories

D: Analysis and evaluation

E: Conclusions

F: Recommendations

G: Structure

H: Presentation

I: Reflective thinking

External Assessment

Paper 1 (Units 1-5 including HL extension topics) Section A

Structured questions based on the pre-seen case study

Paper 1 (Units 1-5 including HL extension topics) Section B

Structured question based mainly on additional stimulus material

Paper 1 (Units 1-5 including HL extension topics) Section C Extended response questions

A: Knowledge and understanding of tools, techniques and theories

B: Application

C: Reasoned arguments

D: Structure

E: Individuals and societies

Paper 2 (Units 1-5 including HL extension topics) Section A

Structured questions based on stimulus material with a quantitative focus

Paper 2 (Units 1-5 including HL extension topics) Section B

Structured questions based on stimulus material

Paper 2 (Units 1-5 including HL extension topics) Section C Extended response questions

A: Knowledge and conceptual understanding

B: Application

C: Reasoned arguments

D: Structure

E: Individuals and societies

Description

At this point of the Syllabus, students can be assessed using all the criteria.

📖 Learning Experiences

📑 Prior learning experiences

The subject is entirely new for students. What is required as a prerequisite is a good command on English language.

🧠 Pedagogical approaches

I often give questions to my students and ask them to think about it and give an answer. This improve their thinking skills and their inquisitive skills. Often understanding comes from the ability to make the right question.

💬 Feedback

Students are informed and reminded on a regular basis about what they are expected to do; the reminders will be verbal and written. Their level of understanding is constantly checked out during the formative assessments sessions (discussion in class of real test cases)

👥 Student expectations

Mark Schemes are shown and explained from the very beginning.

The syllabus is made of many real test cases; templates of business documents are provided and students are required to

answer exam type questions during their assessment

🖼 Support materials

Examples
Templates
Sample Exam Questions
Mark Schemes

Mark Schemes are shown and explained from the very beginning.

The syllabus is made of many real test cases; templates of business documents are provided and students are required to

answer exam type questions during their assessment

👨‍🏫 Learning Process

Lecture
PowerPoint lecture/notes
Individual presentations
Student lecture/leading

There are no small groups. The whole class is one team and it is expected to work as a team

📋 Differentiation

Scaffold learning
Extend learning

I often give suggestions about how is it possible to use study in a smarter way, how to use schemes to organize ideas and

concepts.

The use of technology is encouraged to improve their learning process

🎨 Reflections & Evaluation

General Reflections & Evaluation

⬅ Prior to studying the unit

Domenico Galizia Sep 2, 2021 at 8:07 PM

Explain what are the core topics of this unit

Domenico Galizia Oct 16, 2022 at 9:39 PM

Explain to students the importance of this unit and the motivational theories that will be referenced in operations.

☰ During the unit

Domenico Galizia Sep 2, 2021 at 8:07 PM

Connect the content with other units and with the concepts

Domenico Galizia Sep 2, 2021 at 8:13 PM

This is the less familiar and less favourite of the 5 units. Need to find a way to teach it that is more interesting for the teacher and for the students

Domenico Galizia Oct 16, 2022 at 9:39 PM

The most difficult part of this unit is to explain the motivational theories and the different financial rewards.

Students have a hard time applying the theories to real situations and tend to consider money as the only possible motivator.

⇶ Notes/changes/suggestions:

Domenico Galizia Nov 21, 2021 at 5:18 PM

Use more graphics to show the difference between different organizational structures.

Domenico Galizia Nov 21, 2021 at 5:19 PM

Use graphics and video to show motivational theories (Ted Talks of Daniel Pink)

Domenico Galizia Oct 16, 2022 at 9:42 PM

Relate the motivational theories to the Chapter 1.3 about strategies and targets; to the Chapter 3.5 and 3.9 for the consequences of lowering the wage, after an financial analysis or a variance analysis

☑ What worked well

Domenico Galizia Oct 16, 2022 at 9:43 PM

Students understood the difference between a manager and a leader

🌡 What didn't work well

Domenico Galizia Nov 21, 2021 at 5:20 PM

Not all the students understood the function and the validity of a trade union from the business perspective. Those who didn't understand, saw the trade union just as an hassle and a cause of waste of money. Check if this has to do with prejudices.

Domenico Galizia Oct 16, 2022 at 9:44 PM

Students had a hard time connecting motivational theories to real test cases. Students also have difficulties figuring out what a Trade Union is and how it works.

⇆ Transfer reflection

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Domenico Galizia Nov 21, 2021 at 5:22 PM

Remember to refer Outsourcing, Offshoring and Motivational Theories in Operations. Check that the students remember and recollect well these concepts and theories; make connections between the units; underline the difference of perspective between HR and Operations.