Texas CTE

Human Resources Management (2015)

Adopted 2015

Human Resources Management

1. **The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:**
   - A. communicate effectively with others using oral and written skills; 1.A
   - B. demonstrate collaboration skills through teamwork; 1.B
   - C. demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace; 1.C
   - D. demonstrate a positive, productive work ethic by performing assigned tasks as directed; 1.D
   - E. comply with all applicable rules, laws, and regulations; and 1.E
   - F. demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results. 1.F

2. **The student demonstrates an understanding of the traditional human resources functions. The student is expected to:**
   - A. define the term human resources; 2.A
   - B. classify the basic human resources functions such as recruiting, selecting, training, developing, and compensating; 2.B
   - C. explain contemporary issues facing human resources managers such as globalization, diversity, new technologies, knowledge workers, and changing trends in the workplace; 2.C
   - D. explain strategies used by contemporary human resources management such as proactive, reactive, downsizing, outsourcing, offshoring, and employee leasing to deal with change; 2.D
   - E. illustrate how the changing demographic trends in the workplace impact diversity in human resources management; 2.E
   - F. categorize the basic responsibilities of a human resources manager, including advice and counsel, service, policy formulation and implementation, and employee advocacy; 2.F

Skip to main content

G. explain the basic competencies required of an effective human resources manager, including business mastery, human resources mastery, and personal credibility; and 2.G

H. define the need and proper steps for strategic planning in human resources such as mission, vision, and values; environmental analysis; internal analysis; strategy formulation; strategy implementation; and evaluation and assessment. 2.H

---

3. The student understands and explains how to meet human resources requirements. The student is expected to:

A. analyze the major Equal Employment Opportunity laws; 3.A

B. discuss federal laws and executive orders that influence human resources management; 3.B

C. explain the importance of establishing and implementing strong policies and procedures for dealing with sexual harassment; 3.C

D. examine the contemporary social and political issues facing human resources such as sexual orientation, immigration reform and control, and Uniform Guidelines on Employee Selection Procedures; 3.D

E. explain the proper procedures to comply with Equal Employment Opportunity Commission rules and regulations; 3.E

F. analyze the contemporary concepts of job analysis, employee involvement, and flexible work schedules; 3.F

G. create a job description; and 3.G

H. research current cases dealing with equal employment using appropriate online technology. 3.H

---

4. The student demonstrates the proper methods and sources of recruitment. The student is expected to:

A. evaluate the proper methods of recruiting externally; 4.A

B. explain the proper methods of recruiting internally; 4.B

C. hypothesize how to develop a diverse pool of talent for employment consideration; and 4.C

D. explain the application of Equal Employment Opportunity Commission guidelines to the recruitment process. 4.D

---

5. The student demonstrates the proper methods of employee selection. The student is expected to:

A. explain how to match an applicant to a job using job analysis and a job description; 5.A

B. explain the different types of commonly used pre-employment tests such as polygraph tests, honesty and integrity testing, graphology, physical examination, and drug testing; 5.B

Skip to main content

C. clarify the relevant factors that should be considered in conducting a criminal background check; and 5.C

D. demonstrate the proper methods of conducting pre-employment interviews. 5.D

6. **The student describes the need for training. The student is expected to:**

A. analyze the information necessary prior to the implementation of any job-related training, including task analysis and person analysis; 6.A

B. design a training program; 6.B

C. explain how to implement a training program; 6.C

D. evaluate a training program; 6.D

E. illustrate the necessity for new employee orientation and the topics that should be covered; 6.E

F. explain the concept of on-the-job training and other forms of skills training; and 6.F

G. understand the need for training newly hired employees in proper Equal Employment Opportunity Commission rules and procedures, including training on sexual harassment. 6.G

7. **The student describes the need to develop and evaluate employees. The student is expected to:**

A. explain why employees often need additional training such as learning new skills and technologies and complying with new laws and regulations; 7.A

B. construct an employee appraisal program that complies with all applicable laws; and 7.B

C. explain who should evaluate employees, including supervisors and managers, peers, customers or clients, and subordinates. 7.C

8. **The student describes how to implement a compensation program. The student is expected to:**

A. interpret the basis of compensation and how it meets with organizational objectives; 8.A

B. explain the factors that influence the pay and benefits system; 8.B

C. summarize pay for performance, commission, and piece-rate systems; 8.C

D. explain how to perform a wage and salary survey; 8.D

E. interpret competence-based pay; 8.E

F. understand the major federal regulations that influence employee compensation, including Davis-Bacon Act, Walsh-Healy Act, and Fair Labor Standards Act; 8.F

G. identify some of the contemporary issues regarding compensation, including equal pay, wage-rate compression, comparable worth, low salary budgets, and employee stock ownership plans; 8.G

H. explain pay for performance incentives such as bonuses, merit pay, profit sharing, recognition, and stock options; 8.H

Skip to main content

I. explain the ethical and public relations issues regarding executive compensation; and 8.I

J. research contemporary cases dealing with executive compensation using appropriate online technology. 8.J

9. The student masters the intricacies of creating and implementing a benefits plan. The student is expected to:

A. explain the federally mandated benefits, including Federal Insurance Contributions Act Tax, Federal Unemployment Tax Act, workers' compensation, Consolidated Omnibus Budget Reconciliation Act, Family and Medical Leave Act, and Older Workers Benefit Protection Act; 9.A

B. summarize the major discretionary benefits such as healthcare, payment for time not worked, holidays, vacation, sick leave, personal days off, supplemental unemployment benefits, life insurance, long-term care insurance, retirement, pension plans, and thrift plans; and 9.B

C. explain the ancillary services sometimes offered to employees such as employee assistance plans, personal counseling, child and elder care, credit unions, cafeterias, employee discounts, legal services, and recreation and health clubs. 9.C

10. The student discusses the importance of workplace safety and health rules and regulations. The student is expected to:

A. interpret the Occupational Safety and Health Act; 10.A

B. explain the right-to-know laws; 10.B

C. construct a program promoting safety awareness; 10.C

D. explain the necessity of enforcing workplace safety rules; 10.D

E. explain the processes for recording and investigating workplace accidents; 10.E

F. demonstrate what can be done to prevent or address workplace violence; 10.F

G. explain what can be done to address employee stresses in the workplace; and 10.G

H. research contemporary cases addressing workplace violence using appropriate online technology. 10.H

11. The student discusses employee-management relations. The student is expected to:

A. explain employee rights versus employer responsibilities; 11.A

B. describe how to implement disciplinary policies and procedures; 11.B

C. identify the proper methods of discharging employees; 11.C

D. define the concept of Alternative Dispute Resolution; 11.D

E. summarize the major federal labor relations laws, including Railway Labor Act, Norris-LaGuardia Act, Wagner Act, and Landrum-Griffin Act; 11.E

F. describe the reasons why employees unionize; 11.F

Skip to main content

G. explain what employers can and cannot do during the unionization process; 11.G

H. explain the structure and functions of a union; 11.H

I. discuss the major union organizations such as AFL-CIO, national unions, local unions, and international unions; 11.I

J. summarize the collective bargaining process and the issues typically negotiated such as wages, hours, and working conditions; 11.J

K. explain a typical grievance procedure; 11.K

L. define grievance arbitration; 11.L

M. explain the contemporary challenges facing labor organizations and unions, including foreign competition, technological change, decline in union membership, and employers' focus on maintaining good working conditions to maintain non-union status; and 11.M

N. research contemporary cases on labor relations using appropriate online technology. 11.N

---

12. The student analyzes the future global considerations impacting human resources. The student is expected to:

A. explain international human resource issues; 12.A

B. identify the issues associated with recruiting and selecting employees internationally; 12.B

C. discuss how to deal with compensation issues in a host country environment; 12.C

D. identify the problems and solutions for addressing international employee evaluations and appraisals; and 12.D

E. explain the international organized labor environment. 12.E

---

13. The student knows self-development techniques and interpersonal skills to accomplish human resources objectives. The student is expected to:

A. identify and practice effective interpersonal and team-building skills involving situations with coworkers, supervisors, and subordinates; and 13.A

B. participate in leadership and career development activities. 13.B