

You're Hired!

Level 1 Business Studies
1.5 Recruitment Processes
90841
3 Credits

Achievement Objectives	Learning Outcomes	Key Competencies
<p>This unit relates to level 6, learning objective 1.</p> <p>Students will gain knowledge, skills and experience to:</p> <p>Understand how, as a result of internal and external factors, small business owners make operational decisions that have consequences for the success of their business.</p> <p>Understanding of the concepts globalisation, citizenship and sustainability</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Apply the recruitment process to a suitable small business. • Present their work in a format that identifies the key areas of the process. • Investigate and justify why the business makes the recruitment decisions it does. 	<p>Thinking: Relate business theory to a business context.</p> <p>Managing Self: Time management skills required for independent learning task.</p> <p>Relating to Others: Ability to gather information from a business owner regarding the processes they use.</p> <p>Participating and Contributing: Students will have opportunity to participate and contribute to the wider business community.</p>
ICT	Literacy/Numeracy	Success Criteria
<ul style="list-style-type: none"> • Using a range of online tools students will research their business to gather background information before field trip. • Students will present their assessment using Microsoft PowerPoint. 	<p>Students will:</p> <ul style="list-style-type: none"> • Will research/investigate and gather their information through a combination of reading and verbal methods. • Communicate their findings in written format. • Also refer to p 16 NZC 	<p>By the end of this unit students should be able to demonstrate an understanding of:</p> <ul style="list-style-type: none"> • Job Description • Person Specification • Methods of advertising • Screening and Shortlisting • Interview and testing • Offer and acceptance process (including employment contract) • Induction and powhiri/whakatau

Maori Concepts	Resources	ESOL/Learning Support
<ul style="list-style-type: none"> • kawa • tuakana and teina • whanaungatanga • tiaki • manaakitanga • mana • powhiri • whakatau 	<ul style="list-style-type: none"> • Spookers Ltd EOTC forms • Assessment task and schedule • Human Resource Processes Workbook 	<p>Students will:</p> <ul style="list-style-type: none"> • Undertake and participate in classroom activities where possible. • Students will discuss with teacher whether they would like to complete the assessment. This will also be in conjunction with the school ESOL coordinator. • Students encouraged to resubmit and given extra time allowance if needed. • Use of strategies for ESOL students from ESOL online
Principles	Values	Assessment Tasks
<p>High Expectations</p> <ul style="list-style-type: none"> • Learning outcomes and success criteria are developed for each unit • Learning outcomes and success criteria identified for each lesson • Students set own stretch goals at the start of the unit <p>Treaty of Waitangi</p> <ul style="list-style-type: none"> • Develop students understanding of the relevant Maori Business Concepts • Maori contexts are studied where relevant <p>Cultural Diversity</p> <ul style="list-style-type: none"> • Students will be given equal opportunities regardless of cultural background. • Students have the opportunity to share their learning with their families and to share their family experiences in the classroom. • How culture influences the way a business is operated will be studied where relevant. <p>Inclusion</p> <ul style="list-style-type: none"> • All students are included in the learning. • A wide variety of learning styles are incorporated in the teaching and assessment methods. • Assessment methods will be flexible to suit the needs of the students. 	<p>This assessment relates to four of the eight curriculum values.</p> <p>Innovation, inquiry and curiosity: students are provided with a field experience that requires them to think critically and creatively about human resource processes in a 'real life' business scenario.</p> <p>Community and Participation: Students participate in the wider business community and develop responsibility by treating the business premise and staff maturely.</p> <p>Integrity: This relates very closely to Community and Participation and the Respect of Others Values. Students are encouraged to act responsibly and being accountable for their actions.</p> <p>Respect of Others: students are present when potential employees are interviewed which requires them to be respectful of the people and the processes.</p>	<p>Achievement Standard:</p> <p>90841</p> <p>Investigate aspects of human resource processes in a business.</p>

- Learning experiences will be accessible to all students.

Learning to Learn

- Students reflect on their goals and set targets.
- Students identify how they learn best.
- Teachers provide a variety of learning strategies and experiences.

Community Engagement

- Students' prior knowledge of the business environment in the local community will be utilised in the classroom.
- Local businesses from the community will be studied where relevant.
- Experts from the local community and the students Whanau will be utilised where applicable.

Coherence

- Links will be made between the different levels of study as the course progresses.
- Pathways are present to allow progression in the subject.
- Scaffolding will be provided for students entering with limited prior knowledge.

Suggested Lesson Outline

Lesson	Title	Learning Outcomes Students will be able to:	Learning Activities (Suggested and consider Teaching as Inquiry)	Resources
Lesson 1	Unit Introduction	<ul style="list-style-type: none"> • Understand how the skills learned in this unit relate to their overall learning and to their external assessment • Get a brief overview of unit • Examine areas where they need to improve their business knowledge KWL 	<ul style="list-style-type: none"> • Knowledge assessment conducted as a class on whiteboard – teacher led (revised in lesson 12) KWL Chart • PowerPoint Presentation – clear and logically presented – keep teacher clear and succinct • HW – Field Trip Information and Permission Sheets 	<ul style="list-style-type: none"> • Laminated KWL Chart • PowerPoint Presentation • Field trip Information and Permission Sheets
Lesson 2	Job Analysis	<ul style="list-style-type: none"> • Understand why this first step in the recruitment process is important and should not be overlooked. • Identify various job roles within a given business and analyse their key elements. 	<ul style="list-style-type: none"> • Workplace Activity – students are put into groups of 3 – 4 and given two business cards. Each card contains information about what the business does ie. what it produces and how. • The groups need to identify the different job roles within each business and explain why they are necessary for the success of the business. • Arrange it so that the groups have identical businesses then get those teams together to discuss what they had in common and which roles were different. 	<ul style="list-style-type: none"> • 6-8 different business scenario cards.
Lesson 3	Job Description	<ul style="list-style-type: none"> • Students will be able to define the term and explain why they are important. • Draft an outline of a job description from a given job profile. 	<ul style="list-style-type: none"> • Quiz the Teacher! – Students can quiz their teacher about what their job involves and write a job description for it. 	
Lesson 4	Person Specification	<ul style="list-style-type: none"> • Understand why it is important to hire the right person to do a job. • Identify key attributes that a successful applicant from a job description would need. (See activity). 	<ul style="list-style-type: none"> • Teach students the SPEAK tool. Use it find the attributes needed in the person specification. • Skills • Personality • Experience • Attitude • Qualifications 	<ul style="list-style-type: none"> • Copies of at least two clearly written job descriptions. (Starbucks have very good ones on their website.)

Lesson	Title	Learning Outcomes	Learning Activities	Resources
		Students will be able to:		
Lesson 5	Methods of Advertising	<ul style="list-style-type: none"> Learn the different methods of advertising for applicants. Identify advantages and disadvantages for them. Advise various business profiles for advertising successfully. 	<ul style="list-style-type: none"> Use business profiles to illustrate how advertising successfully is important to attracting the 'right' applicants. Students are given profiles and need to write recommendations for advertising campaigns – explaining why. 	<ul style="list-style-type: none"> Business profiles.
Lesson 6	Skills, Application and Monitoring Lesson	<ul style="list-style-type: none"> Apply all knowledge to date to a case study in a similar format to the internal assessment requirements. 	<ul style="list-style-type: none"> Case Study application for job analysis, job description, person specification and advertising. Assessment writing practice <i>Excellent opportunity to monitor progress of students and level of understanding before assessment.</i> 	<ul style="list-style-type: none"> Appropriate Case Study. Preferably a business similar to the one being used for Internal Assessment if selected by teacher.
Lesson 7	Screening and Shortlisting	<ul style="list-style-type: none"> Understand the different methods of screening and short listing. Identify key reasons why this process differs from business to business. 	<ul style="list-style-type: none"> Students are provided with two business environments where the screening and shortlisting processes differ. Students need to choose applicants from a selection of 10 to provide the best two candidates to be shortlisted for each business. 	<ul style="list-style-type: none"> 10 applicant cards 2 business scenarios including their screening processes. I.e. Police and Supermarket.
Lesson 8	Interview and Testing	<ul style="list-style-type: none"> Understand how testing in specific areas can be crucial to predicting success on the job. 	<p>http://www.youtube.com/watch?v=b56eAUCLok&feature=related</p> <ul style="list-style-type: none"> You're Fired! Set up a Donald trump type scenario and test different teams on their abilities to complete tasks till you get down to two teams. Interview then class chooses which team to hire! 	<ul style="list-style-type: none"> Activity cards for different tasks that teams need to complete so they are not eliminated.
Lesson 9	Psych and Personality Testing	<ul style="list-style-type: none"> Understand the unique make up of their own personalities and discover the role they play in some screening and short listing processes. 	<ul style="list-style-type: none"> Computer lab – students can complete online psych and IQ tests. It is really interesting for students to discover what personality types are suitable for different vocations. 	<ul style="list-style-type: none"> Computer lab
Lesson 10	Offer and Acceptance Process	<ul style="list-style-type: none"> Identify reasons why offering the job to the right person is important. Learn what an offer of employment generally entails. Understand what an employment contract is. 	<ul style="list-style-type: none"> To sign or Not to sign? Students are given a dodgy contract which they must read and identify the areas that are inconsistent with what you would expect from a job in New Zealand. 	<ul style="list-style-type: none"> Copies of an altered contract with at least 5 areas that are not consistent with NZ workplace

				expectations.
Lesson	Title	Learning Outcomes	Learning Activities	Resources
		Students will be able to:		
Lesson 11	Induction, powhiri and Maori Concepts	<ul style="list-style-type: none"> Understand the purpose of induction training, both on the job and off the job. Identify reasons for different kinds of induction programmes. Understand what a powhiri is and the Maori concepts stated at the beginning of this document. 	<ul style="list-style-type: none"> In groups discuss and analyse the induction programme your school has for new students. What is good about it? What is bad? What improvements would you recommend? 	
Lesson 12	Review and Apply	<ul style="list-style-type: none"> Apply all their understanding of Recruitment knowledge to various case studies. Monitor their learning and find any areas that need clarification. 	<ul style="list-style-type: none"> Case Study application. Assessment writing practice 	<ul style="list-style-type: none"> Case Studies

Lessons 13-16 include field trip to business and class time for students to complete Internal Assessment 1.5.