Unit Plan - Manages Personnel

**Grade:** High School

**Content Area:** *CTE/Employability Frameworks*

*3.1 Resource Management*

*Resource management is often a component of project-based learning and collaborative group work but can also apply to how an individual student manages class time.*

**Benchmark:**

**3.1.4 Manages personnel**

Students gain experience managing personnel (i.e. each other) in group projects requiring allocation of limited finances, resources (materials), and role assignments. They also manage their own behavior and participation.

*To meet this benchmark, learners should take turns as scrum masters who are performing regular check-ins during their Agile sprints and retrospectives. (3.4)*

# Supplemental Lesson: Business Risk

**Description of Unit:** Managing human risks is a systematic process of following performance indicators/strategies. These strategies help to prevent, avoid, and protect against accidents, injuries, fires, thefts, defective products, environmental and other disasters.

**Essential Questions:**

Upon successful completion of this lesson, students should be able to demonstrate an understanding of the importance of training and managing employees effectively thereby reducing human resource risks.

**Learning Intentions:**

Understand ethics related to customer and employee conduct.

Identify costs associated with theft.

Assessment Type: Projects

Oral presentation should include, but not limited to: vocabulary terms presented during discussion (an attachment has been added for student handout of vocabulary words with room for additional words as deemed necessary by the teacher):

* Risk management
* Human resource risk
* Shoplifting
* Legal penalty
* Loss prevention
* Product shrinkage
* Employee screening

Students should refer to their notes for recall of information discussed during lecture activities.

Teacher will provide guidelines and timeline for completed project.

Teacher should assess whether students comprehended human resource risks in the workplace and associate talked about scenarios to personal experience and gained knowledge.

[Vocabulary Words Handout](https://www.cteonline.org/resources/view/23089)
HR business risks vocabulary

Web Resources: [Business Risks Include Human Resource Management](https://www.cteonline.org/curriculum/lessonplan/business-risks-include-human-resource-management/onTw6m)

*I can identify risks to business human resources, natural resources and financial resources.*

## 1. Introduction Hooks / Set

Students have read text Chapter 34, pages 716-731, Marketing Essentials, McGraw Hill Glencoe, 2009 (An attachment has been included should teacher desire opening questions handout.)

Opening question: What kinds of risks do you face in everyday life and how do you manage these risks?

(Encourage students to discuss how using the previous Unit’s Decision Technique may help in problem solving situations.)

Teacher asks:

1. As an employee, would you know what to do if a customer or colleague commits theft from the company you are employed?
2. What kind of risks do you think a business manages every day?

(Refer to: Ethical Orientation Questionnaire

<http://www.ethicsandbusiness.org/stylequiz.htm>)

Three kinds of business risks are economic, natural, and human. In order to protect their businesses, business managers/ owners must gather information about the different types of risks and how to prevent and control them.

* Question: Since managing employees is a business risk, do you think it is possible for a business to eliminate human resource risks completely? Why?
* Question: What kind of situations do you think managers face when dealing with employees?
* Question: How can employee managers avoid or minimize some of these risks?

Answer: Common types of risks can be controlled or minimized by screening and training employees, providing safe working conditions and sufficient safety instruction, preventing external theft, and deterring internal employee theft.

Resources and Materials
[Business Risks include HR Management Opening Questions](https://www.cteonline.org/resources/view/25555)

## 2. Lecture on Human Resource Risks Lecture

Teacher asks for group discussion: “Does the following real-life scenario qualify as an employee risk? Why?”

* Members of management at the energy trading giant Enron Corporation and its accounting firm, Arthur Andersen LLP, used questionable accounting techniques that inflated profits and hid losses. These fraudulent practices resulted in the company declaring bankruptcy in 2001 - which was, at that time, the largest bankruptcy in U.S. history. Thousands of Enron employees lost their jobs, and many people lost savings they had invested in Enron stock. In addition, Arthur Andersen LLP, previously one of the top five accounting firms in the United States, lost its auditing license and sold its assets to competitors. (P 721, Marketing Essentials, McGraw Hill, Glencoe 2009)
* Teacher asks for group discussion: “Has anyone in class ever suffered from food poisoning after eating in a restaurant?”

Failing to properly cook or handle food can lead to customers becoming ill or hospitalized. To reduce risks of this type, many companies have instituted safety programs that stress the importance of proper food handling.

I can… solve problems that are related to work-based situations.

## 3. Activity - Video Clip Check Understanding

Teacher says:

Shoplifting has become rampant, causing a drain on the economy. What would you do if you were a customer in line at this grocery store? What would you do if you were the Manager of the store and a customer points out to you the customer’s behavior?

Teacher shows the following clip:

<http://www.boomclips.com/videos.aspx/video~woman_shoplifting/Woman_Shoplifting/Stupid_videos/>
Teacher says:

“Risk is part of doing business and managing risk must be part of every business owner’s planning process.”

Students should:

* Reflect on the video
* Quick write what the video was about and how a store manager could have handled the situation
* Presentation of quick write from student volunteers

## 4. Activity Mathematics Group Work

Following the quick write Teacher says:

“It is estimated that three to four percent is added to the price of a product to cover shoplifting losses. To calculate the additional cost, the following equation would be used:

4% added to a pair of slacks selling for $35.50 =

1.04x = 35.50

x = 35.50/1.04

x = 33.90

Calculate the price of a $49.50 skateboard without the four percent ‘hidden tax’ due to shoplifting losses.

1. Calculate the price of a $21.58 CD without the four percent hidden tax due to shoplifting losses.
2. List human risks that a retail grocery store or supermarket might face.
3. List human risks that a fast-food restaurant like Taco Bell might face.
4. If you are working at Taco Bell and give your friend a free soda, would that be classified as employee theft? Suppose you give away 7 free sodas every day, times 7 days a week, times 4 weeks a month, times 52 weeks a year. What would be the approximate loss in revenue? Now, multiply that amount by 20 employees who work with you and are giving a soda to each of their 7 friends. What is the dollar amount in loss revenue for that particular Taco Bell in your city?

(An attachment has been included with the above equation and questions should teachers want to give students a handout.)

Resources and Materials

[Equation and Questions](https://www.cteonline.org/resources/view/25556%22%20%5Co%20%22Equation%20and%20Questions)
Illustration of mathematical equation

I can develop a presentation on how to solve a problem in a work-based situation.

## 5. Lab/Group Work Lab / Shop

Students are divided into 2-3 member groups to work on an anti-shoplifting campaign for the school using PowerPoint presentation software to be shown at the School Board, on the closed-caption school television station, community Town Hall meeting, etc.

Students will:

Search the Internet using terms as anti-theft, anti-shoplifting and loss prevention

* Develop ideas and an action plan for the campaign
* Focus on the costs of shoplifting to consumers and the legal penalties associated with the crime

Teacher will:

* Monitor for participation
* Move around the room to provide spot-check support or suggestions