



# Human Resources Management Practicum

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<b>Primary Career Cluster:</b>	Business Management & Administration
<b>Consultant:</b>	Anna Ogburn, (615) 253-7442, <a href="mailto:Anna.Ogburn@tn.gov">Anna.Ogburn@tn.gov</a>
<b>Course Code(s):</b>	6159
<b>Prerequisite(s):</b>	The first three courses in the Human Resource Management program of studies
<b>Credit:</b>	1
<b>Grade Level:</b>	11-12
<b>Graduation Requirements:</b>	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Business or Marketing courses.
<b>Programs of Study and Sequence:</b>	This is a capstone course in the <i>Human Resources Management</i> program of study.
<b>Aligned Student Organization(s):</b>	DECA: <a href="http://www.decatn.org">http://www.decatn.org</a> FBLA: <a href="http://www.fblatn.org">http://www.fblatn.org</a> Steven Mitchell, (615) 532-2829, <a href="mailto:Steven.Mitchell@tn.gov">Steven.Mitchell@tn.gov</a>
<b>Coordinating Work-Based Learning:</b>	Teachers who hold an active WBL certificate may offer placement for credit when the requirements of the state board's WBL Framework and the Department's WBL Policy Guide are met. For information, visit <a href="https://tn.gov/education/topic/work-based-learning">https://tn.gov/education/topic/work-based-learning</a> .
<b>Available Student Industry Certifications:</b>	None
<b>Dual Credit or Dual Enrollment Opportunities:</b>	There are no known dual credit/dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.
<b>Teacher Endorsement(s):</b>	030, 035, 039, 052, 054, 152, 153, 158, 202, 204, 311, 430, 435, 436, 471, 472, 474, 475, 476
<b>Required Teacher Certifications/Training:</b>	None
<b>Teacher Resources:</b>	<a href="https://tn.gov/education/article/cte-cluster-business-management-administration">https://tn.gov/education/article/cte-cluster-business-management-administration</a>

## Course Description

*Human Resources Management Practicum* is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Human Resources courses within a simulated startup environment or authentic business setting. This course is ideal for students who wish to pursue careers as professionals in the field of human resources. Practicum activities and experiences should take under the supervision of the instructor and in collaboration with a local business partner. The standards in this course can also be used to promote student participation in a work-based learning (WBL) experience through an internship or other off-campus arrangement. Upon completion of the practicum, proficient students will be prepared to continue their study at the postsecondary level.

## Work-Based Learning Framework

Practicum activities may take the form of work-based learning (WBL) opportunities (such as internships, cooperative education, service learning, and job shadowing) or industry-driven project-based learning. These experiences must comply with the Work-Based Learning Framework guidelines established in SBE High School Policy 2.103. As such, this course must be taught by a teacher with an active WBL Certificate issued by the Tennessee Department of Education and follow policies outlined in the Work-Based Learning Policy Guide available online at <https://tn.gov/education/topic/work-based-learning>. The Tennessee Department of Education provides a *Personalized Learning Plan* template to ensure compliance with the Work-Based Learning Framework, state and federal Child Labor Law, and Tennessee Department of Education policies, which must be used for students participating in WBL opportunities.

## Program of Study Application

This is the capstone course in the *Human Resources Management* program of study. For more information on the benefits and requirements of implementing these programs in full, please visit the Business Management & Administration, Marketing, and Finance career cluster websites available at <https://tn.gov/education/topic/career-clusters>.

## Course Requirements

This capstone course aligns with the requirements of the Work-Based Learning Framework (established in Tennessee State Board High School Policy), with the Tennessee Department of Education's Work-Based Learning Policy Guide, and with state and federal Child Labor Law. As such, the following components are course requirements:

## Course Standards

- 1) A student will have a Personalized Learning Plan that identifies their long-term goals, demonstrates how the Work-Based Learning (WBL) experience aligns with their elective focus and/or high school plan of study, addresses how the student plans to meet and demonstrate the course standards, and addresses employability skill attainment in the following areas:
  - a. Application of academic and technical knowledge and skills (embedded in course standards)
  - b. Career knowledge and navigation skills
  - c. 21st Century learning and innovation skills

d. Personal and social skills

d. \_\_\_\_\_

### **Launching a Career in Human Resources**

- 2) Research human resources in an industry/market/location of choice, including but not limited to the local region. Produce an in-depth profile, case study, or similar analysis of the chosen company. Companies could range from local businesses to web startups to expansions of existing businesses into new products or markets. Cite specific textual evidence from the company's literature, conduct interviews, and/or analyze press coverage (if available) to summarize the following:
  - a. The mission and history of the organization
  - b. Headquarters and organizational structure
  - c. Products or services provided
  - d. Marketing/branding strategy
  - e. Profit model
  - f. Website and contact information
- 3) Complete an authentic job application as part of a career search or work-based learning experience. Participate in a mock interview. Prior to the interview, update a personal resume, research tips on dress and grooming, most commonly asked interview questions, appropriate conduct during an interview, and recommended follow-up procedure. Upon completion of the interview, write a thank you letter to the interviewer in a written or email format.
- 4) Search for the resumes of human resources professionals retrieved from the websites of institutions, organizations, or professional networks. Discuss what is typically included in the resumes of human resources professionals, compare and contrast several examples, and create a personal resume modeled after elements identified in the search.
- 5) Investigate the current climate for human resources in the United States and abroad. Synthesizing the most recent information on recruiting and acquisition, employee relations, employee benefits and compensation, organizational development, diversity in the workplace, labor relations, and legal issues in employment, identify the possible constraints and opportunities for hiring qualified employees in a target market. Draw conclusions based on the research and compile into a memo, executive summary, or mock proposal highlighting successful hiring practices.

### **Professionalism and Ethics**

- 6) In collaboration with designated teammates, develop a professionalism rubric with performance indicators for each of the following professional attributes and use it to evaluate course assignments and personal work:
  - a. Attendance/punctuality

- b. Professional dress and behavior
  - c. Positive attitude
  - d. Collaboration
  - e. Honesty
  - f. Respect
  - g. Responsibility
  - h. Appropriate technology use
- 7) Collect Codes of Ethics from various human resources related professional organizations such as the Human Resources Management Association, American Human Resources Development Association, American Staffing Association, Association for Talent Development, Labor and Employment Relations Association, and the National Institute for Personnel Management to examine areas of commonality. Participate in a class discussion on the significance of including specific standards in these areas. Synthesize principles from the codes investigated to create a personal code of ethics.

### **Transferring Course Concepts to Practicum**

- 8) Apply skills and knowledge from previous courses in an authentic work-based learning internship, job shadow, or classroom-based project. Where appropriate, develop, practice, and demonstrate skills outlined in previous courses.
- 9) Identify a human resources problem faced by a local business to define a project proposal. Incorporate organization interviews into the research, as well as human resources concepts from the prior three courses. Prepare a written project proposal including the problem definition; justification for why the problem is important to solve; design statement; criteria; constraints; information obtained through research; and deliverables.
- 10) Create and continually update a personal journal to document skills learned during the practicum and draw connections between the experience and previous course content by reflecting on:
- a. Tasks accomplished and activities implemented
  - b. Positive and negative aspects of the experience
  - c. How challenges were addressed
  - d. Team participation in a learning environment
  - e. Comparisons and contrasts between classroom and work environments
  - f. Interactions with colleagues and supervisors
  - g. Personal career development
  - h. Personal satisfaction

### **Portfolio**

- 11) Create a portfolio, or similar collection of work, that illustrates mastery of skills and knowledge outlined in the previous courses and applied in the practicum. The portfolio should reflect thoughtful assessment and evaluation of the progression of work involving the application of steps of the entrepreneurial or business acquisition process. The following documents will reside in the student's portfolio:

- a. Career and professional development plan
- b. Resume
- c. List of responsibilities undertaken through the course
- d. Examples of business plan and supporting materials developed and used during the course
- e. Sources of support, including mentors, financial, in-kind, and other
- f. Description of technology used, with examples if appropriate
- g. Periodic journal entries reflecting on tasks and activities
- h. Feedback from instructor and/or supervisor based on observations

### **Communication of Project Results**

12) Upon completion of the practicum, develop a technology-enhanced presentation showcasing highlights, challenges, and lessons learned from the experience. The presentation should be delivered orally, but supported by relevant graphic illustrations. Prepare the presentation in a format that could be presented to both a business and a lay audience. Seek opportunities to submit the presentation to local or national contests, career and technical student organization (CTSO) competitive events, or other opportunities to increase the potential for success in the area of human resources management.

### **Standards Alignment Notes**

\*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
  - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.