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| **Topic Overview** |
| **Topic** | BAFS Elective Part – Business Management Module – Human Resources ManagementM05: Development of a Quality Workforce  |
| **Level** | S5/6 |
| **Duration** | 4 lessons (40 minutes per lesson)  |

**Learning Objectives:**

1. To apply the following motivation theories to enhance staff efficiency:
2. Maslow’s Hierarchy of Needs Theory
3. Herzberg’s Dual-factor Theory
4. McGregor’s Theory X & Theory Y
5. To suggest appropriate ways of internal communication to enhance employee relations.

**Overview of Contents:**

Lesson 1 Maslow’s Hierarchy of Needs Theory

Lesson 2 Herzberg’s Dual-factor Theory

Lesson 3 McGregor’s Theory X & Theory Y

Lesson 4 Appropriate ways of internal communication to enhance employee relations

**Resources:**

* Topic Overview, Teaching Plan and Answers to Student Worksheet
* PowerPoint Presentation
* Student Worksheet
* Answers to Student Worksheet

**Suggested Activities:**

* Group Discussion
* Case Study
* Role Play
* Problem Solving

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| **Lesson 1**  |
| **Theme** | Maslow’s Hierarchy of Needs Theory  |
| **Duration** | 40 minutes |

**Expected Learning Outcomes:**

Upon completion of this lesson, students will be able to:

1. Explain Maslow’s hierarchy of needs theory;
2. Distinguish human’s five levels of needs according to Maslow’s hierarchy theory; and
3. Suggest strategies to motivate staff to perform well at work and improve morale.

**Teaching Sequence and Time Allocation:**

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| **Activities** | **Reference** | **Time****Allocation** |
| **Part I: Introduction** |
| * Teacher reviews the definition of Maslow’s hierarchy of needs theory with students.
 | PPT# 1-8 | 5 minutes |
| **Part II: Content**  |
| * **Activity 1: “What does a S.6 graduate need?”**
	+ Students are divided into groups of four or five.
	+ Ask students to list the needs of a Secondary 6 graduate. Then categorise them all into the 5 levels of needs according to Maslow’s Theory.
	+ Students present their answers, teacher comments.
 | PPT# 9Student Worksheetp.1 | 10 minutes |
| * Teacher wraps up the activity by explaining the implication of Maslow’s Theory to human resource management.
 | PPT# 10 | 5 minutes |
| * **Activity 2: “Challenges to the Manager of Hair Cut Salon”**
	+ Ask students to name the employees’ 5 levels of needs according to Maslow’s hierarchy theory.
	+ Students are required to propose strategies to motivate the staff to improve the job performance.
	+ Teacher invites students to present their answers.
 | PPT# 11Student Worksheetspp.2-3 | 10 minutes |
| * Teacher gives comments and feedback on students’ answers, and provides suggested answers for student reference.
 | PPT# 12-13 | 5 minutes |
| **Part III: Conclusion** |
| * Teacher concludes the lesson by highlighting the key points learned.
 | PPT#14-15 | 5 minutes |

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| **Lesson 2**  |
| **Theme** | Herzberg’s Dual-factor Theory |
| **Duration** | 40 minutes |

**Expected Learning Outcomes:**

Upon completion of this lesson, students will be able to:

1. Explain the dual factors on job satisfaction suggested by Herzberg; and
2. Suggest ways in eliminating job satisfaction and/or creating job satisfaction on employees.

**Teaching Sequence and Time Allocation:**

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| **Activities** | **Reference** | **Time****Allocation** |
| **Part I: Introduction**  |
| * Teacher reviews Herzberg’s Dual-factor Theory which including the motivational and hygiene factors in a work place.
 | PPT #16-19 | 8 minutes |
| **Part II: Content**  |
| * **Activity 3: “Joseph’s Unhappy Experience”**
	+ Teacher explains the background of the case to students.
	+ Students form groups of 4-5 to complete the tasks.
		- **Task 1**: identify the factors which are absent or inadequate that making Joseph feel dissatisfied with his job.
		- **Task 2**: Suggest ways to improve Joseph’s job dissatisfaction; and to motivate Joseph to improve his job performance.
	+ Students are invited to present their answers.
 | PPT #20-26StudentWorksheetpp.4-6 |  6 minutes18 minutes |
| **Part III: Conclusion** |
| * Teacher wraps up the activity by providing feedback on students’ presentation, and reviews the key concepts covered in the lesson.
 | PPT #27-28 | 8 minutes |

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| **Lesson 3** |
| **Theme** | McGregor’s Theory X and Theory Y |
| **Duration** | 40 minutes |

**Expected Learning Outcomes:**

Upon completion of this lesson, students will be able to:

1. Explain the concepts of Theory X and Theory Y;
2. Distinguish the characters of employees assumed by Theory X and Theory Y manager; and
3. Explain the management approaches adopted by Theory X and Theory Y managers.

**Teaching Sequence and Time Allocation:.**

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| **Activities** | **Reference** | **Time****Allocation** |
| **Part I: Introduction**  |
| * Teacher begins by recalling students’ knowledge of McGregor’s Theory X and Theory Y.
 | PPT #29-31 | 10 minutes |
| **Part II: Content** |
| * **Activity 4: Role Play**
	+ Teacher briefs students the background of the role play.
	+ Teacher invites 9 students, 3 in a group, to role play 3 scenarios and ask the rest of the class to observe and complete the tasks in Student Worksheet.
		- **Task 1**: Identify the students with the characters assumed by Theory X and Theory Y mangers.
		- **Task 2**: Name the management approaches adopted by Theory X and Theory Y managers.
	+ Students are invited to present their answers.
 | PPT #32-35Student Worksheet pp.7-9PPT #36-37StudentWorksheetpp.10-12 | 10 minutes15 minutes |
| **Part III: Conclusion** |
| * Teacher wraps up the lesson by providing feedback on students’ presentation and highlighting the key concepts covered in the lesson.
 | PPT #38-43 | 5 minutes |

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| **Lesson 4** |
| **Theme** | Appropriate ways of internal communication to enhance employee relations |
| **Duration** | 40 minutes |

**Expected Learning Outcomes:**

Upon completion of this session, students will be able to:

* + 1. Explain the appropriate ways of internal communication to enhance employee relations

**Teaching Sequence and Time Allocation:**

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| **Activities** | **Reference** | **Time****Allocation** |
| **Part I: Introduction**  |
| * **Activity 5: Case Study**
	+ Teacher starts by briefing students the background of the case.
	+ Ask students to share their answers
	+ Teacher provides suggested answer for students
 | PPT #45-47StudentWorksheetpp.13-14 |  10 minutes |
| **Part II: Content**  |
| * Teacher reviews the appropriate ways of internal communication to enhance employee relations with students.
 | PPT #48-49 |  10 minutes |
| * **Activity 6: Case Study - Easywear**
	+ Teacher explains the case on Student Worksheet
	+ Students are invited to present their views.
* Teacher provides suggested answer for students
 | PPT #50-54StudentWorksheetpp.15-16 | 15 minutes |
| **Part III: Conclusion** |
| * Teacher concludes the lesson by summarising the key concepts covered.
 | PPT #55 | 5 minutes |