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| **Topic Overview** | |
| **Topic** | BAFS Elective Part – Business Management Module – Human Resources Management  M05: 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# 9  Student  Worksheet  p.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# 11  Student  Worksheets  pp.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 #20-26  Student  Worksheet  pp.4-6 | 6 minutes  18 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 #32-35  Student  Worksheet  pp.7-9  PPT #36-37  Student  Worksheet  pp.10-12 | 10 minutes  15 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 #45-47  Student  Worksheet  pp.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 #50-54  Student  Worksheet  pp.15-16 | 15 minutes |
| **Part III: Conclusion** | | |
| * Teacher concludes the lesson by summarising the key concepts covered. | PPT #55 | 5 minutes |