

# Merced County ROP: Standards-Based Lesson Plan

## LESSON PLAN MISCELLANEOUS INFORMATION:

Course Name	Teacher Designer	Time Allocation
Marketing Occupations	Kathy Garibay	75 minutes

Lesson Title	Unit Title and Number
Human Relations in the Workplace	IV. Business/Professional Communication A .2. Human Relations

## CONTENT AND ACADEMIC STANDARDS

Content Standard(s) from Business Education Frameworks	Business Core: Business Communications – Nonverbal Communications 1.1.5 Business Core: Employability – Conflict Resolution , Teamwork 1.5.2, 1.5.6 Business Core: Leadership Development – Motivation, Personal Qualities, Planning 1.74, 1.75. 1.76 Marketing: Communication & Interpersonal Skills – Customer Relations 5.1.2	
English Academic Standard(s)	Grade 9 – 10 Written & Oral English Conventions Grade 11 – 12 Written & Oral English Conventions Grade 9 – 10 Writing Strategies	1.1, 1.2, 1.3 1.1, 1.2 1.2
Math Academic Standard(s)		

## LESSON PLAN COMPETENCIES (FROM COURSE OUTLINE)

1. Demonstrate effective human relation skills while working with others
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## LESSON PLAN OBJECTIVES (SUB LEARNING GOALS)

1. Students will explain the significance of the Western Electric experiment.
2. Students will distinguish between Technical skills and People skills.
3. Students will complete a self-evaluation of their own individual personality traits.
4. Students will analyze the differences between how they perceive themselves and how they are perceived by a classmate.
5. Students will demonstrate effective critical thinking and writing skills using a “compare/contrast assignment – See Homework section.

## INSTRUCTIONAL MATERIALS REQUIREMENTS

Teacher Needs	<ol style="list-style-type: none"> <li>1. “Human Knot” instructions</li> <li>2. PowerPoint disk and Teacher End Notes</li> <li>3. “How I See Me” worksheet</li> <li>4. “How My Partner See Me” worksheet</li> <li>5. Homework: Writing assignment hand-out</li> </ol>
Student Needs:	<ol style="list-style-type: none"> <li>1. “How I See Me” worksheet</li> <li>2. “How My Partner Sees Me” worksheet</li> <li>3. Homework: Writing assignment hand-out</li> <li>4. Pen and paper for lecture notes</li> </ol>

## ESSENTIAL QUESTIONS FOR THE LESSON: Resource Available

1. What are some positive Human Relation Skills that you personally bring to the workplace?
2. What Human Relation skills do you personally need to improve in order to be a successful employee in the workplace?

## FOUR-STEP LESSON PLAN: Describe the lesson in detail: Resource Available

Introduction	<ol style="list-style-type: none"> <li>I. Knot activity             <ol style="list-style-type: none"> <li>A.Refer to instructions hand-out                 <ol style="list-style-type: none"> <li>a. Ask “winning” team what is your secret to success?                     <ol style="list-style-type: none"> <li>1. Write key words on board</li> <li>2. If necessary, add some “key” human relation skills of your own – refer to Chapter 10 p. 177-186</li> </ol> </li> </ol> </li> </ol> </li> <li>II. Ask: “Why do today’s employers value these human relationskills in the workplace?”</li> </ol>

FOUR-STEP LESSON PLAN: Continued	
<b>Presentation</b>	<ul style="list-style-type: none"> <li>I. Refer to PowerPoint presentation disk. Use the Teacher End notes to prepare for the presentation. <ul style="list-style-type: none"> <li>A. Definition of Human Relations <ul style="list-style-type: none"> <li>1. Technical skills</li> <li>2. People skills</li> </ul> </li> <li>B. 1900's employers believed: <ul style="list-style-type: none"> <li>1. Employees had little ambition</li> <li>2. They disliked work</li> <li>3. Motivated by money</li> </ul> </li> <li>C. Western Electric experiment <ul style="list-style-type: none"> <li>1. Purpose was to increase productivity of workers</li> </ul> </li> <li>D. Various experiments were tested</li> <li>E. Significance of Western Electric experiment: <ul style="list-style-type: none"> <li>1. Employees worked hard for employers that valued and trusted them</li> </ul> </li> <li>F. Human Relations in the 1950's <ul style="list-style-type: none"> <li>1. Better working conditions</li> <li>2. Retirement and benefit plans</li> <li>3. Employee recognition</li> </ul> </li> <li>G. Human Relations in the 1960's <ul style="list-style-type: none"> <li>1. With good working conditions, employees sought more responsibility</li> <li>2. Seek out intellectual potential of employees</li> </ul> </li> <li>H. Human Relations today <ul style="list-style-type: none"> <li>1. Women are recognized as having great managerial ability</li> <li>2. Ethnic minorities have more employment opportunities</li> </ul> </li> <li>I. Success through Technical and People knowledge</li> <li>J. Success Vehicle <ul style="list-style-type: none"> <li>1. Technical knowledge = back wheels</li> <li>2. People knowledge = front wheels</li> </ul> </li> <li>K. Successful Human Relations is a combination of Technical and People skills</li> </ul> </li> </ul>
<b>Application</b>	<ul style="list-style-type: none"> <li>I. Hand-out "As I See Me" worksheet to each student. <ul style="list-style-type: none"> <li>A. Ask each student to rate themselves in different personality trait areas.</li> <li>B. When all have completed worksheet, ask students to choose a partner whom they know well to work on this activity together. <ul style="list-style-type: none"> <li>1. Form pairs <ul style="list-style-type: none"> <li>a. Ask students to complete the "How My Partner Sees Me" worksheet for their partners.</li> <li>b. Have students compare/contrast their self-evaluations with the ratings that their partners have given them.</li> <li>c. Allow students to discuss their results</li> </ul> </li> </ul> </li> </ul> </li> </ul>
<b>Testing and Assessment</b>	<ul style="list-style-type: none"> <li>I. Knot activity <ul style="list-style-type: none"> <li>A. See <u>Introduction</u> section</li> </ul> </li> <li>II. "As I See Me: worksheet <ul style="list-style-type: none"> <li>A. See <u>Application</u> section</li> </ul> </li> <li>III. "How My Partner Sees Me" <ul style="list-style-type: none"> <li>A. See <u>Application</u> section</li> </ul> </li> <li>IV. Writing assignment <ul style="list-style-type: none"> <li>A. See <u>Homework</u> section</li> </ul> </li> </ul>

## INSTRUCTIONAL STRATEGIES: Resource Available

Learning Modalities	Auditory, Visual, Kinesthetic
Bloom's Taxonomy	Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation
Six A's	Authenticity, Academic Rigor, Applied Learning, Assessment

## HOMEWORK ASSIGNMENTS OR EXTRA CREDIT

Homework: 50 points Write a one-page reaction to today's in-class activity.

1. Draw a conclusion about your personality based on both your self-evaluation and your partner's evaluation of you.
2. Explain the differences between the two evaluations and the reasons for them.