

**Business, Management and Administration: Human Resources**  
**Career Pathway Plan of Study for ▶ Learners ▶ Parents ▶ Counselors ▶ Teachers/Faculty**

This Career Pathway Plan of Study (based on the Human Resources Pathway of the Business, Management and Administration Career Cluster) can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. \*This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/or Degree Major Courses for Human Resources Pathway	SAMPLE Occupations Relating to This Pathway
<i>Interest Inventory Administered and Plan of Study Initiated for all Learners</i>								
SECONDARY	9	English/ Language Arts I	Algebra I or Geometry	Earth or Life or Physical Science or Biology	State History Geography	All plans of study should meet local and state high school graduation requirements and college entrance requirements. Certain local student organization activities are also important including public speaking, record keeping and work-based experiences.	<ul style="list-style-type: none"> <li>• Business Essentials</li> <li>• Business Technology Applications</li> </ul>	<ul style="list-style-type: none"> <li>▶ Affirmative Action Coordinator</li> <li>▶ Compensation and Benefits Manager/Administrator</li> <li>▶ Conciliator/Mediator/ Arbitrator</li> <li>▶ Corporate Trainer</li> <li>▶ Employee Assistance Plan Manager</li> <li>▶ Employer Relations Representative</li> <li>▶ Employment and Placement Manager</li> <li>▶ Equal Employment Opportunity Specialist</li> <li>▶ Human Resources Consultant</li> <li>▶ Human Resources Coordinator</li> <li>▶ Human Resources Manager</li> <li>▶ Industrial Relations Director</li> <li>▶ International Human Resources Manager</li> <li>▶ Labor and Personnel Relations Specialist</li> <li>▶ Occupational Analyst</li> <li>▶ Organizational Behaviorist</li> <li>▶ Organizational Development Specialist</li> <li>▶ OSHA/ADA Compliance Officer</li> <li>▶ Pay Equity Officer</li> <li>▶ Payroll Professional</li> <li>▶ Personnel Recruiter</li> <li>▶ Training and Development Manager</li> </ul>
	10	English/ Language Arts II	Geometry or Algebra II	Biology or Chemistry	U.S. History		<ul style="list-style-type: none"> <li>• Business Communications</li> <li>• Business Finance</li> </ul>	
	11	English/ Language Arts III	Pre-Calculus or Algebra II	Chemistry or Physics	World History Psychology		<ul style="list-style-type: none"> <li>• Business Law</li> </ul>	
	<i>College Placement Assessments-Academic/Career Advisement Provided</i>							
	12	English/ Language Arts IV	Pre-Calculus or Calculus or Trigonometry or Statistics	Physics or other science course	Government Economics	<ul style="list-style-type: none"> <li>• Principles of Management</li> </ul>		
<i>Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.</i>								
POSTSECONDARY	Year 13	English Composition English Literature	Algebra or Calculus	Lab Science	Economics Psychology	All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities may also be important to include.	<ul style="list-style-type: none"> <li>• Training and Development</li> <li>• Compensation and Benefits Administration</li> </ul>	
	Year 14	Speech/ Oral Communication Technical Writing			Sociology Public Policy		<ul style="list-style-type: none"> <li>• Human Resources Management</li> <li>• Labor Relations</li> </ul>	
	Year 15	Continue courses in the area of specialization.					<ul style="list-style-type: none"> <li>• Continue Courses in the Area of Specialization</li> </ul>	
	Year 16						<ul style="list-style-type: none"> <li>• Complete Human Resources Major (4-year degree program)</li> </ul>	

### *Creating Your Institution's Own Instructional Plan of Study*

**With a team of partners (secondary/postsecondary teachers and faculty, counselors, business/industry representatives, instructional leaders, and administrators), use the following steps to develop your own scope and sequence of career and technical courses as well as degree major courses for your institution's plan of study.**

- 1** Crosswalk the Cluster Foundation Knowledge and Skills (available at <http://www.careerclusters.org/goto.cfm?id=85>) to the content of your existing secondary and postsecondary programs/courses.
- 2** Crosswalk the Pathway Knowledge and Skills (available at <http://www.careerclusters.org/goto.cfm?id=19>) to the content of your existing secondary/postsecondary programs and courses.
- 3** Based on the crosswalks in steps 1 and 2, determine which existing programs/courses would adequately align to (cover) the knowledge and skills. These programs/courses would be revised to tighten up any alignment weaknesses and would become a part of a sequence of courses to address this pathway.
- 4** Based on the crosswalks in steps 1 and 2, determine what new courses need to be added to address any alignment weaknesses.
- 5** Sequence the **content** and **learner outcomes** of the existing programs/courses identified in step 3 and new courses identified in step 4 into a course sequence leading to preparation for all occupations within this pathway. (See list of occupations on page 1 of this document.)
- 6** The goal of this process would be a series of courses and their descriptions. The names of these courses would be inserted into the *Career and Technical Courses* column on the Plan of Study on page 1 of this document.
- 7** Below is a **sample result** of steps 1-6, and these course titles are inserted into the Plan of Study on page 1 of this document.
- 8** Crosswalk your state academic standards and applicable national standards (e.g., for mathematics, science, history, language arts, etc.) to the sequence of courses formulated in step 6.

**Below are suggested courses that could result from steps 1-6 above. However, as an educational institution, course titles, descriptions and the sequence will be your own. This is a good model of courses for you to use as an example and to help you jump-start your process. Course content may be taught as concepts within other courses, or as modules or units of instruction.**

**The following courses are based on the Cluster Foundation Knowledge and Skills found at <http://www.careerclusters.org/goto.cfm?id=85>. These skills are reinforced through participation in student organization activities.**

#1

*Business Essentials:* This is a core course designed to give students an overview of the Business, Marketing and Finance Career Cluster occupations. Students will develop an understanding of how academic skills in mathematics, economics, and written and oral communications are integral components of success in these occupations. Students will examine current events to determine their impact on business and industry and legal and ethical behavior, acquire knowledge of safe and secure environmental controls to enhance productivity, determine how resources should be managed to achieve company goals, and identify employability and personal skills needed to obtain a career and be successful in the workplace. As students learn about different types of business ownership, they will interpret industry laws and regulations to ensure compliance, identify principles of business management and analyze business practices to determine ethics and social responsibilities. This may be taught as a career exploration course in conjunction with other foundation Career Cluster courses.

#2

*Business Technology Applications:* This course is designed for those students who have not mastered knowledge and skills related to business technology applications prior to entry into high school. This course is designed to assist students in developing technological proficiencies demanded by business. The course should utilize various forms of input technologies to cover units of instruction that may include word processing applications, spreadsheet development, database management, presentations, electronic communications, Internet services, graphics, desktop publishing, basic Web design, interactive media, ethical issues and careers in business using technology applications. Students may be given opportunities for completing industry certification requirements.

**The following courses are based on the Cluster Foundation Knowledge and Skills as well as the Pathway Knowledge and Skills found at <http://www.careerclusters.org/goto.cfm?id=19>. These skills are reinforced through participation in student organization activities.**

#3

*Business Communications:* Students will reinforce communications skills needed in business, management and administrative occupations by learning to follow directions and using reading strategies to learn meaning, technical concepts and vocabulary. Students will compose and compare written and electronic communications to convey technical concepts and company information, develop and deliver formal and informal presentations related to a broad range of business topics, apply active listening skills to obtain and clarify information, and exhibit people skills to deal positively with a variety of personalities and diverse individuals. Students will interpret and use tables, charts and figures to support written and oral communication, and locate, organize and reference written information from various sources to communicate with coworkers and clients/participants.

#4

*Business Finance:* This course introduces principles of business and management. Topics include basic business principles, personal finance, management, systems thinking, quality management, and the current environment for business in a multinational marketplace.

**The following courses expose students to Pathway Knowledge and Skills found at <http://www.careerclusters.org/goto.cfm?id=19> and should include appropriate student activities. A work-based component may be included in each of the following courses.**

#5

*Business Law:* This course provides an overview of the American legal system with reference to business law and the Universal Commercial Code. Key concepts include contracts and torts, the role of courts, regulation, litigation and constitutional issues.

#6

*Principles of Management:* Students will begin their study of management occupations by assuming appropriate roles to create, deliver, receive and manage business communications in the workplace. Students will identify an audience and create communications to support statistics for internal and external audiences; assume the necessary role to perform the responsibilities of delivering and receiving a message; manage the broad scope of business communications to process, document and store information efficiently and appropriately; and prepare appropriate materials to reply to inquiries that require a response. Students will develop skills in planning, organizing and evaluating business organizations. Students will develop and implement short- and long-term strategic plans to manage growth, profit and goals within a specific market segment, learn how to evaluate employee performance to provide timely and appropriate responses to personnel issues, and practice organizing various business services to address all company components.

#7

*Training and Development:* Students will study a variety of training programs being used in companies and then plan, develop and conduct a training program. Students will learn procedures for preparing and implementing ongoing training and development activities for employees. Students will identify, develop and plan training materials that could be used in training and developing company employees.

#8

*Compensation and Benefits Administration:* Students will learn how to manage an organization's benefits program to service employees with options and benefits. Processes to be learned will include communicating employee benefit options and maintaining benefit records in a given company. Students will learn how to coordinate and administer a wage and salary program that includes developing a competitive direct and indirect pay/compensation plan for the company as well as maintaining employee time and wage records. Students will also research unemployment compensation regulations and learn procedures for representing the employer at unemployment compensation hearings.

#9

*Human Resources Management:* This course focuses on procedures for recruitment, retention and termination of employees. Students will develop a recruitment plan to obtain qualified employees, analyze company assessment of personnel needs to select qualified employees for job openings, and develop separation, termination and transition procedures for processing employee personnel actions. Students will identify key elements to develop and implement a performance appraisal system.

#10

*Labor Relations:* Students will learn to recognize the importance of union-management relationships and contracts to ensure business continuity. Students will analyze contracts and the company's position to assist management in labor contract negotiations and monitor the implementation of the contract for compliance.

# Notes

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