



Business lesson 5

- Teacher notes

Lesson 1 – Teacher notes

Learning aim:

To apply critical thinking skills within the process of motivating and retaining employees.

Curriculum links and Skills Builder focus skills chart:

England The national curriculum (England)	Human resources Students must know and understand the importance of retaining and motivating employees and how businesses achieve this, including financial and non-financial methods.
Scotland The National 5 Business Management	Management of people – motivating and retaining <ul style="list-style-type: none"> • How businesses minimise staff turnover • Financial methods used to motivate staff, ie payment systems – time, piece-rate pay, bonus, commission, overtime and salary • Non-financial methods used to motivate staff, eg flexible work practices (job share, flexitime, teleworking), perks, working conditions, social events
Wales WJEC GCSE in Business specification	Quality Learners need to understand how a business achieves quality (including employing the right people, training employees and implementing quality assurance).
Skills Builder Framework Focus Skills	
Creativity – The use of imagination and the generation of new ideas.	Creativity step 6 I use creativity in the context of work.
Teamwork – Working cooperatively with others towards achieving a shared goal.	Teamwork step 7 I contribute to group decision making, whilst recognising the value of others' ideas.

Main skills developed and how:

- Critical thinking – Learners need to develop and justify decisions based on the data they have been given.
- Group work – Learners will need to work as part of a team to make decisions based on the data available.

Equipment required:

- Student worksheet
- Answer sheet
- PowerPoint

Suggested layout of the session:

3 minutes – Introduce the session and outline the main skills which are going to be covered. Then ask students to turn to the person next to them and discuss what a HR manager does and why their role is important [Question 1]. Once students have had time to discuss with their peers, have a class discussion about the answers they have come up with. *(A HR manager leads the human resources (HR) department. They play an important role as a bridge between management and employees. Amongst other things, they take the lead on recruitment and the retention of staff, the design and delivery of training and development programmes and providing advice on principles and detail of employment legislation and good practice.)*

10 minutes – Inform students that a HR manager at a leading accountancy firm has undertaken a review of employee satisfaction within their organisation. Present the main findings from the survey to the class by displaying graphs 1-4. As each graph is displayed, get students to record their initial thoughts on their worksheet and briefly discuss the answers they've written as a class. (Please note – the graphs are also included on the worksheet.)

8 minutes – Inform students that the HR manager has identified from the review that more must be done to retain staff and attract new employees.

Therefore, the manager has given staff a list of possible new benefits which could be added to the organisation's staff benefit program and staff were asked to vote for which of the options they preferred. Display graph 5 on the board and inform the class that the manager has a dilemma as there was no clear winner.

Please note that in Graph 5, 'Parental Leave' is in reference to enhanced parental leave, rather than statutory.

Inform students that they are now going to work in groups of three and must select which benefit should be introduced to the company. Students will need to justify their choice by referring to the data they have analysed and should produce a written response on their worksheet.

4 minutes – Go around the class and get each group to state which benefit they would introduce and get them to explain their rationale. Use the questioning technique of bouncing to ask other groups after the presentation whether they agree with what was said.

Ways to differentiate:

- When students are going through graphs 1-4, if they are struggling to undertake the work independently, pair them up with a more able learner to help them interpret the data.
- Provide students with the following sentence starters to help them with writing their response, if they need it:
 - We believe the benefit which should be introduced to staff is...
 - We have made this decision on the basis of...
 - Graph X shows...
- When students are deciding which benefit should be introduced, if they are struggling, allow them to go on a walking carousel around the room to explore the other ideas which the other groups have come up with.

How to extend the session – if required:

- For the starter activity, get students to research online what a HR manager is, and the types of activities their role typically entails.
- Get students to select two new schemes to introduce to the employee benefit package and select one benefit which should be withdrawn from the scheme.
- Before students decide which of the benefits should be introduced to the business, get learners to research each of them online to find out whether they have had impact in other organisations in terms of increasing employee satisfaction.

