

Course Description

Issues involved in strategic and effective leadership and management in agribusiness sector of economy. Emphasis on human resource ideas and techniques that managers utilize to improve organizational teamwork, productivity, and performance.

Course Goal

The primary goal of this course is to explore human resource management (HRM) principles and techniques focused on recruiting and managing human talent in a variety of highly specialized professional occupations, as well as a combination of semi-skilled and unskilled laborers. Agribusiness HRM spans a broad variety of sectors including crop production and animal husbandry with the goal of maintaining productivity through workforce planning, training, development, communication, and motivation at the interface of strategic decision-making to meet agribusiness organizations' goals.

At the conclusion of this course, the student who successfully meets the course objectives will be able to:

- Evaluate the many activities that fall under the term “human resource management” and explain why these activities can be the responsibility of front-line managers with an active role in strategic planning and decision-making within an organization
- Apply federal laws governing the recruitment, selection, and management of employees
- Recognize HR management techniques in the context of motivational feedback, team-building, business communication and change management theory and procedures in HR
- Outline procedures associated with conflict resolution, discipline, and termination
- Apply important HR techniques, gained through practice and by working in teams, to gain experience in professional communication with associates and sharing feedback with employees.
- Improve written communication skills through the development of a brief research-based paper on a self-selected topic in strategic human resources management.

Additional information about structure of the course is provided in Canvas > Syllabus > Course Map.

Required Course Materials

The required textbook for this class is an eBook: Dessler, G. (2018) Human Resource Management, 16e, New York: Pearson. The learning platform called, Pearson “My Lab Management, contains the eBook and homework assignments required for the course. My Lab Management eBook and assignments are integrated into the Canvas course. Using the UF All-Access registration portal through your UFL student account will allow you to access these resources. Additional information for registering and getting started with these materials is found in Canvas > Syllabus > 0.2 Required Materials (McGraw-Hill Connect) > UF All Access Registration Instructions.

Payment is not immediately required to register and begin using materials in this course; fees will be transacted through your UFL student account. You may contact the UF Bookstore through [Gator1 Central Portal](#) for any questions about ordering a hard-copy of the textbook (optional) as an additional resource

****The Connect discounted price ends shortly after the semester begins. Do not delay your registration!***

Adobe Acrobat Reader is required to access supplemental readings on Canvas in pdf format. Links are provided below for downloading the most current (free) version of this software to your computer:

- Adobe Reader [for PC &](#)
- Adobe Reader [for Mac](#)

Collaboration tools are required to edit Word and PowerPoint templates provided in Canvas for some graded activities. UFIT provides free access to full downloads of Office 365 in GatorCloud (which includes Word and PowerPoint) for all UF students, faculty, and staff for personal computer and mobile devices. You may locate the download for these collaboration tools through [University of Florida Information Technology \(UFIT\) GatorCloud](#). Use your Gatorlink email address to access these resources.

eTextbook Readings (McConnell, Brue, Flynn) for each Lesson (L)

- L 1: Read Chapter 1 Introduction to Human Resource Management (pp. 1-23)
- L 2: Read Chapter 2 Equal Opportunity and the Law (pp. 32-59)
- L 3: Read Chapter 3 Human Resource Management Strategy and Performance (pp. 70-91)
- L 4: Read Chapter 4 Job Analysis and the Talent Management Process (pp. 97-125)
- L 5: Read Chapter 5 Personnel Planning and Recruiting (pp. 131-161)
- L 6: Read Chapter 6 Employee Testing and Selection (pp. 170-196)
- L 7: Read Chapter 7 Interviewing Candidates (pp. 206-223)
- L 8: Read Chapter 8 Training and Developing Employees (pp. 237-268)
- L 9: Read Chapter 9 Performance Management and Appraisal (pp. 278-304)
- L 10: Read Chapter 10 Managing Careers and Retention (pp. 312-334)
- L 11: Read Chapter 11 Establishing Strategic Pay Plans (pp. 349-381)
- L 12: Read Chapter 12 Pay for Performance and Financial Incentives (pp. 390-411)
- L 13: Read Chapter 13 Benefits and Services (pp. 420-445)
- L 14: Read Chapter 14 Building Positive Employee Relations (pp. 453-475)
- L 15: Read Chapter 15 Labor Relations and Collective Bargaining (pp. 484-510)
- L 16: Read Chapter 16 Safety, Health, and Risk Management (pp. 518-549)
- L 17: Read Chapter 17 Managing Global Human Resources (pp. 563-582)
- L 18: Read Chapter 18 Managing HR in Small and Entrepreneurial Firms (pp. 591-608)

Materials and Supplies Fees: n/a

II. Graded Work

Description of Graded Work

The table below provides descriptions of all major assignments.

Work item	Estimated time on task	Description	Points
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<p>Discussion & Discussion Response; Modules (1-5) drop lowest score</p>	<p>1 hour</p>	<p>Each module contains one motivating discussion topic that applies analytical and critical thinking about key terms and methodologies covered in the modules that are used in scarce resource decision making. After an original post is developed, students will respond to others in the class to share feedback (5 x 100 points each; lowest score is dropped).</p>	<p>400</p>
<p>Modules (1-5) Activities, "Addressing strategic agribusiness HRM concerns"; drop lowest score</p>	<p>2 hours</p>	<p>Each module contains one activity designed as a building block towards an end-of-semester Canvas e-Portfolio in Module 6. Each "Addressing strategic agribusiness HRM concerns" activity is based on a management issue of personal interest, identified by the student early in the semester that can be related to an undergraduate major, background experience, or professional/career interest. Higher order learning outcomes are achieved through active participation in discovering information associated with HR and labor concerns in new situations (application), drawing conclusions among ideas (analysis), justify a stand or decision (evaluate), and produce new or original work (create). At the end of the semester, the successful student will be able to conduct primary and secondary research and construct new knowledge through findings and new information about the topic to understand how agribusiness managers are addressing current HRM issues related commodity or sector-specific strategic decisions in agribusiness that may be local and/or global in context (5 x 100 points each; lowest score is dropped).</p>	<p>400</p>
<p>Modules (1-5) Lessons (Chapters) Lecture videos, Textbook reading Questions, and Check your understanding Questions; drop lowest three scores for each item</p>	<p>Lecture videos approximately 20 minutes, textbook readings & questions 2 hours, and check your understanding questions 10 minutes (total</p>	<p>Each Module contains three Lessons and each Lesson (i.e., textbook chapter) contains graded items including watching a lecture video (5 points x 3 lessons), textbook chapter reading questions (20 points x 3 lessons), and check your understanding questions (5 points x 3 lessons), for a total of 90 lesson points per Module. With a total of five (5) Modules in Modules 1-5, there are a total of fifteen (15) lessons with each worth 30 points (15 x 30); the lowest three scores for each category (e.g., lecture video,</p>	<p>360</p>

	1.5 hours each lesson).	textbook reading and questions are dropped (-90 points).	
Quiz	30 minutes each lesson	Each lesson contains a brief open-book (notes) quiz with 10 multiple choice, T/F, and short-answer questions. The quizzes are open-book and designed to demonstrate recall of facts and basic concepts (remember), explain ideas or concepts (understand), and use information in new situations (apply) related to quantitative and qualitative applications of economic principles through learning objectives in each lesson for Modules 1-5 (30 points x 15 lessons); drop lowest three (3) quizzes (-90 points).	360
Reflection video; Modules (1-5) drop lowest score	30 minutes each module	Each module contains one reflection video prompting students to share something learned within the Module that they have not been asked, thus reinforcing elements of learning objectives that lead to higher order cognitive processing of connections between key terms and analytical concepts, as well as connectivity between multiple learning objectives and building economic models. (5 x 20 points each; lowest score is dropped).	80
Module 6 contains a Discussion/Response, Activity, Lesson (e.g., Lecture video, Textbook reading Questions, Check your understanding Questions,& Quiz) and Reflection video; Module 6 item scores are <u>not dropped</u>.	Similar to Modules 1-5	Module 6 builds upon information and learning objectives from earlier modules (e.g., principles, models, activities) as both formative and summative assessment of course goals at the end of the term. Module 6 graded assignments are not dropped in the grading calculation. Time on task and point values are similar to the information described for Modules 1-5 (e.g., discussion 100 points; activity 100 points; lecture videos (5 points x 3); textbook reading questions (20 points x 3); check your understanding Q's (5 points x 3); Quiz (30 points x 3); Reflection video (20 points). Any missed work in Module 6 must be arranged with the instructor prior to the last day of classes and be completed prior to the next semester start date, or if at least 50% of the work is completed and circumstances prevent completion during the semester, receive an Incomplete grade, until the missing work is received.	400
Total Points			2000

* An Excel-based formulated spreadsheet is provided in Canvas > Syllabus for entering grades and tracking your real-time semester grade throughout the semester. The “lowest dropped grades” are not fully incorporated in Canvas > Grades until after all Module 5 assignments are completed and grades entered into Canvas.

Grading Scale

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A	94 – 100%		C	74 – 76%
A-	90 – 93%		C-	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B-	80 – 83%		D-	60 – 63%
C+	77 – 79%		E	<60

A student a grade of to satisfy requirement.

must score C or higher the Gen Ed

Grading Rubric(s)

General Writing Expectations for Assessment Rubrics

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.

STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

*Additional rubric criteria are provided for each assignment specific to formatting instructions.

“Addressing strategic agribusiness HRM concerns” Activities (1-6)

The Activities 1-6 are an opportunity for students to demonstrate engagement with building skills as a human resource manager in the capacity of an agribusiness organization's biggest investment (typically), it's human capital (i.e., people). Students are guided through the scientific process of identifying an agribusiness commodity, sector, or specific organization, of personal interest, researching data associated with the issue, from primary and secondary sources, including qualitative and quantitative data. Through these activities, students are guided to document their findings, and evaluate strategic factors related to HRM principles as well as agribusiness management considerations resulting in a HR policy recommendation of “what an agribusiness manager can do” to resolve the issue. The set of activities scaffold the process of building a model by identifying an issue to research, documenting data, locating an area in agricultural operations (e.g., supply chain, value chain) where the issue is occurring, submitting a first draft for peer review, reviewing peers' strategic concerns with reflective feedback, finalizing their semester project into an e-Portfolio website in Canvas with video narrative. The course readings, videos, activities, and discussions assigned for this class support the development of HRM principles and skills to synthesize concepts covered in this course that are tailored specifically to agribusiness industry. They also provide an opportunity for this online class to engage with the materials in a personal way. The following general rubric will be used for grading “Addressing strategic agribusiness HRM concerns” Activities, with additional rubric detail provided specifically for each assignment in Canvas.

Annotated Rubric	Points
Thorough on-point and substantive contribution to prompts based on the materials.	Full credit (80-100)
Competent and complete, but may lack clarity, focus, specific detail, and/or development of thoughts.	Partial credit (50-70)
Incomplete, with little to no evidence of careful consideration, appears rushed and shows scant involvement with the materials.	Marginal credit (10-40)

No submission	No credit 0
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III. Annotated Weekly Schedule

The schedule is tentative and subject to change. Check Canvas for any updates

Week	Day of the Week		
Introduction Module – Overview of the course and introduction to the instructor			
<p>Topic: Introduction to the instructor & overview of course Summary: An introduction to AEB 5757 and the instructor including a tour of technology used in the course, communication methods available, Canvas tools, expectations, and registration for the eBook and Pearson My Lab Management. The practice activities are not graded by provide familiarity with the class, peers, and graded assignments during the semester.</p>			
1 Drop & Add	Monday 7/03 Due: Read Syllabus <i>(about 45 minutes)</i> Due: Register for Pearson My Lab Management (eBook) – complete “Get Started with MyLab Management” <i>(about 30 minutes)</i> Due: Organize your planner and block time during the week for working on course content. Pace yourself (and make adjustments to the weekly schedule) for activities that fit with your other classes and workload this semester.		
<p>Topic: Holiday – Independence Day Summary: No classes.</p>			
1 Drop & Add	Tuesday 7/04 Holiday		

Module 1 – The Human Resource Environment (Lessons 1-3)

Topic: Concepts and applications of the Human Resource Environment

Summary: This module focuses on the principle that people within the organization are investments in organizational capital and therefore a basic situation of strategic management principles can be used to develop this important resources to achieve the organization’s goals. In this module, the history of HRM, important laws governing HRM, and the development of HRM as a strategic management framework for decisions about human capital performance are introduced,

1	<p>Wednesday 7/05</p> <p>Due: Syllabus Quiz; 20/20 opens course content <i>(about 15 minutes)</i></p> <p>Due: Practice Discussion, D_0: You try it! "Class Introductions" <i>(about 10 minutes)</i></p> <p>Due; Practice Activity, A_0 "Understanding TurnItIn Plagiarism Tool" <i>(about 10 minutes)</i></p> <p>Due: Practice Reflection video Module 0 <i>(about 15 minutes to record and upload into Canvas, about 30 minutes if you've never done this before)</i></p> <p>You should have already completed the Syllabus Quiz to open the course materials!</p>	<p>Thursday 7/06</p> <p>Due: Discussion 1 post (D_01) by 11:59 pm – only (part a). <i>(about 45 minutes)</i></p> <p>Due: Activity 1 (A_01) by 11:59 pm. <i>(about 1 hour)</i></p> <p>Note: You do not need to finish the Module 1 readings to complete D_01 or A_01.</p>	<p>Friday 7/07</p> <p>Due: Lesson 1 (CH 1) by 11:59 pm. <i>(about 2.0 hours per lesson)</i></p> <p>Due: D_01 Response (part b) by 11:59 pm. <i>(about 15 minutes)</i></p>
2	<p>Monday 7/10</p> <p>Due: Lesson 2 (CH 2) by 11:59 pm. <i>(about 2.0 hours per lesson)</i></p> <p>Due: Lesson 3 (CH 3) by 11:59 pm. <i>(about 2.0 hours per lesson)</i></p>	<p>Tuesday 7/11</p> <p>Begin Module 2 HERE page in Canvas</p> <p>Due: Discussion 2 post (D_02) by 11:59 pm – only (part a). <i>(about 45 minutes)</i></p> <p>Note: You do not need to finish the Module 2 readings to complete D_02.</p>	<p>Wednesday 7/12</p> <p>Due: Activity 2 (A_02) by 11:59 pm. <i>(about 60 minutes)</i></p> <p>Note: You do not need to finish the Module 2 readings to complete A_02.</p>

	Due: Reflection video Module 1 <i>(about 15 minutes)</i> End Module 1		
Module 2 – Recruiting, Planning, and Talent Management (Lessons 4-6)			
<p>Topic: Concepts and applications of Recruiting, Planning, and Talent Management Summary: Have you ever wondered how organizations use data to analyze their investment in human resources and plan for acquiring human talent? What factors are important consideration to discuss within HRM meetings to plan for growth and the future of the organization? Conducting a job analysis to identify organizational needs is a critical component in the talent management process. In this module, recruiting and elements of the selection process to identify ideal candidates for joining the team are addressed.</p>			
2	Thursday 7/13 Due: Lesson 4 (CH 4) by 11:59 pm. <i>(about 2.0 hours per lesson)</i>	Friday 7/14 Due: Lesson 5 (CH 5) by 11:59 pm. <i>(about 2 hours per lesson)</i> Due: D_02 Response (part b) by 11:59 pm. <i>(about 15 minutes)</i>	Sat 7/15 Due: Lesson 6 (CH 6) by 11:59 pm. <i>(about 2 hours per lesson)</i> Due: Reflection video Module 2 <i>(about 15-30 minutes to record and upload in Canvas)</i> End Module 2
Module 3 – Acquiring, Training, and Developing Human Resources (Lessons 7-9)			
<p>Topic: Concepts and applications of Acquiring, Training, and Developing Human Resources Summary: This module focuses on performance, including legal and strategic aspects of candidate interviews, new hire training, and development of employee potential. Performance management and appraisal are aspects of weighing the benefits and costs associated with personnel resource decisions. In this module, the tools used for investing in human resources affecting organizational strategy and goals are addressed.</p>			
3	Monday 7/17 Begin Module 3 HERE page in Canvas Due: Discussion 3 post (D_03) by 11:59 pm – only (part a). <i>(about 45 minutes)</i> Note: You do not need to finish the Module 3 readings to complete D_03.	Tuesday 7/18 Due: Activity 3 (A_03) by 11:59 pm. <i>(about 60 minutes)</i> Note: You do not need to finish the Module 3 readings to complete A_03.	Wednesday 7/19 Due: Lesson 7 (CH 7) by 11:59 pm. <i>(about 2 hours per lesson)</i>

3	<p>Thursday 7/20</p> <p>Due: Lesson 8 (CH 8) by 11:59 pm. <i>(about 2 hours per lesson)</i></p> <p>Due: D_03 Response (part b) by 11:59 pm. <i>(about 15 minutes)</i></p>	<p>Friday 7/21</p> <p>Due: Lesson 9 (CH 9) by 11:59 pm. <i>(about 2 hours per lesson)</i></p> <p>Due: Reflection video Module 3 <i>(about 15 minutes)</i></p> <p>End Module 3</p>	Sat/Sun 7/22-7/23
Module 4 – Managing Compensation & Employee Performance (Lessons 10-12)			
<p>Topic: Concepts and applications of Managing Compensation & Employee Performance</p> <p>Summary: This module focuses on compensating human resource talent for the knowledge, skills, and abilities they provide to the organization. In agribusiness, payment for services takes a variety of methods that are unique to this industry. The supply of agribusiness labor continues to present shortages for the organization and retention is a strategic element of operations. In this module, the concepts of strategic pay plans and performance incentives are considered for a variety of agricultural commodities.</p>			
4	<p>Monday 7/24</p> <p>Begin Module 4 HERE page in Canvas</p> <p>Due: Discussion 4 post (D_04) by 11:59 pm – only (part a). <i>(about 45 minutes)</i></p> <p>Note: You do not need to finish the Module 4 readings to complete D_04.</p>	<p>Tuesday 7/25</p> <p>Due: Activity 4 (A_04) by 11:59 pm. <i>(about 60 minutes)</i></p> <p>Note: You do not need to finish the Module 4 readings to complete A_04.</p>	<p>Wednesday 7/26</p> <p>Due: Lesson 10 (CH 10) by 11:59 pm. <i>(about 2 hours per lesson)</i></p>
<p>Topic: Reminder we are mid-way through the semester.</p> <p>Summary: Stop and reflect on what is working for you this semester and what changes are needed.</p>			
4	Remember to breathe...	We are halfway through the semester now!	Take time to reflect on habits that are working for you and those that are not. Reach out to discuss concerns with the instructor now, if needed.
4	<p>Thursday 7/27</p> <p>Due: Lesson 11 (CH 11) by 11:59 pm. <i>(about 2 hours per lesson)</i></p>	<p>Friday 7/28</p> <p>Due: Lesson 12 (CH 12) by 11:59 pm. <i>(about 2 hours per lesson)</i></p>	Sat/Sun 7/29-7/30

	Due: D_04 Response (part b) by 11:59 pm. <i>(about 15 minutes)</i>	Due: Reflection video Module 4 <i>(about 15 minutes)</i> End Module 4	
Module 5 – Employee Well-being & Management Relations (Lessons 13-15)			
<p>Topic: Concepts and applications of Employee Well-being & Management Relations</p> <p>Summary: This module further investigates the investment in human capital development through employment benefits and services that represent a significant component of the managerial salary package associated with most organizations’ HR department. Positive employee relations are considered as change management is discussed as a skill that all people managers can develop. In this module, the concepts of labor relations and collective bargaining (unions) are also considered as a component of agribusiness organizations..</p>			
5	<p>Monday 7/31</p> <p>Begin Module 5 HERE page in Canvas</p> <p>Due: Discussion 5 post (D_05) by 11:59 pm – only (part a). <i>(about 45 minutes)</i></p> <p>Note: You do not need to finish the Module 5 readings to complete D_05.</p>	<p>Tuesday 8/01</p> <p>Due: Activity 5 (A_05) by 11:59 pm. <i>(about 60 minutes)</i></p> <p>Note: You do not need to finish the Module 5 readings to complete A_05.</p>	<p>Wednesday 8/02</p> <p>Due: Lesson 13 (CH 13) by 11:59 pm. <i>(about 2 hours per lesson)</i></p>
5	<p>Thursday 8/03</p> <p>Due: Lesson 14 (CH 14) by 11:59 pm. <i>(about 2 hours per lesson)</i></p> <p>Due: D_05 Response (part b) by 11:59 pm. <i>(about 15 minutes)</i></p>	<p>Friday 8/04</p> <p>Due: Lesson 15 (CH 15) by 11:59 pm. <i>(about 2 hours per lesson)</i></p> <p>Due: Reflection video Module 5 <i>(about 15 minutes)</i></p> <p>End Module 5</p>	<p>Sat/Sun 8/05-8/06</p>
Module 6 – Additional Topics in HRM (Lessons 16-18)			
<p>Topic: Concepts and applications of Additional Topics in HRM</p> <p>Summary: This module represents a shift in perspective from the examination of the organization’s internal goals for performance to the external environment including risk management and globalization of human resources. Also in this module, the concepts of small entrepreneurial firms are also considered as the landscape of local and regional food systems presents opportunities for new business development.</p>			

6	<p>Monday 8/07</p> <p>Begin Module 6 HERE page in Canvas</p> <p>Due: Discussion 6 post (D_06) by 11:59 pm – only (part a). <i>(about 45 minutes)</i></p> <p>Note: You do not need to finish the Module 6 readings to complete D_06.</p>	<p>Tuesday 8/08</p> <p>Due: Activity 6 (A_06) by 11:59 pm. <i>(about 60 minutes)</i></p> <p>Note: You do not need to finish the Module 6 readings to complete A_06.</p>	<p>Wednesday 8/09</p> <p>Due: Lesson 16 (CH 16) by 11:59 pm. <i>(about 2 hours per lesson)</i></p>
6	<p>Thursday 8/10</p> <p>Due: Lesson 17 (CH 17) by 11:59 pm. <i>(about 2 hours per lesson)</i></p> <p>Due: D_06 Response (part b) by 11:59 pm. <i>(about 15 minutes)</i></p>	<p>Friday 8/11 - Last day of classes</p> <p>Due: Lesson 18 (CH 18) by 11:59 pm. <i>(about 2 hours per lesson)</i></p> <p>Due: Reflection video Module 6 <i>(about 15 minutes)</i></p> <p>End Module 6</p>	<p>Saturday 8/12</p> <p>Intercession (break) begins.</p>
<p>Topic: Time for end of semester rest & reflection (optional follow up invitation)</p> <p>Summary: The week after the semester ends is a time for reflecting on important milestones. You just finished a busy semester. Are there any lingering questions about the subject matter? Any questions you'd like to ask the instructor about next steps for staying engaged with the material? The break between semesters, as things slow down, is a great time to consider professional development and career plans moving forward. Please reach out if you'd like to discuss opportunities!</p>			
N/A	What are your summer plans?	What are your professional development plans?	What are your career plans?

IV. Student Learning Outcomes (SLOs)

At the end of this course, students will be expected to have achieved the [General Education](#) learning outcomes as follows:

Content: *Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline(s).*

- Identify, describe, and explain key themes, theoretical principles, and terminology of HRM including the history, theory, and empirical methodologies used for strategic HR decisions

through discussions, activities, lessons, quizzes and reflections that culminate in a final “Addressing strategic agribusiness HRM concerns” narrated e-Portfolio website in Canvas. (S)

Critical Thinking: *Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the discipline(s).*

- Apply formal and informal qualitative or quantitative analysis using HRM concepts and methods to examine the principles and tools that form the processes by which individuals make human capital decisions through discussions, activities, lessons, quizzes, and reflections that culminate in a final “Addressing strategic agribusiness HRM concerns” narrated e-Portfolio website in Canvas. (S)
- Assess and analyze diverse perspectives associated with HRM resource allocations associated with production efficiency and personnel development through discussions, activities, lessons, quizzes, and reflections that culminate in a final “Addressing strategic agribusiness HRM concerns” narrated e-Portfolio website in Canvas. (S)
- Critically analyze and evaluate qualitative and quantitative data for informing HRM concerns and strategic agribusiness decisions through discussions, activities, lessons, quizzes, and reflections that culminate in a final “Addressing strategic agribusiness HRM concerns” narrated e-Portfolio website in Canvas. (Q2)

Communication: *Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s).*

- Develop and present clear and effective oral, written, and presented work that demonstrates critical engagement with course texts, videos, and experiential learning through discussions, activities, lessons, quizzes, and reflections that culminate in a final “Addressing strategic agribusiness HRM concerns” narrated e-Portfolio website in Canvas. (S)

Connection: *Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.*

- Connect course content with their intellectual, personal, and professional lives at UF and beyond through information and peer sharing that culminate in a final “Addressing strategic agribusiness HRM concerns” narrated e-Portfolio website in Canvas.
- Reflect on their own and others’ experience in allocation decisions following principles of strategic HRM analysis to develop a final “Addressing strategic agribusiness HRM concerns” narrated e-Portfolio website in Canvas.

V. Learning Positive and Normative Economic Policy Analysis

1. Details of “Addressing strategic agribusiness HRM concerns” Activities (1-6)

For experiential learning opportunities, students will select a HRM topic of personal interest to research during the semester that will culminate in an digitally-archived narrated and peer-reviewed e-Portfolio referred to as “Addressing strategic agribusiness HRM concerns”. Students’ selected HRM topic can be

applied to any number of commodity, supply-, or value-chain aspect for which the student has a personal interest. Students will engage in a variety of independent online and collaborative research, communication, peer feedback, and reflection assignments designed to build upon course concepts and to provide an understanding of using analytical models to formulate strategic-decisions on their agribusiness HRM topic that may be of local, regional, or global in context. The following six activity descriptions provide an overview of components included in developing their recommendations:

A_01: Selecting an agribusiness HRM-related topic

A_02: Providing source support for an objective analysis of my HRM topic

A_03: Describing the commodity and supply/value chain environment of my HRM topic

A_04: Addressing strategic agribusiness HRM concerns “FIRST DRAFT”

A_05: Evaluating strategic agribusiness HRM concerns via “PEER REVIEW”

A_06: Communicating strategic agribusiness HRM concerns via “FINAL DRAFT & e-Portfolio”

The final draft of the “Addressing strategic agribusiness HRM concerns” e-Portfolio website in Canvas project is intended to showcase students’ analytical and communication abilities of a complex topic and what they’ve learned about agribusiness HRM principles as evidence of [employability skills in agriculture and natural resources](#), as identified by the Association of Public Land-Grant Universities (APLU).

2. Details of Self-Reflection Component

Self-reflection is built into each module and Addressing strategic agribusiness HRM concerns activity culminating in the final e –Portfolio website in Canvas project.

VI. Required Policies

Attendance Policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.ua.ufl.edu/students/>. Students

will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

In-Class Recordings

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another

person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.