

AEB 5757: Strategic Agribusiness Human Resources Management

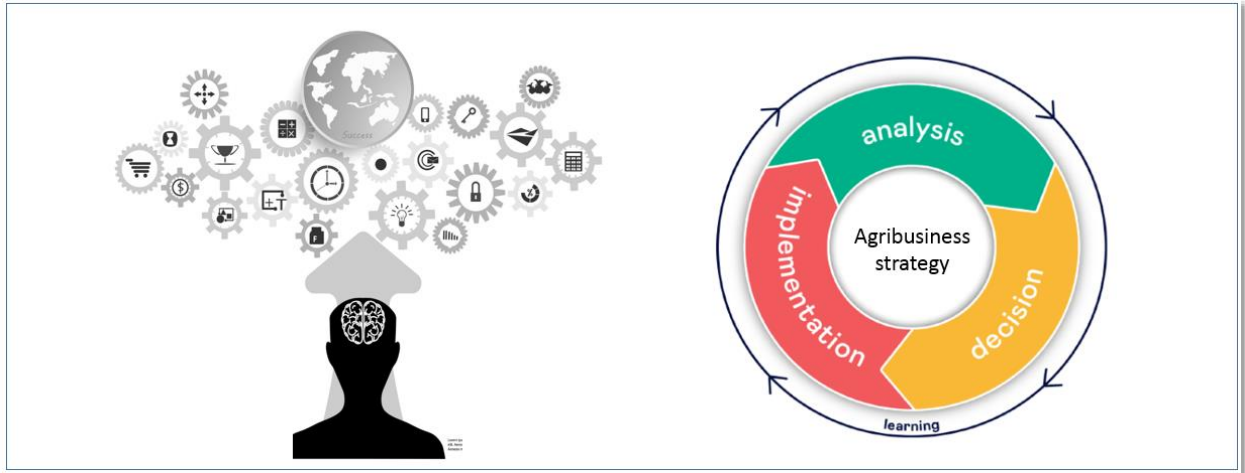


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“Human Resources isn’t a thing we do. It’s the thing that runs our business.”

-- Steve Wynn, CEO Wynn Resorts.

I. General Information

Class Meetings

Summer B 2024

100% online with additional (optional) synchronous Zoom Q&A sessions throughout the semester

Location <http://lss.at.ufl.edu>

Instructor

Dr. Jennifer Clark

1191 McCarty Hall A (MCCA) and Zoom: <https://ufl.zoom.us/j/7910794490>

- Tuesdays, Wednesdays & Thursdays 11:00 am – 12:00 noon (office & Zoom)

- Mondays & Fridays 8:30 am – 9:30 am & 2:00 – 3:00 pm (Zoom only)

- Or email the instructor for an appointment at another time, including evening: tspartin@ufl.edu
(please include AEB 5757 in the subject line)

Teaching Assistants (TA)

TA office hours and contact information will be Posted in Canvas > Syllabus > TA Contact & Office Hours after drop/add period ends & shared via Announcement.

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' needs.

At the end 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, through practice and working in teams, to gain experience in professional communication with associates and sharing feedback with employees.
- Improve written and oral communication skills through the development and dissemination of a research-based HR topic of personal interest conveying management strategy.

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 e-Book and homework assignments and is integrated through Canvas > MyLab and Mastering on the left-side navigation column in Canvas. UF All-Access registration is required to access these resources and registration instructions are available in Canvas > Syllabus > 0.2 Required Materials (MyLab and Mastering) > 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 textbook questions

****The MyLab 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 download 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.

e-Book Readings (Dessler) for each Lesson (L)

MODULE	LESSON	CHAPTER	TITLE	PAGE NUMBERS*
1	L1	CH 1	Introduction to Human Resource Management	1-23
	L2	CH 2	Equal Opportunity and the Law	32-59
	L3	CH 3	Human Resource Management Strategy and Performance	70-91
2	L4	CH 4	Job Analysis and the Talent Management Process	97-125
	L5	CH 5	Personnel Planning and Recruiting	131-161
	L6	CH 6	Employee Testing and Selection	170-196
3	L7	CH 7	Interviewing Candidates	206-223
	L8	CH 8	Training and Developing Employees	237-268
	L9	CH 9	Performance Management and Appraisal	278-304
4	L10	CH 10	Managing Careers and Retention	312-334
	L11	CH 11	Establishing Strategic Pay Plans	349-381
	L12	CH 12	Pay for Performance and Financial Incentives	390-411
5	L13	CH 13	Benefits and Services	420-445
	L14	CH 14	Building Positive Employee Relations	453-475
	L15	CH 15	Labor Relations and Collective Bargaining	484-510
6	L16	CH 16	Safety, Health, and Risk Management	518-549
	L17	CH 17	Managing Global Human Resources	563-582
	L18	CH 18	Managing HR in Small and Entrepreneurial Firms	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
<u>Discussion Post (part a) & Discussion Response (part b); Modules (1-5) drop lowest score</u>	1 hour total; 45 minutes for (part a) and 15 minutes for (part b)	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).	400
<u>Modules (1-5) Activities, “Addressing strategic agribusiness HRM concerns”;</u> drop lowest score	1 hour	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).	400

		Additional information is provided on page 21 of this Syllabus, section V. Learning about Agribusiness HRM: Details of “Addressing strategic agribusiness HRM concerns” set of Activities (1-6): A semester-long e-Portfolio project.	
Modules (1-5) Homework (HW) – includes Lecture Q’s, Reading Q’s, and Check your Understanding Q’s; drop lowest three scores for each item	2 hours per Lesson to complete Lecture Q’s, Reading Q’s, and Check your Understanding Q’s (3 Lessons per Module totals 6 hours per Module).	Each Module contains three Lessons and each Lesson (i.e., textbook chapter) contains graded items including watching a lecture video (15 points x 3 lessons), textbook chapter reading questions (10 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, textbook reading and questions are dropped (-90 points).	360
Modules (1-5) Quizzes; drop lowest three scores	30 minutes each Lesson (3 Lessons per Module totals 1.5 hours per Module)	Each Module includes 3 chapter quizzes covering the content of 3 lessons within that module. These quizzes are open-book & open notes; there are no proctoring services required. Quiz questions consist of multiple choice, T/F, and short-answer questions. The open-book design provides students with the opportunity to demonstrate recall of facts and basic concepts (remember), explain ideas or concepts (understand), and use information in new situations (apply), related to HRM 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 summary prompting students to share something learned within the Module that is applied to HRM decisions. Students share a response reflecting on question prompts designed to reinforce learning objectives and analytical connections between key terms and concepts needed for managing an agribusiness and its	80

		human resources. (5 x 20 points each; lowest score is dropped).	
<p>Module 6 contains a Discussion/Response, Activity, Lesson (e.g., Lecture video, SB Reading, Check your understanding Questions,& Quiz) and Reflection video</p> <p>Note: Module 6 graded item scores are not dropped in the final grade calculation.</p> <p>Students should contact the Instructor in the event of extenuating circumstances.</p>	Similar to Modules 1-5	<p>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 during final exam week.</p>	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 must score a grade of C or higher to satisfy any Gen Ed requirements.

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.

III. Annotated Weekly Schedule

The weekly schedule is provided as an overview of the lesson content and assignment due dates. All due dates are at 11:59 pm EST reflected in the schedule. The instructor will make every effort to adhere to this schedule but should changes become necessary to accommodate unexpected events students should check Canvas>Announcements regularly for weekly updates.

Introduction Module – Overview of the course and introduction to the instructor

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.

This module focuses on introducing 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.

DAY	MONDAY	Remainder of Week 1 schedule located on the next page.				
DATE	7/01/24					
WEEK 1	<p>Classes Begin!</p> <p>Due: Introduction & Syllabus Quiz</p> <p>Register for UF All Access Pearson MyLab and Mastering (e- Book & assignments).</p>					

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.

DAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	7/02/24	7/03/24	7/04/24	7/05/24	7/06-07/24
WEEK 1	Work on Lesson 1 (Chapter 1) Due: Discussion 1 Post (part a) <i>(approximately 30-45 minutes, depending on if you’ve posted in Canvas before).</i>	Work on Lesson 2 (Chapter 2)	HOLIDAY	Work on Lesson 3 (Chapter 3)	Due SAT: HW 1 Includes Lessons 1-3 Reading Q’s, Lecture Q’s, and Check your Understanding Q’s. <i>(Allocate time during the week to work on lessons for maximum schedule flexibility – approximately 2 hours per lesson).</i> Due SAT: Quizzes 1 Includes Lessons 1-3 Due SUN: Discussion Response 1 (part b) <i>(approximately 15 minutes).</i> Due SUN: Activity 1 <i>(approximately 60 minutes).</i> Due SUN: Reflection Video 1 <i>(approximately 15 minutes).</i>

Module 2 – Recruiting, Planning, and Talent Management (Lessons 4-6)

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.

DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	7/08/24	7/09/24	7/10/24	7/11/24	7/12/24	7/13-14/24
WEEK 2		Work on Lesson 4 (Chapter 4) Due: Discussion 2 Post (part a) <i>(approximately 30-45 minutes).</i>	Work on Lesson 5 (Chapter 5)	Work on Lesson 6 (Chapter 6)	Due: HW 2 Includes Lessons 4-6 Reading Q's, Lecture Q's, and Check your Understanding Q's. <i>(Allocate time during the week to work on lessons for maximum schedule flexibility – approximately 2 hours per lesson).</i> Due: Quizzes 2 Includes Lessons 4-6	Due SAT: Discussion Response 2 (part b) <i>(approximately 15 minutes).</i> Due SAT: Activity 2 <i>(approximately 60 minutes).</i> Due SAT: Reflection Video 2 <i>(approximately 15 minutes).</i>

Module 3 – Acquiring, Training, and Developing Human Resources (Lessons 7-9)

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.

DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	7/15/24	7/16/24	7/17/24	7/18/24	7/19/24	7/20-21/24
WEEK 3		Work on Lesson 7 (Chapter 7) Due: Discussion 3 Post (part a) <i>(approximately 30-45 minutes).</i>	Work on Lesson 8 (Chapter 8)	Work on Lesson 9 (Chapter 9)	Due: HW 3 Includes Lessons 7-9 Reading Q's, Lecture Q's, and Check your Understanding Q's. <i>(Allocate time during the week to work on lessons for maximum schedule flexibility – approximately 2 hours per lesson).</i> Due: Quizzes 3 Includes Lessons 7-9	Due SAT: Discussion Response 3 (part b) <i>(approximately 15 minutes).</i> Due SAT: Activity 3 <i>(approximately 60 minutes).</i> Due SAT: Reflection Video 3 <i>(approximately 15 minutes).</i> Extra Credit: Please complete Mid-Semester Feedback Extra Credit (5 points)

Module 4 – Managing Compensation & Employee Performance (Lessons 10-12)

Topic: Concepts and applications of Managing Compensation & Employee Performance

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.

DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	7/22/24	7/23/24	7/24/24	7/25/24	7/26/24	7/27-28/24
WEEK 4		Work on Lesson 10 (Chapter 10) Due: Discussion 4 Post (part a) <i>(approximately 30-45 minutes).</i>	Work on Lesson 11 (Chapter 11)	Work on Lesson 12 (Chapter 12)	Due: HW 4 Includes Lessons 10-12 Reading Q's, Lecture Q's, and Check your Understanding Q's. <i>(Allocate time during the week to work on lessons for maximum schedule flexibility – approximately 2 hours per lesson).</i> Due: Quizzes 4 Includes Lessons 10-12	Due SAT: Discussion Response 4 (part b) <i>(approximately 15 minutes).</i> Due SAT: Activity 4 <i>(approximately 60 minutes).</i> Due SAT: Reflection Video 4 <i>(approximately 15 minutes).</i>

Module 5 – Employee Well-being & Management Relations (Lessons 13-15)

Topic: Concepts and applications of Employee Well-being & Management Relations

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.

DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	7/29/24	7/30/24	7/31/24	8/01/24	8/02/24	8/03-04/24
WEEK 5		Work on Lesson 13 (Chapter 13) Due: Discussion 5 Post (part a) <i>(approximately 30-45 minutes).</i>	Work on Lesson 14 (Chapter 14)	Work on Lesson 15 (Chapter 15)	Due: HW 5 Includes Lessons 13-15 Reading Q's, Lecture Q's, and Check your Understanding Q's. <i>(Allocate time during the week to work on lessons for maximum schedule flexibility – approximately 2 hours per lesson).</i> Due: Quizzes 5 Includes Lessons 13-15	Due SAT: Discussion Response 5 (part b) <i>(approximately 15 minutes).</i> Due SAT: Activity 5 <i>(approximately 60 minutes).</i> Due SAT: Reflection Video 5 <i>(approximately 15 minutes).</i>

Module 6 – Additional Topics in HRM (Lessons 16-18)

Topic: Concepts and applications of Additional Topics in HRM

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.

DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
DATE	8/05/24	8/06/24	8/07/24	8/08/24	8/09/24	8/10/24
WEEK 6		Work on Lesson 16 (Chapter 16) Due: Discussion 6 Post (part a) <i>(approximately 30-45 minutes).</i>	Work on Lesson 17 (Chapter 17)	Work on Lesson 18 (Chapter 18)	Due: HW 6 Includes Lessons 16-18 Reading Q’s, Lecture Q’s, and Check your Understanding Q’s. <i>(Allocate time during the week to work on lessons for maximum schedule flexibility – approximately 2 hours per lesson).</i> Due: Quizzes 6 Includes Lessons 16-18 Due: Discussion Response 6 (part b)	*Will accept A_06 until this date with no late penalty. Ask if you have questions!

					<p><i>(approximately 15 minutes).</i></p> <p>Due SAT: Activity 6 <i>(approximately 60 minutes).</i></p> <p>Due: Reflection Video 6 <i>(approximately 15 minutes).</i></p>	
Conclusion Module – Final Thoughts						
<p>Topic: As the semester wraps up, you are invited to take time for reflection on the bigger picture of HRM, how the pieces fit together, and factors influencing your own decisions about managing human resources. Please take time to complete feedback on your course experience.</p> <p>Summary: Do you have any lingering questions about the subject matter? Any questions about professional generalist or specialist HRM opportunities or certifications? This is an opportunity to consider your professional development and skills growth. Please reach out with any questions.</p>						
DAY					FRIDAY	
DATE					8/09/24	
WEEK 6					<p>Please complete Course Evaluation!</p> <p>Reach out to discuss HRM-related projects.</p>	

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” e-Portfolio project. (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” e-Portfolio project. (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” e-Portfolio project. (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” e-Portfolio project. (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” e-Portfolio project. (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” e-Portfolio project.

V. Learning about Agribusiness HRM

1. Details of “Addressing strategic agribusiness HRM concerns” set of Activities (1-6): A semester-long e-Portfolio project

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:

MODULE	NAME OF ACTIVITY “Addressing strategic HRM Concerns”
A_01	Selecting an agribusiness HRM-related topic
A_02	Providing data sources to support a strategic HRM topic
A_03	Describing the contextual environment to support a strategic HRM topic
A_04	First Draft
A_05	Peer Review
A_06	Final e-Portfolio project completion

Each of the six Activities build upon each other beginning with issue formulation, data collection, contextual agribusiness environment, first draft, peer review and editing, and final e-Portfolio reflecting learning objectives achieved throughout the semester.

The final draft of the “Addressing strategic agribusiness HRM concerns” is a culmination of students’ semester-long engagement with a self-selected HRM topic reflecting deeper engagement with course learning objectives. The Final e-Portfolio project showcases students’ analytical and communication skills associated with a complex topic of strategy and demonstrates evidence of developed [employability skills in agriculture and natural resources](#) identified by the Association of Public Land-Grant Universities (APLU). The e-Portfolio is a digital copy that can be shared to demonstrate university-level professionalism.

The course readings, videos, activities, and discussions assigned for this class are designed to synthesize learning objectives covered in this course. They also provide an opportunity to engage with the materials in a personal way. The following annotated rubric provides general expectations of rigor for grading “Addressing strategic agribusiness HRM concerns” written narratives. Canvas Activities provide additional rubric detail specifically related to each assignment’s instructions and objectives 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

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.aa.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 in 2215 Turlington Hall or online at <http://writing.ufl.edu/writing-studio/> 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.