



AREC 325 PERSONNEL MANAGEMENT IN AGRICULTURE

INSTRUCTOR & COURSE INFORMATION

Instructor: Alexandra Hill

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Communication Policy: Responses to emails will be provided within 24 hours during normal business hours (i.e. Monday-Friday 8am-5pm). Please do not expect prompt email responses in late evenings or on weekends.

Office Hours: (Virtual) Monday & Wednesday, 2:30pm – 3:30pm (and by appointment)

Office Hours Link: <https://meet.google.com/gef-dvfx-pwo>

Teaching Assistant: Chelsey Miller

Email: Chelsey.Miller@colostate.edu

Office Hours: Monday & Wednesday, 10am – 11am

Office Hours Link:

Course Meeting Days and Times: M-W-F, 9am – 9:50am

Course Meeting Location: Lory Student Center, Ballroom A

COVID-19 INFORMATION

Important information for Students: All students should fill out a student-specific symptom checker each day before coming to class (<https://covidrecovery.colostate.edu/daily-symptom-checker/>). In addition, please utilize the symptom checker to report symptoms, if you have a positive test, or exposed to a known COVID contact. If you know or believe you have been exposed or are symptomatic, it is important for the health of yourself and others that you report it through this checker. You will not be in trouble or penalized in any way for reporting. If you report symptoms or a positive test, you will receive immediate instructions on what to do and CSU's Public Health Office will be notified. Once notified, that office will contact you and most likely conduct contact tracing, initiate any necessary public health requirements and/or recommendations and notify you if you need to take any steps.

For the latest information about the University's response, please visit the **CSU COVID-19 site** (<https://covidrecovery.colostate.edu/>).



COURSE DESCRIPTION & OBJECTIVES

The purpose of this course is to provide students with an introduction to and overview of human resource management in agribusinesses and farm operations. The course is divided into six sections: (1) foundational principles, (2) employee recruitment and selection, (3) employee training, talent development, and retention, (4) legal issues, (5) compensation and benefits, and (6) maintaining positive employee relations.

Upon the completion of this course, students will be able to:

1. Explain the roles of leaders, managers, and human resource managers in a business.
2. Conduct a job analysis, write a job description, and determine job specifications.
3. Design a job search process that is efficient, effective and leads to a diverse pool of candidates.
4. Develop interview questions to determine whether an employee meets the job specifications.
5. Create an effective employee onboarding process.
6. Describe a variety of ways to facilitate employee development.
7. Explain a comprehensive approach to retaining employees.
8. Identify important legal issues governing employment, particularly in agribusinesses.
9. Collect resources for help in understanding legal issues related to employment.
10. Appraise employee performance and develop a performance management strategy.
11. Establish a strategic pay and benefits plan.
12. Explain multiple methods for managing employee relations.

TEXTBOOK / COURSE READINGS

Recommended Textbooks (not required):

There is no required textbook for this course, but the lecture materials will draw from a few texts that I encourage you to look at if the topic is particularly interesting or relevant for you:

Billikopf, G.E. (2003). *Labor Management in Agriculture: Cultivating Personnel Productivity 2nd Edition*. University of California: Agriculture and Natural Resources Publication 3417.

Dessler, G. (2018). *Human Resource Management 16th Edition*. New York: Pearson.

Perry, G. (2015). *Managing People in Agribusiness: An AR Handbook 3rd Edition*. Copies are available in the bookstore.

Course Readings and Case Studies:

Most of the educational materials for this course will be given through lecture. Because I am not asking you to read a textbook, I will instead be asking you to read a few case studies over the course of the semester. The aim of these case studies is to give you the opportunity to



apply course materials to real world (human resource) problems faced by agricultural businesses.

To Access the Case Studies:

Step One: Go to the Coursepack webpage:

<https://hbsp.harvard.edu/catalog/course/745040>

Step Two: Log into or create an HBP Education Account

Step Three: You will need to purchase the Coursepack.

For Additional Help: <https://help.hbsp.harvard.edu/hc/en-us/articles/360001262588-Accessing-Course-Material-a-Coursepack-Assigned-to-You>

COURSE POLICIES (LATE ASSIGNMENTS, MAKE-UP EXAMS, ETC.)

Late assignments will receive a +/- letter grade lower per day the assignment is late. As an example, if your assignment would have earned an A submitted on time, you will receive a B+ if you submit it two (week) days late. If you cannot submit an assignment on time due to illness or other unforeseen circumstances, please communicate with me within a day after the assignment is due and we can discuss options to reduce (or eliminate) penalization.

All exams can be taken virtually with prior instructor consent (i.e. please talk to me so I can plan accordingly!). Given this, I expect that all students will be able to take the exam at the scheduled time (during class hours), but if this is not the case please talk to me as soon as possible. If you are ill or have another unforeseen circumstance, I will work with you to schedule your make-up exam. You are also free to use the final exam to make-up the grade of the missed exam.

GRADING POLICY

| Grade | Range |
|-------|-------------------|
| A+ | 100% to 96.67% |
| A | <96.67% to 93.33% |
| A- | <93.33% to 90.0% |
| B+ | <90.0% to 86.67% |
| B | <86.67% to 83.33% |
| B- | <83.33% to 80.0% |
| C+ | <80.0% to 76.67% |
| C | <76.67% to 70.0% |
| D | <70.0% to 60.0% |
| F | <60.0% to 0.0% |



As a student enrolled in this course, one of your responsibilities is to submit course work by the due dates listed in Canvas. With that said, I take my role as your instructor very seriously, and, in fact, I care about how well you do in this course and that you have a satisfying, rewarding experience.

To that end, it is my commitment to you to respond individually to the work you submit in this class and to return your work in a timely manner. Smaller, weekly assignments and quizzes will be returned within 5 (week) days and major assignments, exams, and essays will be returned within 10 (week) days. (If, however, due to unforeseeable circumstances, the grading of your work takes longer than the times I have listed here, I will keep you informed of my progress and make every effort to return your work with feedback as soon as I can.)

Grade Breakdown:

| Assignment | Grade Points | Grade Percentage |
|--------------------|--------------|------------------|
| Discussions | 50 | 10 % |
| Exercises/Homework | 100 | 20 % |
| Case Studies | 150 | 30 % |
| Exams | 200 | 40 % |
| Total: | 500 | 100 % |

*Keep a copy of all work created for the course, including work submitted through Canvas course learning management system.

Assignment Details:

Discussions: You will be able to participate in discussions in class or online via the discussion board. On the days indicated to have discussion assignments (see calendar below), students have the option of attending class and simply participating in the discussion at least once during the class period or submitting a detailed post on the discussion forum. There are three planned discussions. The first (Turnover Rates) is worth 10 points and the latter two are worth 20 points each.

Exercises/Homework: There are six planned exercises for the semester. Each exercise is worth 20 points, with the exception of the first (Leadership Legacy, worth 10 points) and the last (Designing a Benefits Plan, worth 30 points). Your final grade will be calculated using your top 5 scores on the exercise assignments. Note that this means that you can choose not to do one of the assignments, but I would not recommend doing this for the final assignment as it is worth more points.



Case Studies: There are four planned case studies for the semester. Students will work in groups of 2-3 to complete the case study assignments. I encourage you to use the discussion board or classroom time to find peers to work with. You are welcome to keep the same group for all assignments or find a new group each time. Each case study is worth 50 points and your final grade will be calculated using your top 3 scores. Note that this means you can choose not to do one of the case studies.

Exams: There will be two exams offered during the semester, each worth 20% of your total grade. An optional final will also be offered. The grade on the final can be used to replace the grade on the lower of the two exams. Materials on all exams will be cumulative, though will focus on the more recent materials.

CANVAS INFORMATION & TECHNICAL SUPPORT

Canvas is the where course content, grades, and communication will reside for this course.

- Login: canvas.colostate.edu
- Support: info.canvas.colostate.edu
- For passwords or any other computer-related technical support, contact the [Central IT Technical Support Help Desk](#).
 - (970) 491-7276
 - help@colostate.edu

The [Technical Requirements](#) page identifies the browsers, operating systems, and plugins that work best with Canvas. If you are new to Canvas quickly review [the Canvas Student Orientation](#) materials.



COURSE CALENDAR AND ASSIGNMENT DUE DATES

| Week | Dates | Topic | Work Due | Due Date ** |
|---|------------------|--|---|--------------|
| 1 | 8/24 – 8/28 | Foundational Principles I | Leadership Legacy <i>Exercise</i> | 8/28 |
| 2 | 8/31 – 9/4 | Foundational Principles II | Firm Comparison <i>Exercise</i> | 9/4 |
| 3 | 9/9* – 9/11 | Employee Recruitment and Selection I | Job Description <i>Case Study</i> | 9/11 |
| 4 | 9/14 – 9/18 | Employee Recruitment and Selection II | Interview Questions <i>Exercise</i> | 9/18 |
| 5 | 9/21 – 9/25 | Employee Recruitment and Selection III | Clover Food Lab <i>Case Study</i> | 9/25 |
| 6 | 9/28 – 10/2 | Training, Talent Development, and Retention I | Exam 1 | 9/30 |
| 7 | 10/5 – 10/9 | Training, Talent Development, and Retention II | Turnover Rates <i>Discussion</i> | 10/9 |
| 8 | 10/12 – 10/16 | Training, Talent Development, and Retention III | Training Techniques <i>Exercise</i> | 10/16 |
| 9 | 10/19 – 10/23 | Legal Issues and Ethics I | Ferris Valley Foods <i>Case Study</i> | 10/23 |
| 10 | 10/26 – 10/30 | Legal Issues and Ethics II | Onboarding Plan <i>Exercise</i> | 10/30 |
| 11 | 11/2 – 11/6 | Compensation and Benefits I | Safelite Auto Glass <i>Discussion</i> | 11/4 & 11/6 |
| 12 | 11/9 – 11/13 | Compensation and Benefits II | Exam 2 | 11/11 |
| Fall Recess – course will move online for remainder of semester | | | | |
| 13 | 11/23 – 11/27 | Compensation and Benefits III | Design a Benefits Package <i>Exercise</i> | 11/27 |
| 14 | 11/30 – 12/4 | Maintaining Positive Employee Relations I | Organizational Culture <i>Discussion</i> | 12/4 |
| 15 | 12/7 – 12/11 | Maintaining Positive Employee Relations II | Can a Strong Culture be too Strong? <i>Case Study</i> | 12/9 & 12/11 |
| | 12/14 – 12/18 | Final Exam (optional) | | |

*No classes 9/7

**Work is due by midnight on the indicated date, unless noted otherwise in class.



ACADEMIC INTEGRITY & CSU HONOR PLEDGE

This course will adhere to the CSU [Academic Integrity/Misconduct](#) policy as found in the General Catalog and the [Student Conduct Code](#).

Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars, and citizens, I will ask that you affirm the CSU Honor Pledge as part of completing your work in this course.

Further information about Academic Integrity is available at CSU's [Academic Integrity - Student Resources](#).

UNIVERSAL DESIGN FOR LEARNING/ACCOMMODATION OF NEEDS

I am committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning.

If you are a student who will need accommodations in this class, please contact me to discuss your individual needs. Any accommodation must be discussed in a timely manner. A verifying memo from [The Student Disability Center](#) may be required before any accommodation is provided.

The Student Disability Center (SDC) has the authority to verify and confirm the eligibility of students with disabilities for the majority of accommodations. While some accommodations may be provided by other departments, a student is not automatically eligible for those accommodations unless their disability can be verified and the need for the accommodation confirmed, either through SDC or through acceptable means defined by the particular department. Faculty and staff may consult with the SDC staff whenever there is doubt as to the appropriateness of an accommodative request by a student with a disability.

The goal of SDC is to normalize disability as part of the culture of diversity at Colorado State University. The characteristic of having a disability simply provides the basis of the support that is available to students. The goal is to ensure students with disabilities have the opportunity to be as successful as they have the capability to be.

Support and services are offered to student with functional limitations due to visual, hearing, learning, or mobility disabilities as well as to students who have specific physical or mental



health conditions due to epilepsy, diabetes, asthma, AIDS, psychiatric diagnoses, etc. Students who are temporarily disabled are also eligible for support and assistance.

Any student who is enrolled at CSU, and who self-identifies with SDC as having a disability, is eligible for support from SDC. Specific accommodations are determined individually for each student and must be supported by appropriate documentation and/or evaluation of needs consistent with a particular type of disability. SDC reserves the right to ask for any appropriate documentation of disability in order to determine a student's eligibility for accommodations as well as in support for specific accommodative requests. The accommodative process begins once a student meets with an accommodations specialist in the SDC.

THIRD-PARTY TOOLS/PRIVACY

Please note that this course may require you to use third-party tools (tools outside of the Canvas learning management system), such as Skype and others. Some of these tools may collect and share information about their users. Because your privacy is important, you are encouraged to consult the privacy policies for any third-party tools in this course so that you are aware of how your personal information is collected, used and shared.

COPYRIGHTED COURSE MATERIALS

Please do not share material from this course in online, print, or other media. Course material is the property of the instructor who developed the course. Materials authored by third parties and used in the course are also subject to copyright protections. Posting course materials on external sites (commercial or not) violates both copyright law and the CSU Student Conduct Code. Students who share course content without the instructor's express permission, including with online sites that post materials to sell to other students, could face appropriate disciplinary or legal action.

UNDOCUMENTED STUDENT SUPPORT

Any CSU student who faces challenges or hardships due to their legal status in the United States and believes that it may impact their academic performance in this course is encouraged to visit [Student Support Services for Undocumented, DACA & ASSET](#) for resources and support. Additionally, only if you feel comfortable, please notify your professor so they may pass along any additional resources they may possess.



TITLE IX/INTERPERSONAL VIOLENCE

For the full statement regarding role and responsibilities about reporting harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, and the retaliation policy please go to: [Title IX – Sexual Assault, Sexual Violence, Sexual Harassment](#).

If you feel that your rights have been compromised at CSU, several resources are available to assist:

- Student Resolution Center, 200 Lory Student Center, 491-7165
- Office of Equal Opportunity, 101 Student Services, 491-5836

A note about interpersonal violence: If you or someone you know has experienced sexual assault, relationship violence and/or stalking, know that you are not alone. As instructors, we are required by law to notify university officials about disclosures related to interpersonal violence. Confidential victim advocates are available 24 hours a day, 365 days a year to provide support related to the emotional, physical, physiological and legal aftermath of interpersonal violence. Contact the Victim Assistance Team at: 970-492-4242.

RELIGIOUS OBSERVANCES

CSU does not discriminate on the basis of religion. Reasonable accommodation should be made to allow individuals to observe their established religious holidays. Students seeking an exemption from attending class or completing assigned course work for a religious holiday will need to fill out the [Religious Accommodation Request Form](#) and turn it in to the Division of Student Affairs, located on the second level of the Administration building.

Once turned in, the Division of Student Affairs will review the request and contact the student accordingly. If approved, the student will receive a memo from the Dean of Students to give to their professor or course instructor.

Students are asked to turn in the request forms as soon as the conflict is noticed. Similarly, unanticipated conflicts requiring a religious observance, such as a death in the family, can also be reviewed.

CSU PRINCIPLES OF COMMUNITY

Inclusion: We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents and contributions.



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Integrity: We are accountable for our actions and will act ethically and honestly in all our interactions.

Respect: We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.

Service: We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.

Social Justice: We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

DIVERSITY AND INCLUSION

The [Mission, Vision, and Focus](#) webpage of the Vice President for Diversity includes a comprehensive statement of CSU's commitment to diversity and inclusion.