

AEB 5757: Strategic Agribusiness Human Resources Management

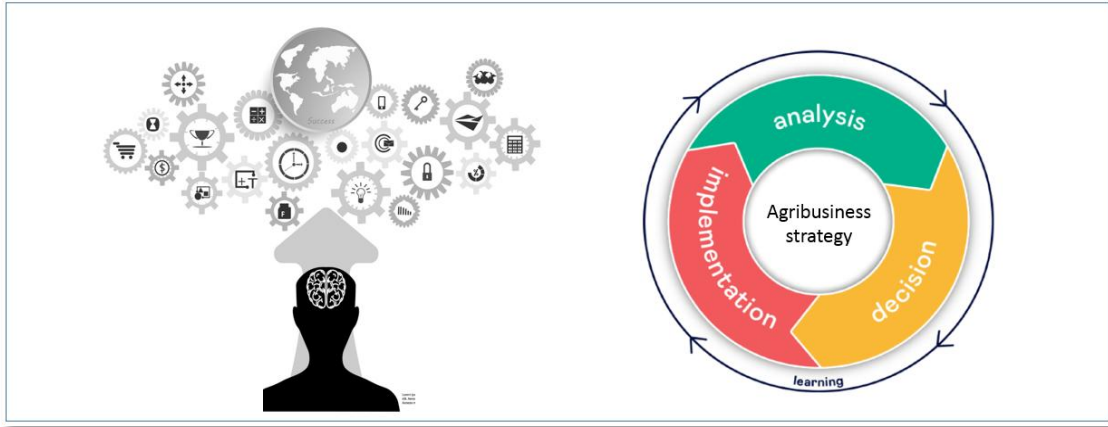


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“Human Resources isn’t a thing we do. It’s the thing that runs our business.”

-- Steve Wynn, CEO Wynn Resorts.

I. General Information

Class Meetings

Summer B 2025

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>

Email: tspartin@ufl.edu (please include course number in subject line)

Phone: (352) 294-7636

Office Hours:

Tuesday & Thursdays 2:00 pm – 4:00 pm (in person or via Zoom). If these times do not work for you, please feel free to email me to arrange an alternative meeting time.

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 the agribusiness sector of the 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 soon after the semester begins. Do not delay setting up your account!*

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](#)

UF Digital Resources

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
1	L1	CH 1	Introduction to Human Resource Management
	L2	CH 2	Equal Opportunity and the Law
	L3	CH 3	Human Resource Management Strategy and Performance
2	L4	CH 4	Job Analysis and the Talent Management Process
	L5	CH 5	Personnel Planning and Recruiting
	L6	CH 6	Employee Testing and Selection
3	L7	CH 7	Interviewing Candidates
	L8	CH 8	Training and Developing Employees
	L9	CH 9	Performance Management and Appraisal
4	L10	CH 10	Managing Careers and Retention
	L11	CH 11	Establishing Strategic Pay Plans
	L12	CH 12	Pay for Performance and Financial Incentives
5	L13	CH 13	Benefits and Services
	L14	CH 14	Building Positive Employee Relations
	L15	CH 15	Labor Relations and Collective Bargaining
6	L16	CH 16	Safety, Health, and Risk Management
	L17	CH 17	Managing Global Human Resources
	L18	CH 18	Managing HR in Small and Entrepreneurial Firms

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 includes one discussion topic that applies key terms and methods to HRM decision-making. An original post is worth 70 points. After posting, students reply to two classmates. Two responses are worth 30 points total. Each discussion is worth 100 points. The lowest score from Modules 1–5 is dropped. Total possible points: $[(5 \times 100) - 100] = 400$ points.	400
<u>Modules (1-5) Activities, “Addressing strategic agribusiness HRM concerns”; drop lowest score</u>	1 hour	Each module includes one Activity assignment designed to deepen your understanding of Human Resource Management (HRM) through practical application. Activities are grounded in realistic workplace scenarios and encourage higher-order thinking, including application, analysis, and evaluation. Activities from Modules 1–5 progressively build your ability to apply foundational HRM concepts in strategic and managerial contexts. Each Activity is worth 100 points, and the lowest score from Modules 1–5 is dropped. See page 15, Section V, for additional details. Total possible points: $[(5 \times 100) - 100] = 400$ points.	400
<u>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</u>	Approximately 2 hours to complete each Lesson (lecture, reading, HW questions) with 3 Lessons per Module totals 6 hours per Module.	Each module includes three Lessons, and each Lesson contains graded components (e.g., lecture, reading, check your understanding questions) in MyLab and/or Canvas. Each Homework is worth 30 points. With five modules in total, there are 15 Homework assignments ($15 \times 30 = 450$ points). The lowest three scores are dropped. Total possible points: $[(15 \times 30) - (3 \times 30)] = 360$ points.	360

Modules (1-5) Quizzes; drop lowest three scores	Plan for 30 minutes for each Lesson Quiz and 3 Lessons per Module totals 1.5 hours per Module	Each module includes three chapter quizzes (one per lesson). Quizzes are open-book and open-notes, with no proctoring required. Question formats include multiple choice and/or True/False. Each Quiz is worth 30 points. There are 15 quizzes total across Modules 1–5 ($15 \times 30 = 450$ points). The lowest three scores are dropped. Total possible points: $[(15 \times 30) - (3 \times 30)] = 360$ points.	360
Reflection Video; Modules (1-5) drop lowest score	15 minutes each module	Each module includes one Reflection Video assignment that connects module content to your own reflections on HRM strategy in agribusiness, as well as your own management development journey. Each Reflection Video is worth 20 points. The lowest score from Modules 1–5 is dropped. Total possible points: $[(5 \times 20) - 20] = 80$ points.	80
Module 6 Assignments: <ul style="list-style-type: none"> • Not eligible for drops in the final grade calculation. • Students should contact the Instructor in the event of extenuating circumstances to discuss the possibility of an Incomplete Grade, in accordance with university policy. 	Similar to Modules 1-5	Module 6 builds on the content and learning objectives from earlier modules—drawing on principles, models, and activities—as both a formative and summative assessment of course goals at the end of the term. All graded assignments in Module 6 count toward your final grade and are not eligible for drops in the grading calculation. Time on task and point values are consistent with earlier modules: <ul style="list-style-type: none"> • Discussion and Responses – 100 points • Activity – 100 points • Homework – 3 assignments \times 30 points = 90 points • Quizzes – 3 quizzes \times 30 points = 90 points • Reflection Video – 20 points If you anticipate missing any graded work in Module 6, you must contact the instructor as soon as possible to discuss options. Late work cannot be accepted after the last day of the semester unless a formal Incomplete Grade is approved.	400

		Refer to the Missed Assignments Policy on page 16 for details.	
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	Demonstrates a clear response to the topic with some complexity; includes critical thinking and synthesis of sources; provides at least an adequate discussion showing basic understanding of the material.	Lacks a clear or relevant central idea; provides minimal, off-topic, or underdeveloped discussion; may use insufficient or inappropriate sources.
ORGANIZATION AND COHERENCE	Exhibits a recognizable structure with a thesis statement and logical paragraphing; may require some effort to follow the progression of ideas.	Lacks clear organizational structure; ideas may be disjointed or lack logical flow; missing transitions or coherence that guide the reader.
ARGUMENT AND SUPPORT	Presents ideas with confidence and uses appropriate evidence for support. At the lower end of this range, discussion may be general or rely on weaker supporting material.	Relies on vague or unsupported generalizations; lacks critical analysis; may read as a summary or narrative with little argumentative focus.

STYLE	Uses language and tone appropriate to the context, genre, and discipline; sentences generally show complexity and control. At a minimum, word choice may be imprecise or sentence structure inconsistent.	Uses language that is inappropriate or inconsistent with academic or professional expectations; sentence construction may be awkward, overly simplistic, or incorrect.
MECHANICS	Generally free of major errors in grammar, spelling, or punctuation. Minor issues may be present but do not interfere with meaning or credibility.	Contains frequent mechanical errors that disrupt understanding or significantly reduce 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.

***Grace period: The Canvas "Available Until" dates are provided to accommodate unexpected events. No late penalty applies if your assignment is submitted by that date. Please contact the instructor via email in the event of extenuating circumstances preventing you from submitting timely assignments. Refer to the Missed Assignments policy on page 16 of this Syllabus for additional information.**

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

Topic: Welcome to AEB 5757 & Course Foundations

Summary: This module introduces you to the structure of AEB 5757 and sets the stage for your learning journey in strategic human resource management. You'll meet your instructor, explore course expectations, and become familiar with the technology tools used throughout the semester—including Canvas, communication channels, the eBook, and Pearson MyLab Management. Practice activities in this module are ungraded but designed to help you get comfortable with the course format, meet your peers, and preview upcoming assignments. You'll also begin exploring the foundational idea that people are investments in organizational success—a principle that drives the strategic role of HRM.

DAY	MONDAY	The remainder of Week 1 schedule is located on the next page.				
DATE	6/30/25					
WEEK 1	Examine the Introduction materials in Canvas and register MyLab account. Due: Syllabus Quiz					

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

Topic: Concepts and applications of the Human Resource Environment

Summary: This module introduces the foundations of Human Resource Management (HRM), emphasizing the idea that people are strategic investments in organizational success. You'll explore the purpose and evolution of HRM, key employment laws that shape workplace decisions, and how HR strategies align with organizational performance goals. Lessons in this module cover the role of HR in business operations, equal opportunity and legal compliance, and the development of HRM as a driver of organizational effectiveness.

DAY		TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	6/30/25	7/01/25	7/02/25	7/03/25	7/04/25	7/05-06/25

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) Due: Discussion 1 Response (part b) <i>(approximately 15 minutes).</i>	Work on Lesson 3 (Chapter 3) Due: Activity 1 <i>(approximately 60 minutes).</i>	Due: HW (Lessons 1-3) <i>(Allocate time during the week to work on lessons for maximum schedule flexibility – approximately 2 hours per lesson).</i>	HOLIDAY	Due SAT: Quizzes (Lessons 1-3) <i>(approximately 30 minutes for each Quiz).</i> Due SAT: 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: This module explores how organizations strategically plan for growth by analyzing workforce needs and managing the talent pipeline. You'll examine how job analysis supports effective workforce planning, and how data informs HR decisions about recruiting and selecting candidates. Lessons focus on the talent management process, personnel planning, recruitment strategies, and selection tools used to identify and hire the right people for the right roles.						
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	7/07/25	7/08/25	7/09/25	7/10/25	7/11/25	7/12-13/25
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) Due: Discussion 2 Response (part b) <i>(approximately 15 minutes).</i>	Work on Lesson 6 (Chapter 6) Due: Activity 2 <i>(approximately 60 minutes).</i>	Due: HW (Lessons 4-6) <i>(Allocate time during the week to work on lessons for maximum schedule flexibility – approximatel</i>	Due: Quizzes (Lessons 4-6) <i>(approximately 30 minutes for each Quiz).</i> Due: Reflection Video 2 <i>(approximately 15 minutes).</i>	

	<i>depending on if you've posted in Canvas before).</i>			<i>y 2 hours per lesson).</i>		
Module 3 – Acquiring, Training, and Developing Human Resources (Lessons 7-9)						
<p>Topic: Concepts and applications of Acquiring, Training, and Developing Human Resources</p> <p>Summary: This module emphasizes the importance of performance-based decision-making in HR. You'll explore legal and strategic considerations in interviewing candidates, onboarding new hires, and developing employee skills. Topics include effective training practices, employee development strategies, and performance appraisal systems—all of which serve as tools for investing in human capital and aligning workforce potential with organizational goals.</p>						
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	7/14/25	7/15/25	7/16/25	7/17/25	7/18/25	7/19-20/25
WEEK 3	<p>Work on Lesson 7 (Chapter 7)</p> <p>Due: Discussion 3 Post (part a) <i>(approximately 30-45 minutes, depending on if you've posted in Canvas before).</i></p>	<p>Work on Lesson 8 (Chapter 8)</p> <p>Due: Discussion 3 Response (part b) <i>(approximately 15 minutes).</i></p>	<p>Work on Lesson 9 (Chapter 9)</p> <p>Due: Activity 3 <i>(approximately 60 minutes).</i></p>	<p>Due: HW (Lessons 7-9) <i>(Allocate time during the week to work on lessons for maximum schedule flexibility – approximately 2 hours per lesson).</i></p>	<p>Due: Quizzes (Lessons 7-9) <i>(approximately 30 minutes for each Quiz).</i></p> <p>Due: Reflection Video 3 <i>(approximately 15 minutes).</i></p>	
Module 4 – Managing Compensation & Employee Performance (Lessons 10-12)						
<p>Topic: Concepts and applications of Managing Compensation & Employee Performance</p> <p>Summary: This module explores how organizations design compensation systems that reward employee contributions and support long-term retention. You'll examine strategic pay plans, performance-based incentives, and compensation structures</p>						

unique to agribusiness. Topics include how compensation reflects employee value, addresses labor shortages, and supports retention strategies across agricultural operations and commodities.						
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	7/21/25	7/22/25	7/23/25	7/24/25	7/25/25	7/26-27/25
WEEK 4	Work on Lesson 10 (Chapter 10) Due: Discussion 4 Post (part a) <i>(approximately 30-45 minutes, depending on if you've posted in Canvas before).</i>	Work on Lesson 11 (Chapter 11) Due: Discussion 4 Response (part b) <i>(approximately 15 minutes).</i>	Work on Lesson 12 (Chapter 12) Due: Activity 4 <i>(approximately 60 minutes).</i>	Due: HW (Lessons 10-12) <i>(Allocate time during the week to work on lessons for maximum schedule flexibility – approximately 2 hours per lesson).</i>	Due: Quizzes (Lessons 10-12) <i>(approximately 30 minutes for each Quiz).</i> Due: 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 focuses on how organizations support employee well-being through benefits, services, and strong management-employee relationships. You'll explore how compensation packages extend beyond wages, including key benefits that influence retention and morale. The module also addresses strategies for fostering positive employee relations, managing organizational change, and understanding labor relations and collective bargaining as they apply within agribusiness settings.						
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	7/28/25	7/29/25	7/30/25	7/31/25	8/01/25	8/02-03/25

WEEK 5	<p>Work on Lesson 13 (Chapter 13)</p> <p>Due: Discussion 5 Post (part a) <i>(approximately 30-45 minutes, depending on if you've posted in Canvas before).</i></p>	<p>Work on Lesson 14 (Chapter 14)</p> <p>Due: Discussion 5 Response (part b) <i>(approximately 15 minutes).</i></p>	<p>Work on Lesson 15 (Chapter 15)</p> <p>Due: Activity 5 <i>(approximately 60 minutes).</i></p>	<p>Due: HW (Lessons 13-15) <i>(Allocate time during the week to work on lessons for maximum schedule flexibility – approximately 2 hours per lesson).</i></p>	<p>Due: Quizzes (Lessons 13-15) <i>(approximately 30 minutes for each Quiz).</i></p> <p>Due: Reflection Video 5 <i>(approximately 15 minutes).</i></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 expands the scope of HRM by examining how external forces influence human resource strategy. You'll explore topics such as workplace safety and risk management, the globalization of HR practices, and the unique challenges faced by small and entrepreneurial firms. Special attention is given to how these issues affect emerging agribusinesses and local food systems, where innovation and adaptability play a central role in workforce planning.</p>						
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
DATE	8/04/25	8/05/25	8/06/25	8/07/25	8/08/25	8/09/25
WEEK 6	<p>Work on Lesson 16 (Chapter 16)</p> <p>Due: Discussion 6 Post (part a) <i>(approximately 30-45 minutes,</i></p>	<p>Work on Lesson 17 (Chapter 17)</p> <p>Due: Discussion 6 Response (part b) <i>(approximately 15 minutes).</i></p>	<p>Work on Lesson 18 (Chapter 18)</p> <p>Due: Activity 6 <i>(approximately 60 minutes).</i></p>	<p>Due: HW (Lessons 16-18) <i>(Allocate time during the week to work on lessons for maximum schedule flexibility –</i></p>	<p>Due: Quizzes (Lessons 16-18) <i>(approximately 30 minutes for each Quiz).</i></p> <p>Due: Reflection Video 6</p>	

	<i>depending on if you've posted in Canvas before).</i>			<i>approximately 2 hours per lesson).</i>	<i>(approximately 15 minutes).</i>	
Conclusion Module – Final Thoughts						
<p>Topic: Final Thoughts on Strategic HRM</p> <p>Summary: As the semester comes to a close, this module invites you to reflect on the broader role of Human Resource Management and how the concepts you've explored fit together to inform effective people management. You'll have the opportunity to consider your own professional development, explore potential career paths in HRM (including generalist or specialist roles), and learn about opportunities for publishing applied or academic work in the field. This is also a time to ask lingering questions, seek advice on certifications, and complete your course feedback. If you're curious about what's next in your HR journey, please don't hesitate to reach out.</p>						
DAY					FRIDAY	
DATE					8/08/25	
WEEK 6					<p>Last day of classes.</p> <p>Please complete the Course Evaluation!</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. Thinking Like a Manager: Strategic Human Resource Activities in Agribusiness

Throughout the semester, you'll complete a series of six strategic HRM activities designed to help you step into the role of a manager and apply what you're learning to real-world agribusiness situations. These assignments are structured as triad exercises, where you'll collaborate in small groups to think through HR challenges from a leadership perspective.

Each activity aligns with course learning objectives and offers hands-on practice in applying human resource strategies to workplace scenarios common in agriculture and agribusiness. You'll be encouraged to evaluate people-management decisions, interpret HR policies, and respond to organizational dynamics with clarity, professionalism, and critical thinking.

You'll have the opportunity to:

- Collaborate in small groups to address realistic HR scenarios.
- Practice decision-making and communication as an HR manager.
- Apply core HRM concepts—such as performance feedback, discipline, and employee development—to case-based activities.
- Strengthen your ability to analyze workplace behavior, recommend solutions, and align decisions with strategic business goals.

By the end of the semester, you'll have developed practical experience in how HR tools and frameworks support effective management in the food and agricultural sector.

MODULE	NAME OF ACTIVITY “Addressing strategic HRM Concerns”
A_01	Recognizing Average Associates (RAA) Explore how managers can identify and support workplace performance to improve morale and engagement.
A_02	Analyzing a Job that Matters: Your Career Through an HR Lens Use the O*Net database to conduct a job analysis and reflect on how clear role definitions support HR decision-making.
A_03	Interviewing with Intention Examine the structure and purpose of interview questions to ensure legal compliance and strategic value in the hiring processes.
A_04	Helping Associates Improve Performance (HAIP I & II) Apply communication and coaching strategies to support employee growth and address resistance to feedback.
A_05	Inside Ag Labor: Managing Compliance and H-2A Needs Analyze specific labor challenges in agriculture, including H-2A visa requirements, worker protections, and compliance.
A_06	Discussing Disciplinary Action (DDA) Practice delivering disciplinary feedback that balances accountability with fairness and respect.

Why These Activities Matter

These assignments aren't just about checking boxes—they're designed to help you practice the thinking, communication, and decision-making skills used by HR professionals and agribusiness managers. Through group dialogue, peer feedback, and structured writing, you'll:

- Explore HR strategies that balance employee well-being with business performance.
- Practice interpersonal and managerial communication in complex scenarios.
- Reflect on the role of HR in supporting inclusive, ethical, and effective workplaces.
- Build career-ready skills in strategic thinking, policy interpretation, and professional writing—aligned with [APLU's employability competencies](#) for agriculture and natural resources graduates.

Grading Expectations: Annotated Rubric Overview

Your work will be assessed based on thoughtfulness, clarity, and alignment with course materials and objectives. Full rubrics are available in Canvas for each activity. Below is the general grading framework.

Performance Level	Description	Points
Full Credit	Thorough, on-point and well-developed responses that directly engage with course concepts and materials.	80-100
Partial Credit	Competent and complete, but may lack specific detail, clarity, or depth.	50-70
Marginal Credit	Incomplete or underdeveloped; shows limited engagement with the material.	10-40
No Credit	No submission	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>

Missed Assignments Policy: Grace with Communication

Life can be unpredictable, and I understand that managing your time across classes, work, and personal responsibilities isn't always easy. If you find yourself falling behind or struggling to meet a due date,

please don't hesitate to reach out—I'm here to support your learning, not penalize you for life's challenges.

Each assignment has a clearly stated due date, but you'll notice there's also an "available until" date—typically 48 hours later. This short grace period is built in for flexibility. You do not need to provide an excuse, and there's no penalty for submitting within that window.

However, after the "available until" date passes, the assignment will close in Canvas. If you need additional time beyond that, please email me as soon as possible so we can discuss your situation and make a plan. I'm always willing to work with you if you communicate early and respectfully.

A Gentle Caution

If you find yourself regularly submitting work during the grace period, that's a signal to pause and check in. Last-minute submissions can increase stress, limit your ability to revise, and create bigger challenges if something unexpected comes up. I'm always happy to talk with you about strategies for time management, planning ahead, or getting back on track.

Important Note for Final Module (Module 6)

For Module 6, no additional extensions are possible after the last day of regular classes. If an unexpected situation arises that prevents you from completing the course on time, you must contact me before the last day of class to discuss the possibility of a formal incomplete grade ("I"), which is subject to university policies.

You can learn more about UF's Incomplete Grade Policy here:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/#gradestext-otp1>

In short:

- Due dates help you stay on track.
- "Available until" dates (48 hours later) offer flexibility—no questions asked.
- After that? Reach out early—I'm here to help.
- Final assignment? No late work after the last day of class unless an incomplete grade is arranged.

Let's stay in touch and work together to keep things manageable.

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.