

# AEB 4424: Human Resources Management in Agribusiness

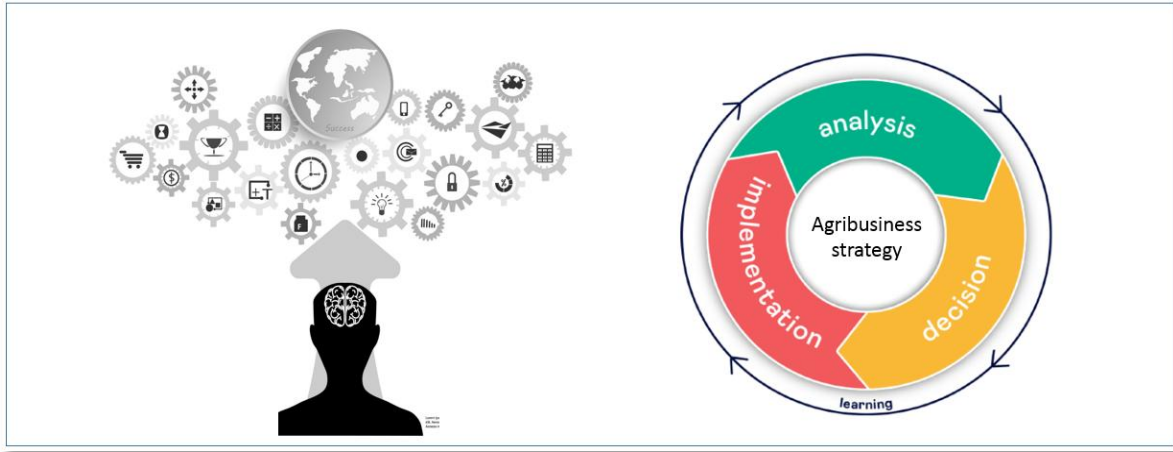


Image source: iStock

“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

Spring 2025

Sections: 18806, 10160 - 100% online with additional (optional) synchronous Zoom Q&A sessions throughout the semester

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

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

### Instructor

Dr. Jennifer Clark

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

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

Office Hours Fall 2024: Tuesdays & Thursdays 2:00pm – 4:00 pm (office & Zoom) or email the instructor for an individual appointment at an alternative time, including mornings/evening

Zoom Link: <http://lss.at.ufl.edu>

### Teaching Assistants (TA)

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

## 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 communication skills through the development of a brief research-based paper on a self-selected topic in strategic human resources management.

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

## Required Course Materials

The required textbook for this class is an eBook: Dessler, G. (2018) Human Resource Management, 16e, New York: Pearson. The learning platform called, Access Pearson “My Lab Management, contains the eBook 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 Access Pearson, MyLab discounted price ends shortly after the semester begins; don't delay 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 (Chapter)

MODULE	LESSON (CHAPTER)	TITLE
1	1	Introduction to Human Resource Management
	2	Equal Opportunity and the Law
	3	Human Resource Management Strategy and Performance
2	4	Job Analysis and the Talent Management Process
	5	Personnel Planning and Recruiting
	6	Employee Testing and Selection
3	7	Interviewing Candidates
	8	Training and Developing Employees
	9	Performance Management and Appraisal
4	10	Managing Careers and Retention
	11	Establishing Strategic Pay Plans
	12	Pay for Performance and Financial Incentives
5	13	Benefits and Services
	14	Building Positive Employee Relations
	15	Labor Relations and Collective Bargaining
6	16	Safety, Health, and Risk Management
	17	Managing Global Human Resources
	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
<b>Modules (1-5) Discussion (part a) &amp; Discussion Response (part b); drop lowest score</b>	1 hour	Each module includes a motivating discussion topic designed to foster analytical and critical thinking about key terms and methodologies related to scarce resource decision-making. Students will: <ul style="list-style-type: none"> <li>• Develop an original post that applies concepts from the module.</li> <li>• Respond to classmates to provide constructive feedback and engage in meaningful discussion.</li> </ul> Each discussion is worth 100 points, with the lowest score from Modules 1–5 dropped from the final grade calculation.	400
<b>Modules (1-5) Activity</b>	1 hours	Each module includes an activity designed as an applied building block for developing HR management skills in collaboration with classmates. These activities foster higher-order learning by encouraging active participation, exploring HR and labor concerns, and practicing essential skills. By the end of the semester, successful students will demonstrate effective supportive and corrective communication strategies, including motivating employees and addressing behavior change. Each activity is worth 100 points (5 x 100), with the lowest score dropped.	400
<b>Modules (1-5) Homework (HW); drop lowest score</b>	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 based on textbook chapters. For each lesson, students are required to: <ul style="list-style-type: none"> <li>• Watch a lecture video and answer associated questions.</li> <li>• Complete reading questions.</li> <li>• Answer "Check Your Understanding" (applied) questions.</li> </ul> Each homework assignment is worth 100 points, and the lowest homework score from Modules 1–5 is dropped from the	360

		final grade calculation.	
<b>Modules (1-5) Quiz; drop lowest score</b>	1.5 hour	<p>Each module includes a quiz covering the content of three lessons within that module. These quizzes are open book and open notes, with no proctoring required. Questions include multiple-choice, true/false, and short-answer formats, which may also involve video responses. The open-book format allows students to:</p> <ul style="list-style-type: none"> <li>• <b>Recall</b> facts and basic concepts (remember)</li> <li>• <b>Explain</b> ideas or concepts (understand)</li> <li>• <b>Apply</b> information in new situations (apply)</li> </ul> <p>Quizzes are aligned with the economic principles and learning objectives in each lesson. Each quiz is worth 100 points, and the lowest quiz score from Modules 1-5 is dropped from the final grade calculation.</p>	360
<p><b>Module 6 contains a Discussion/Response, Activity, Homework and Quiz</b></p> <p><b>Note: Module 6 graded item scores are not dropped in the final grade calculation.</b></p> <p><b>Students should contact the Instructor in the event of extenuating circumstances.</b></p>	Similar to Modules 1-5 assignments	<p>Module 6 builds on concepts, models, and activities from earlier modules, serving as both a formative and summative assessment of course goals. Graded assignments in Module 6 are included in the final grade calculation and cannot be dropped.</p> <p>The workload and point distribution are consistent with Modules 1–5, including:</p> <ul style="list-style-type: none"> <li>• <b>Discussion:</b> 100 points</li> <li>• <b>Activity:</b> 100 points</li> <li>• <b>Homework:</b> 100 points</li> <li>• <b>Quiz:</b> 100 points</li> </ul> <p>Missed work in Module 6 must be arranged with the instructor before the last day of classes and completed before the end of final exams. Note that there is no final exam in this course.</p>	400
<b>Total Points</b>			<b>2000</b>

\* 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.

## Late Assignments & Missed Assignment Policy

### Late Submissions:

Due dates for all assignments are listed in the course syllabus and posted in Canvas. Assignments are due on those dates by **11:59 PM EST** unless otherwise stated. Submissions after this time are considered late.

### Flex Days:

I understand that sometimes “life happens.” To accommodate unforeseen circumstances, you are allotted **two flex days** during the semester. Flex days allow you to submit an assignment up to **two days late without penalty**. You can use these days for any assignment and for any reason. There is no need to provide an explanation—simply email me **before the assignment due date** to indicate how many of your flex days you’d like to use.

Once your flex days are exhausted, late submissions will incur a **20% deduction per day**, up to 100% after five days. No late work will be accepted after the last day of class unless **Extenuating Circumstances** apply.

### Technical Issues:

A **hard-wired connection** is strongly recommended for optimal performance when submitting assignments, as wireless connections can be unreliable, especially during peak times. UF and public libraries provide hard-wired connections if wireless access is problematic. Students are responsible for ensuring their submissions are completed successfully.

If technical issues arise, contact the **UF Computing Help Desk** and obtain a ticket number **before the assignment deadline**. Notify the instructor immediately with the ticket number to discuss the situation.

### Missed Assignments:

For Modules 1–5, the **lowest score in each category** (Discussion, Homework, Activity, Quiz) is dropped to account for missed assignments. Module 6 assignments are **mandatory** and not eligible for the dropped-score policy. Missed work in Module 6 must be arranged with the instructor **before the last day of classes** and completed **before the end of final exams**, otherwise an **Incomplete score** may be considered. Note that there is **no final exam** in this course.

### Extenuating Circumstances & Absences:

Acceptable reasons for absence or failure to complete assignments include:

- Illness, Title IX-related situations, or serious emergencies.
- Special curricular requirements, military obligations, or severe weather.
- Religious holidays, official university activities, or legal obligations.

For **planned absences**, notify the instructor as early as possible to make arrangements for completing assignments.

### Instructor Support:

I highly recommend working at least one week ahead in this course. Doing so won’t increase your workload but will give you flexibility to handle unexpected events, such as job interviews or trips, without worrying about deadlines. Working ahead not only reduces stress but also earns you **Early Bird Extra Credit**:

- Starting in **Module 1**, you can earn up to **2 extra credit points per assignment** by completing it **24 hours ahead of schedule**.

If you experience an **unplanned absence** due to emergencies or unforeseen circumstances, such as illness or family crises, please reach out to me as soon as possible. I'm here to support your success and will work with you to create a plan to stay on track. Open communication is key, so don't hesitate to let me know if you're facing challenges or need extra time. While documentation may be required for certain exceptions, my priority is to ensure you feel supported during difficult times.

If you anticipate challenges with managing deadlines or coursework, please contact me early in the semester. I can provide guidance and strategies to help you organize your time and succeed in this class. Use the flexibility built into the schedule to navigate minor disruptions effectively.

## 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 the Gen Ed requirement.

## 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:** This introductory module provides an overview of the course, introduces the instructor, and sets expectations for navigating the course and engaging with its content.

**Summary:** In this module, students will be introduced to AEB 4424 and the instructor, including a tour of the technology used throughout the course. The module covers communication methods, available in-person and Zoom meeting options, and the tools provided on Canvas. Students will also learn about course expectations, how to navigate the course, and the assignments and resources available to support their learning.

DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	1/13/25	1/14/25	1/15/25	1/16/25	1/17/25	1/18/25-1/19/25
WEEK 1	Classes Begin	Syllabus and course mapping			Due: Syllabus Quiz (will remain available until Wednesday 1/22/25)	

## 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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	1/20/25	1/21/25	1/22/25	1/23/25	1/24/25	1/25/25-1/26/25
WEEK 2	HOLIDAY: Martin Luther King, Jr.	Due: Discussion 1 (part a) <i>(approximately 30-45 minutes,</i>		In-person section will cover: Lesson 2		Due SUN: Discussion Response 1 (part b) <i>(approximately 15</i>

		<p><i>depending on if you've posted in Canvas before).</i></p> <p>In-person section will cover: Lesson 1</p>				<i>minutes).</i>
<b>DAY</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>	<b>SAT/SUN</b>
<b>DATE</b>	<b>1/27/25</b>	<b>1/28/25</b>	<b>1/29/25</b>	<b>1/30/25</b>	<b>1/31/25</b>	<b>2/01/25-2/02/25</b>
<b>WEEK 3</b>		<p><b>Due :</b> <b>Activity 1</b> <i>(approximately 60 minutes).</i></p> <p>In-person section will cover: Lesson 3</p>		<p><b>Due:</b> <b>Homework 1</b> 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></p> <p>In-person section will</p>	<p><b>Due:</b> <b>Quiz 1</b> Includes Lessons 1-3</p>	

				cover: Review Module 1		
<b>Module 2 – Recruiting, Planning, and Talent Management (Lessons 4-6)</b>						
<p>Topic: Concepts and applications of Recruiting, Planning, and Talent Management</p> <p>Summary: Have you ever wondered how organizations use data to analyze their investment in human resources and plan for acquiring human talent? What factors are important consideration to discuss within HRM meetings to plan for growth and the future of the organization? Conducting a job analysis to identify organizational needs is a critical component in the talent management process. In this module, recruiting and elements of the selection process to identify ideal candidates for joining the team are addressed.</p>						
<b>DAY</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>	<b>SAT/SUN</b>
<b>DATE</b>	<b>2/03/25</b>	<b>2/04/25</b>	<b>2/05/25</b>	<b>2/06/25</b>	<b>2/07/25</b>	<b>2/08/25-2/09/25</b>
<b>WEEK 4</b>	<b>Due: Discussion 2 (part a)</b> <i>(approximately 30-45 minutes).</i>	In-person section will cover: Lesson 4		In-person section will cover: Lesson 5		<b>Due SUN: Discussion Response 2 (part b)</b> <i>(approximately 15 minutes).</i>
<b>DAY</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>	<b>SAT/SUN</b>
<b>DATE</b>	<b>2/10/25</b>	<b>2/11/25</b>	<b>2/12/25</b>	<b>2/13/25</b>	<b>2/14/25</b>	<b>2/15/25-2/16/25</b>
<b>WEEK 5</b>		<b>Due: Activity 2</b> <i>(approximately 60 minutes).</i>  In-person section will cover :		<b>Due: Homework 2</b> Includes Lessons 4-6 Reading Q's, Lecture Q's, and Check your	<b>Due: Quiz 2</b> Includes Lessons 4-6	

		Lesson 6		<p>Understanding Q's. <i>(Allocate time during the week to work on lessons for maximum schedule flexibility – approximately 2 hours per lesson).</i></p> <p>In-person section will cover: Review Module 2</p>		
<b>Module 3 – Acquiring, Training, and Developing Human Resources (Lessons 7-9)</b>						
<p>Topic: Concepts and applications of Acquiring, Training, and Developing Human Resources</p> <p>Summary: This module focuses on performance, including legal and strategic aspects of candidate interviews, new hire training, and development of employee potential. Performance management and appraisal are aspects of weighing the benefits and costs associated with personnel resource decisions. In this module, the tools used for investing in human resources affecting organizational strategy and goals are addressed.</p>						
<b>DAY</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>	<b>SAT/SUN</b>
<b>DATE</b>	<b>2/17/25</b>	<b>2/18/25</b>	<b>2/19/25</b>	<b>2/20/25</b>	<b>2/21/25</b>	<b>2/22/25-2/23/25</b>
<b>WEEK 6</b>	<p><b>Due: Discussion 3 (part a)</b> <i>(approximately 30-45 minutes).</i></p>	<p>In-person section will cover: Lesson 7</p>		<p>In-person section will cover: Lesson 8</p>		<p><b>Due SUN: Discussion Response 3 (part b)</b> <i>(approximately 15 minutes).</i></p>

DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	2/24/25	2/25/25	2/26/25	2/27/25	2/28/25	3/01/25-3/02/25
WEEK 7		<p><b>Due:</b> <b>Activity 3</b> <i>(approximately 60 minutes).</i></p> <p>In-person section will cover: Lesson 9</p>		<p><b>Due:</b> <b>HW 3</b> 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></p> <p>In-person section will cover: Review Module 3</p>	<p><b>Due:</b> <b>Quiz 3</b> Includes Lessons 7-9</p>	
<b>Module 4 – Managing Compensation &amp; Employee Performance (Lessons 10-12)</b>						
<p>Topic: Concepts and applications of Managing Compensation &amp; Employee Performance</p> <p>Summary: This module focuses on compensating human resource talent for the knowledge, skills, and abilities they provide to the organization. In agribusiness, payment for services takes a variety of methods that are unique to this industry. The supply of agribusiness labor continues to present shortages for the organization and retention is a strategic element of</p>						

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	3/03/25	3/04/25	3/05/25	3/06/25	3/07/25	3/08/25-3/09/25
WEEK 8	<p><b>Due:</b> <b>Discussion 4 (part a)</b> <i>(approximately 30-45 minutes).</i></p>	<p>In-person section will cover Lesson 10</p>		<p>In-person section will cover: Lesson 11</p>		<p><b>Due SUN:</b> <b>Discussion Response 4 (part b)</b> <i>(approximately 15 minutes).</i></p> <p><b>Extra Credit:</b> Please complete Mid-Semester Feedback Extra Credit (5 points)</p>
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	3/10/25	3/11/25	3/12/25	3/13/25	3/14/25	3/15/25-3/16/25
WEEK 9		<p><b>Due:</b> <b>Activity 4</b> <i>(approximately 60 minutes).</i></p> <p>In-person section will cover: Lesson 12</p>		<p><b>Due:</b> <b>HW 4</b> Includes Lessons 10-12 Reading Q's, Lecture Q's, and Check your Understanding Q's. <i>(Allocate time</i></p>	<p><b>Due:</b> <b>Quiz 4</b> Includes Lessons 10-12</p>	

				<i>during the week to work on lessons for maximum schedule flexibility – approximately 2 hours per lesson).</i>  In-person section will cover: Review Module 4		
<b>DAY</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>	<b>SAT/SUN</b>
<b>DATE</b>	<b>3/17/25</b>	<b>3/18/25</b>	<b>3/19/25</b>	<b>3/20/25</b>	<b>3/21/25</b>	<b>3/22/25-3/23/25</b>
<b>WEEK 10</b>	<b>HOLIDAY: SPRING BREAK</b>					
<b>Module 5 – Employee Well-being &amp; Management Relations (Lessons 13-15)</b>						
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.						
<b>DAY</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>	<b>SAT/SUN</b>
<b>DATE</b>	<b>3/24/25</b>	<b>3/25/25</b>	<b>3/26/25</b>	<b>3/27/25</b>	<b>3/28/25</b>	<b>3/29/25-3/30/25</b>

<b>WEEK 11</b>	<b>Due: Discussion 5 (part a)</b> <i>(approximately 30-45 minutes).</i>  Peers Assigned for Activity 5	In-person section will cover: Lesson 13		In-person section will cover: Lesson 14		<b>Due SUN: Discussion Response 5 (part b)</b> <i>(approximately 15 minutes).</i>
<b>DAY</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>	<b>SAT/SUN</b>
<b>DATE</b>	<b>3/31/25</b>	<b>4/01/25</b>	<b>4/02/25</b>	<b>4/03/25</b>	<b>4/04/25</b>	<b>4/05/25-4/06/25</b>
<b>WEEK 12</b>		<b>Due: Activity 5</b> <i>(approximately 60 minutes).</i>  In-person section will cover: Lesson 15		<b>Due: HW 5</b> 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>  In-person	<b>Due: Quiz 5</b> Includes Lessons 13-15	



				section will cover: Review Module 5		
<b>Module 6 – Additional Topics in HRM (Lessons 16-18)</b>						
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.						
<b>DAY</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>	<b>SAT/SUN</b>
<b>DATE</b>	<b>4/07/25</b>	<b>4/08/25</b>	<b>4/09/25</b>	<b>4/10/25</b>	<b>4/11/25</b>	<b>4/12/25-4/13/25</b>
<b>WEEK 13</b>	<b>Due:</b> <b>Discussion 6 (part a)</b> <i>(approximately 30-45 minutes).</i>	In-person section will cover: Lesson 16		In-person section will cover: Lesson 17		<b>Due SUN:</b> <b>Discussion Response 6 (part b)</b> <i>(approximately 15 minutes).</i>
<b>DAY</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>	<b>SAT/SUN</b>
<b>DATE</b>	<b>4/14/25</b>	<b>4/15/25</b>	<b>4/16/25</b>	<b>4/17/25</b>	<b>4/18/25</b>	<b>4/19/25-4/20/25</b>
<b>WEEK 14</b>		<b>Due:</b> <b>Activity 6</b> <i>(approximate 60 minutes).</i>  In-person section will cover: Lesson 18		<b>Due: HW 6</b> Includes Lessons 16-18 Reading Q’s, Lecture Q’s, and Check your Understanding Q’s.	<b>Due:</b> <b>Quiz 6</b> Includes Lessons 16-18	

				(Allocate time during the week to work on lessons for maximum schedule flexibility – approximately 2 hours per lesson).		
				In-person section will cover: : Review Module 6		
<b>DAY</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>	<b>SAT/SUN</b>
<b>DATE</b>	<b>4/21/25</b>	<b>4/22/25</b>	<b>4/23/25</b>	<b>4/24/25</b>	<b>4/25/25</b>	<b>4/26/25-4/27/25</b>
<b>WEEK 15</b>	*Will accept Module 6 assignments until Monday 4/21/25 with no late penalty.		Last Day of Classes  Please complete UF Course Evaluation and End-of-Semester Feedback!	<b>READING DAYS</b>		
<b>Conclusion Module – Final Thoughts</b>						
<p>Topic: Reflecting on the broader impact of Human Resource Management in agriculture and agribusiness and its implications for your own career and management choices is key as the semester concludes. Please take time to complete feedback on your course experience.</p> <p>Summary: As the semester concludes, 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</p>						

development and skills growth. Please reach out with any questions.

DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
DATE	4/28/25	4/29/25	4/30/25	5/01/25	5/02/25	
WEEK 16	SCHEDULED MAKE UP ASSIGNMENTS			Reach out to discuss potential undergrad research projects!		

## 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)

For experiential learning opportunities, students will work with other students on applied, practical communications and skills associated with motivation and corrective behavioral strategies for associates that they manage. Students will engage in a variety of collaborative online research on topics, communication with an among peers, provide summary peer feedback, and reflect on their skill development. Assignments are designed to build upon course concepts and to provide an understanding of using analytical models to formulate strategic decisions on their agribusiness HRM topics in agribusiness.

The following six activity descriptions provide an overview of components included in developing their recommendations:

MODULE	NAME OF ACTIVITY
A_01	Recognizing Average Associates (RAA)
A_02	Personal job analysis using O*Net
A_03	Uncovering information regarding Interview Questions
A_04	Helping Associates Improve Performance (HAIP I & II)
A_05	Understanding Agricultural Labor challenges and H2A requirements
A_06	Discussing Disciplinary Action (DDA)

Each of the six Activities build upon theoretical concepts offering practical experience with real-world situations. The end result showcases students’ analytical and communication abilities associated with a complex topic and communicates evidence of in-demand [employability skills in agriculture and natural resources](#) identified by the Association of Public Land-Grant Universities (APLU). An archive of reflections can be used to create an e-Portfolio that can be easily shared with others demonstrating professional work developed while at university.

The course readings, videos, activities, and discussions assigned for this class support science-based communication and synthesize the concepts covered in this course. They also provide an opportunity to engage with the materials in a personal way. The following general rubric will be used for grading “Addressing strategic agribusiness HRM concerns” written narratives. Activities with additional rubric detail provided in Canvas that is specifically related to each assignment’s instructions 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.