



AEC3413 – Working with People: Interpersonal Leadership Skills Fall 2019

Course Overview

Interpersonal leadership is charted by self-discovery. AEC3413 is designed to assist students in the development of an understanding of oneself and one's personal leadership through self-reflection and assessments. Throughout the semester, we will cover topics including personal values, strengths, resilience, and leadership preferences which are intrinsically woven with the life experience we each bring to the online classroom. We will test our ability to face challenges, navigate potential leadership solutions, and explore our leadership styles through the context of our future endeavors.

Instructor Information:

Ms. Megan Stein
Lecturer, Agricultural Leadership Development
Department of Agricultural Education and Communication
Bryant 113A ✉ mstein17@ufl.edu ☎ (352)294-1999
Office Hours: Wednesday 10:00 – 11:00 AM or by appointment

Course Time and Location

Monday – 3:00 - 3:50 PM & Wednesday – 3:00 - 4:55 PM
Fine Arts Building B – Room 103

Required Course Materials

George, B. (2015). *Discover Your True North*. San Francisco, CA: Jossey-Bass/John Wiley & Sons.*
*Available via UF Course Reserves with no purchase necessary
- Access to a computer, video camera/smartphone, headphones, and basic video-editing software

Course Objectives

The general objectives of the course are:

- Become aware of, apply, and reflect upon personal leadership capacities through self-assessments and experiential learning
- Synthesize course material in developing a personal leadership learning statement
- Identify and develop your personal powers through a personal growth project
- Create a personal leadership vision, which reflects personal values
- Identify ways to integrate personal leadership in interpersonal relationships

Course Expectations

This course is designed to assist you in unlocking new perspectives to your leadership style and abilities. As you work through the course, look for ways to draw connections to your life experiences, your future endeavors, and other courses you have taken. For each assignment, produce work that is an accurate representation of the quality of your education and work ethic. This course should be enjoyable and offer guidance on your leadership journey.

AEC-CLD Statement of Purpose

*We are an engaged community of diverse students and faculty.
We learn to think critically and dialogue about agricultural and natural resources issues facing Florida and our world.
We explore the varied perspectives, theories and science underlying these issues.
We build our communication and leadership skills to address evolving agricultural and natural resources issues in a multicultural society.*

Assignment Descriptions

Personal Growth Project

Topic Selection:

Before you engage in your personal growth project, you must select a project topic. Over the semester, you will learn a new skill or topic. You will engage in this skill at a minimum of three times over the semester. For this assignment, you must explain the new skill or topic you are learning, why you chose it, and who you have identified to give you feedback on your growth. Once your topic is approved by the instructor, you are welcome to begin trying to learn your new skill. Before you get started, read more information on the Personal Growth Project Topic Selection assignment and download the submission template under the assignments tab in e-Learning.

Project Video:

Challenging yourself to learn a new skill over the course of the semester will be our capstone project. Through the process of skill development, you will have the opportunity to engage with and experience the topics we will discuss over the semester. While you are practicing for your project you will record brief video logs documenting what you are doing and how your project is going. You will be required to identify a mentor who has experience in the topic to give you feedback throughout your experience. After you have attempted your new skill a minimum of two times, you will include your videos in a presentation. Your video should be between 5 - 10 minutes. You will be graded off of your content rather than your video-editing skills. To ensure that you are working on your project throughout the semester, there will be two random check-ins via discussion post.

Project Showcase: In-Class

This is your opportunity to show us what you have learned! You will prepare a 3-minute presentation demonstrating your skill and sharing one connection on what learning this skill has taught you about leadership and the course content. Samples/materials/examples of your project are required.

Reflections: Due throughout the semester

You will complete exercises and activities for this course. Reflections allow you to engage with the material individually. Each reflection will be different and challenge you to make connections from the material to your past, future, and current contexts. If the reflection requires an assessment or exercise to be completed, the points associated with those questions will be forfeited if proof of the assessment or exercise is not provided.

Personal Leadership Vision:

A good leader has a vision for their life based on their values. For this assignment, you will describe your vision as it applies to different aspects of your life and produces goals to achieve your vision. This will clarify your values and align your actions and behaviors with these. See assignment on e-Learning for more information.

Leadership Portfolio:

For this assignment, you will compile your personal assessment results from throughout the course into a leadership portfolio. You will also include leadership and followership learning statements that describe how you act in a position of leadership and as a follower. See assignment on e-Learning for more information.

Quizzes: Due throughout the semester

Quizzes will cover the content in the course since the previous quiz. They are not cumulative; however, as the course content builds on itself, you may need prior information to do well. Quizzes can include any information from the lectures, leadership assessments, videos, activities, readings, and textbook.

Engagement – Throughout the semester

The nature of the course is built on one's ability to interact with others. Due to this, you must be engaging with the course discussions, activities, and with your classmates.

Tentative Course Calendar

Week - Dates	Monday	Wednesday	Assignments Due
1 – August 20 - 25		Welcome!	
2 – August 26 – September 1	Mindset	Listening	Personal Growth Project Topic Selection – 9/1
3 – September 2 - 8	No Class – Labor Day	Storytelling	Reflection 1 – 9/8
4 – September 9 – 15	Values	Patriot Day - Service	
5 – September 16 - 22	Vision	Goals	Personal Leadership Vision – 9/22
6 – September 23 - 29	Personality Types	Personality Types	Quiz 1 – 9/29
7 – September 30 – October 6	Strengths	Strengths	Reflection 2 – 10/6
8 – October 7 - 13	Mindfulness	Mindfulness	
9 – October 14 - 20	Resilience	Emotional Intelligence	Reflection 3 – 10/20
10 – October 21 - 27	Motivation	Conflict Management	Quiz 2 – 10/27
11 – October 28 – November 3	Feedback	Leadership vs. Followership	
12 – November 4 - 10	Followership	Group Dynamics	Leadership Portfolio – 11/10
13 – November 11 - 17	No Class – Veteran's Day	Generations	Reflection 4 – 11/17
14 – November 18 - 24	Leading Dynamic Populations	Leading Dynamic Populations	Dynamic Populations – 11/20 & 11/22 Quiz 3 – 11/24
15 – November 25 – December 1	Personal Growth	No Class - Thanksgiving	PGP Video – 12/1
16 – December 2 - 4	Personal Growth Project Showcase	Personal Growth Project Showcase	PGP Showcase Presentation – 12/2 & 12/4

Point Breakdown

Assignment	Due Date	Possible Points	Points Earned
Personal Growth Project Topic	9/1	25	
Reflection 1	9/8	50	
Personal Leadership Vision	9/22	100	
Quiz 1	9/29	75	
Reflection 2	10/6	50	
Reflection 3	10/20	50	
Quiz 2	10/27	75	
Leadership Portfolio	11/10	125	
Reflection 4	11/17	50	
Dynamic Populations – In-Class Project	11/22	25	
Quiz 3	11/24	75	
Personal Growth Project Video	12/1	150	
Personal Growth Project Showcase	12/2 or 12/4	50	
Engagement	Throughout	100	

Total = _____/1000

*Extra credit may be given out through the semester at the instructor's discretion.

This syllabus is subject to change at the discretion of the instructor.

Grade Breakdown

Please note this class will be calculated based on points rather than percentages. Course grades will fall in accordance to the following standards:

1000 - 930 = A 859 – 830 = B 759 – 730 = C 659 – 630 = D
929 - 900 = A- 829 – 800 = B- 729 – 700 = C- 629 - 600 = D-
899 – 860 = B+ 799 – 760 = C+ 699 – 660 = D+ 599 or below = E

Course Policies

Assignment Submission: The majority of your assignments should be submitted via the e-Learning assignments tool in Word (.doc or .docx) or .pdf format and are due on the dates listed in the syllabus. Pages files will not be accepted. Assignments will only be accepted via email with prior approval by the instructor. You may submit **ONE** late assignment within seven days of its due date without penalty. Quizzes, presentations, and the PGP video are NOT eligible for the late assignment waiver.

Otherwise, **late assignments will receive a zero** unless *prior* accommodations have been approved by the instructor or you have a valid, University-approved excuse. Students are expected to complete all assignments within the course during the time frame specified. **It is your responsibility to make sure your assignments have been received by the instructor;** if you suspect you are having computer issues, you will need to submit a copy of a UF Help Desk ticket as proof of your technical issues. Otherwise, your assignment will be considered late.

Attendance: Students are expected to attend each class period and engage actively with the material. Attendance will be recorded. Each student must come prepared and be engaged to get the most out of the course experience. Half of the points will be generated by unannounced activity days. There are 25 days that count toward your attendance granting you two days without attendance.

Assignment Specifications: All assignments are expected to be typed in Times New Roman, 12 point font, double spaced unless otherwise noted on the assignment.

E-Learning: All students are expected to check e-Learning regularly. Please ensure that you will have reliable access to this over the semester. This is where you will find additional course materials, assignments, grades, and supplemental materials.

Email: All students are expected to check email on a regular basis. Please ensure that you will have reliable access to this over the semester. Some information corresponded via email may be time-sensitive. Correspondence is expected to be professional and follow AEC Expectations for Writing.

Academic Integrity: The University of Florida holds its students to the highest standards, and we encourage students to read the University of Florida Student Honor Code and Student Conduct Code (Regulation 4.040), so they are aware of our standards. Any violation of the Student Honor Code will result in a referral to Student Conduct and Conflict Resolution and may result in academic sanctions and further student conduct action. The two greatest threats to the academic integrity of the University of Florida are cheating and plagiarism. Students should be aware of their faculty's policy on collaboration, should understand how to properly cite sources, and should not give nor receive an improper academic advantage through any medium.

Collaboration: No student may work or collaborate with another person on any academic activity in this course. Should group work be assigned or this class policy change, I will provide that in writing on the individual assignment instructions.

Software Use: All faculty, staff, and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or

criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Course Evaluations: 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/>.

Campus Helpful Resources: Students experiencing crises or personal problems that interfere with general well-being are encouraged to utilize one of the following resources or inform their faculty member of how we can support your success.

- Health and Wellness U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392- 1575 so that a team member can reach out to the student.
- Counseling and Wellness Center: <https://counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
- Sexual Assault Recovery Services (SARS) Student Health Care Center, 392-1161. University Police Department, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>
- Academic Resources E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.
- Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>
- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Students with Accommodations: The Disability Resource Center (DRC, 352-392-8565, www.dso.ufl.edu/drc/) coordinates needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Please provide documentation within the first week of classes. It may not be possible to be retroactive with accommodations for this course.