



## **AEC3413 – Working with People: Interpersonal Leadership Skills Spring 2023**

### **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:**

Mrs. Megan Cantrell

Lecturer, Agricultural Leadership Development

Department of Agricultural Education and Communication

 Bryant Space Center 113A  [mstein17@ufl.edu](mailto:mstein17@ufl.edu)  (352)294-1999

Office Hours: Tuesday, 10AM – 11AM or by appointment

### **Instructor Team:**

Office Hours – By Appointment

### **Course Time and Location**

Tuesday – Period 4 (11:45 – 12:35PM) & Thursday – Period 4 & 5 (10:40AM – 12:35PM)  
McCarty Hall D – Room G001

### **Required Course Materials**

- 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 two 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 Presentation:

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. To ensure that you are working on your project throughout the semester, there will be one random check-in via discussion post worth 10 of your 150 points.

#### 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, and readings.

#### 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	Tuesday	Thursday	Assignments Due
1 – January 9 - 15	Welcome!	True Colors	
2 – January 16 - 22	Mindset	Listening & Storytelling	Personal Growth Project Topic Selection – 1/22
3 – January 23 - 29	Goals	Values	Reflection 1 – 1/29
4 – January 30 – February 5	Vision	Self-Awareness	Personal Leadership Vision – 2/5
5 – February 6 - 12	Personality Types	Personality Types	Quiz 1 – 2/12
6 – February 13 - 19	Strengths	Strengths	
7 – February 20 - 26	Resilience	Emotional Intelligence	Reflection 2 – 2/26
8 – February 27 – March 5	Balance	Mindfulness	
9 – March 6 - 10	Mentoring	Levels of Leadership	
	SPRING	BREAK	
10 – March 20 - 26	Feedback	Crucial Conversations with Mrs. Chiarelli	Quiz 2 – 3/26
11 – March 27 – April 2	Followership	Followership	Leadership Portfolio – 4/2
12 – April 3 - 9	Generations	Generations	PGP Presentation – 4/9
13 – April 10 - 16	Leading Dynamic Populations	Leading Dynamic Populations	Leading Dynamic Populations – 4/16
14 – April 17 - 23	Personal Growth Project Showcase	Personal Growth Project Showcase	Showcase - 4/18, 4/20, 4/25
15 – April 25	Personal Growth Project Showcase		Quiz 3 – 4/26

### Point Breakdown

Assignment	Due Date	Possible Points	Points Earned
Personal Growth Project Topic	1/22	25	
Reflection 1	1/29	50	
Personal Leadership Vision	2/6	100	
Quiz 1	2/12	75	
Reflection 2	2/26	50	
Quiz 2	3/26	75	
Leadership Portfolio	4/2	125	
Personal Growth Project	4/9	125	
Dynamic Populations – In-Class Project	4/16	125	
Quiz 3	4/26	75	
Personal Growth Project Showcase	Varies	75	
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. This late assignment waiver is not eligible on quizzes, group work, pop-up check-ins, or assignments due within seven days of the last day of the semester. 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.

**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 regularly. 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. Please expect responses from the instructor team to emails and inquiries within 24 business hours (8AM – 5PM, Monday through Fridays, excluding holidays). PLEASE CONTACT THE INSTRUCTOR THROUGH UF EMAIL at [mstein17@ufl.edu](mailto:mstein17@ufl.edu). Mrs. Cantrell is unable to access Canvas message when she is travelling to present leadership training throughout Florida and the southeast.

**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.

**Feedback:** The instructor team will provide students with feedback within two weeks of the submission deadline. This excludes any UF holidays, natural disasters, or holiday breaks.

**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.ua.ufl.edu/public-results/>.

**AEC Expectations for Writing:** In all courses in the Department of Agricultural Education and Communication's Communication and Leadership Development (CLD) specialization, the following writing standards are expected to be followed, unless otherwise specified for a particular writing assignment. Not following these writing standards will result in substantially lower grades on writing assignments.

- Proper grammar and punctuation are mandatory.
- Proper sentence structure is required.
  - Not using "tweet-talk" in your assignments.
  - Making sure that your sentences have a subject, verb, and (when needed) an object.
  - Not having sentence fragments.
  - And anything else that would pertain to "proper sentence structure."
- NO use of contractions.
- Good thoughts/content throughout the writing assignment.
- For assignments that require citations, use American Psychological Association style. Proper APA citation and reference document is expected.

**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](mailto: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](mailto: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 coordinates the 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. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation 0001 Reid Hall, 352-392-8565, <https://disability.ufl.edu/>

**In-Class Recording:** 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.