UNIVERSITY of FLORIDA

AEC3413 – Working with People: Interpersonal Leadership Skills
Summer Session C – 2019

"Leadership is an active, living process. It is rooted in character, forged by experience, and communicated by example." – John Baldoni

Course Overview
Interpersonal leadership is charted by self-discovery. AEC3413 is designed to assist students in the development of 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 personal leadership philosophies through the context of our future endeavors.

Instructor Information:
Ms. Megan Stein
Lecturer, Agricultural Leadership Development
Department of Agricultural Education and Communication
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Office Hours: Virtually or in-person, by appointment

Course Time and Location
Web Course via Canvas/e-Learning

Recommended Course Materials
George, B., & Sims, P. (2007). *True north: Discover your authentic leadership*. San Francisco, CA: Jossey-Bass/John Wiley & Sons.

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 to your leadership journey.

Assignment Descriptions

Introduction Video: Video due – 5/22 by 11:59PM Video Responses due – 5/25 by 11:59PM 25 points total
Record a quick introduction video of yourself (Name, Major, Year, Hometown). Tell us a story of your childhood that gives us insight to who you are today. Upload to the e-Learning Discussion Board (Due 5/22). Ask questions of two other classmates. Respond to all of the questions asked of you (Due 5/25). The video is explained further in the introductory lecture.

Personal Growth Project
Topic Selection: Due 6/1 by 11:59PM – 25 points
Before you engage in your personal growth project, you must select a project topic. Over the course of 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 Video: Due 8/9 by 11:59PM – 275 points
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 combine your video clips into a final video. Beyond your video clips in the final video, you will explain how your project has related to the topics we have discussed in the semester. This video should be a minimum of five minutes to a maximum of ten minutes. You will be graded off of your content rather than your video-editing skills. See assignment on e-Learning for more information.

Reflections: Due 5/25, 6/8, 7/13 by 11:59 PM – points vary
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 Statements: Due 6/22 by 11:59PM – 125 points
A good leader has a vision for their life based on their values. For this assignment, you will describe your personal vision as it applies to different aspects of your life and produce goals to achiever your vision. This will clarify your values and align your actions and behaviors with these. See assignment on e-Learning for more information.

Personal Leadership Philosophy: Due 7/27 by 11:59PM – 225 points
What is your personal leadership philosophy? In what situations is your leadership style or philosophy best utilized? For this assignment, you will create a short leadership learning statement that summarizes your leadership philosophy. Beyond that, you will defend your leadership philosophy using class materials and outside sources to solidify your viewpoint. See assignment on e-Learning for more information.

Extra Credit Opportunity
Schedule an introductory Zoom call or in-person visit with the instructor within the first two weeks of class. The schedule and sign-up will be sent out. The call will last approximately 5 minutes. This will be worth 10 extra credit points.

Course Calendar

Module - Dates	Topics	Textbook Chapters	Assignments Due
1 – May 13 – May 25	Intro & Syllabus Storytelling Listening Resilience	Chapters 1 - 2	Intro Video – 5/22 Video Responses – 5/25 Reflection 1 – 5/25
2 – May 26 – June 8	Self-Awareness Personality Types Strengths	Chapters 3 - 4	Personal Growth Project Topic Selection – 6/1 Reflection 2 – 6/8
3 – June 9 – June 22	Values Vision Authenticity	Chapters 5-6	Personal Leadership Vision - 6/22
June 23 – June 29	Summer	Break	
4 – June 30 – July 13	Feedback Balance Emotional Intelligence & EQ	Chapters 7-8	Reflection 3- 7/13
5 – July 14 – July 27	Purpose Motivation Leadership Styles	Chapters 9 - 10	Personal Leadership Philosophy – 7/27
6 – July 28 – August 9	Empowerment Empathy Global Leadership	Chapters 11 - 12	Personal Growth Project Video - 8/9

Point Breakdown

Assignment	Due Date	Possible Points	Points Earned
Intro Video	5/22 & 5/25	25	
Reflection 1	5/25	100	
Personal Growth Project Topic	6/1	25	
Reflection 2	6/8	125	
Personal Leadership Vision	6/22	125	
Reflection 3	7/13	100	
Personal Leadership Philosophy	7/27	225	
Personal Growth Video	8/9	275	

Total = _____/1000

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

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

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

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. 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. 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 on a regular basis. Please ensure that you will have reliable access to this over the semester. This is where you will find course materials, assignments, grades, and supplemental materials.

Academic Integrity: 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 (http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/) 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.
It is assumed that all work will be completed independently unless the assignment (assessment, reflection, project, assignment, etc.) is defined as a group project in writing by the instructor. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action.

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 feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/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.