

Lessons in Life and Leadership

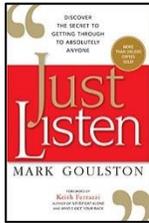
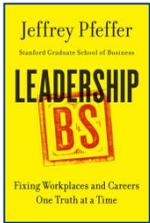
Fall 2018 IDH 3034, Section U32
Wednesday, 2:00PM-4:45PM, CBC 254

Professor:

Dr. Modesto (Mitch) A. Maidique
Office hours by appointment
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Teaching Assistant:

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Required Material:

1. Pfeffer Jeffrey. *Leadership BS: Fixing Workplaces and Careers One Truth at a Time*. 2015
2. Goulston Mark. *Just Listen: Discover the Secret to Getting Through to Absolutely Anyone*. 2015.
3. *New York Times Sunday Review*, September 30th Issue
4. *Invictus* (film, 2009) & *Pope Francis - A Man of His Word* (film, 2018)

Purpose:

The purpose of this course is to familiarize the students with basic building blocks of leadership and prepare them for future leadership roles.

Learning Objectives:

1. Identifying your personal strengths and weaknesses as a leader.
2. Understanding your life journey.
3. Examining the elements of effective leadership.
4. Evaluating performance of leaders.

General Class Expectations:

- Be on time for class.
- Bring your tent card to every class.
 - Forgetting your tent card will result in **point deductions** from your participation grade.
- Respect your classmates.
- Be prepared for class (i.e. reading material, assignments, papers, and presentations).
 - Before a practitioner session, read the leader's bio and prepare questions.
- Dress appropriately (no pajamas, bathing suits, sunglasses on your eyes, etc.).
- Cheating/plagiarism will not be tolerated and will automatically result in a failing grade.

COURSE REQUIREMENTS

Class Leadership and Participation (40 points)

You are expected to actively participate in all class activities and discussions. Attendance is mandatory as much of the learning in this course is experiential. Each absence will result in point deduction from your participation grade. If five minutes late or more, you will be marked as absent. In the event of an emergency, it is your responsibility to inform the teaching assistant of any absence.

Five minutes late to class = **absent**
Three unjustified absences = **F grade**

Individual Leadership Presentation (20 points)

You will research and analyze a leader using the tools provided in class. You will be expected to present a lucid, well thought-out presentation on the formative elements of the leader's life, and an assessment of their performance as a leader. You will be assigned to a group, and may work in teams to deliver your individual presentation. Teamwork is not mandatory, but encouraged. Students who demonstrate team collaboration will have a half letter grade added to their participation grade.

Final Paper (20 points)

The final paper will capture, in a more formal fashion, the key elements of the leadership presentation, and will link the leader's life to their performance. The final paper should be completed following the guidelines of the Modern Language Association (MLA) format, double-spaced, and be a minimum of 8 pages (not exceeding 12 pages).

Pop Quizzes and Assignments (20 points)

From time to time, short quizzes and assignments will be given to assess your understanding of the material. You should review the material learned on a consistent basis to ensure preparedness for the quizzes, as they will be unannounced and happen randomly throughout the course. All assignments, unless otherwise specified, must be typed and double-spaced. No late assignments will be accepted.

The best quiz or assignment will be distributed to all the students in the following class.

Grading Summary Table:

| | |
|------------------------------------|-----------|
| Class Participation | 40 points |
| Individual Leadership Presentation | 20 points |
| Final Paper | 20 points |
| Quizzes and Assignments | 20 points |

100 points

Evaluation:

Final grades for the course will be based on a points system using the following scale:

| | | | | | |
|------|------------------|------|---------|------|--------------------|
| (A) | 93 – 100 percent | (B-) | 80 – 82 | (D+) | 67 – 69 |
| (A-) | 90 – 92 | (C+) | 77 – 79 | (D) | 64 – 66 |
| (B+) | 87 – 89 | (C) | 73 – 76 | (D-) | 60 – 63 |
| (B) | 83 – 86 | (C-) | 70 – 72 | (F) | 59 percent or less |

Letter grades will be used for quizzes, assignments, and papers. Final grades will be calculated using the scale above.

Global Learning Graduation Honors

FIU's Excellence in Global Learning Graduation Medallion is awarded to students who complete at least four global learning courses, participate in a variety of global co-curricular activities, and complete a capstone consisting of one of the following: a substantial original research project and presentation on a global topic; extensive foreign language study; long-term study abroad; or, a globally-focused internship. The Peace Corps Prep certification is conferred upon students who complete at least four global learning courses, extensive language study, and a global problem-solving project. For more information, visit goglobal.fiu.edu.

Early Alert Program:

In an effort to help you succeed, students who perform below academic standards in class may be referred to their academic advisor for further assistance. This includes students who have not been attending class, submitting homework assignments, or passing quizzes and tests.

Disability Resource Center:

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center GC 190.

Academic Misconduct Statement:

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Academic Misconduct includes:

Cheating – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not.

Plagiarism – The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student, who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.

Honors College Requirements:

Registration in this course implies an acceptance of and compliance with the Honors College policies for students and the FIU Code of Academic Integrity.

Honors Citizenship Requirements:

Beginning in Fall 2014, Honors College students are required to accumulate at least 20 citizenship points each academic year (Fall and Spring) by attending Honors College activities. Students attending only one semester (Fall or Spring) are required to accumulate 10 citizenship points. See <http://honors.fiu.edu/current-students/citizenship/>.

Community Service:

All Honors College students must complete at least 20 volunteer service hours per academic year (fall/spring). The best way to be involved is by working with the City of Sweetwater via our unique Honors College-Sweetwater Partnership. Opportunities there include tutoring, working with the Senior Citizens' Center, offering citizenship classes, and helping the Li'l Abner Foundation's work with children. Other opportunities include working with virtually any non-profit organization and campus fundraising projects. To document your community service hours, log onto MyHonors. Volunteer hours DO NOT count toward the 20 citizenship points. See <http://honors.fiu.edu/current-students/community-service/>.

Student Portfolios:

The Honors College will be using a portfolio method to assess students' learning outcomes. The portfolio allows for maximum flexibility in gauging student learning. Students decide (with instructor

consultation) what “artifacts” or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of five key student learning outcomes over the 4-year Honors experience. See <http://honors.fiu.edu/current-students/portfolio/>.

Honors Education in the ARTS (HEARTS):

The HEARTS program is designed to give Honors College students opportunities to “explore and appreciate different artistic and cultural traditions and modes of artistic expression. HEARTS will also serve as a clearinghouse (and curatorial framework) for our students to experience the arts on campus and in the community by providing them with information about cultural activities and access to performances with free or discounted tickets. See <http://honors.fiu.edu/hearts/>.

Honors College Academic Misconduct Statement:

In The Honors College, the term “honor” refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College.

Procedures and Penalties:

An Honors faculty member may bring charges of academic misconduct against an Honors student if the faculty member suspects plagiarism or other forms of academic misconduct. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Honors College website (<http://honors.fiu.edu/honors-policies/>) and the Academic Misconduct Procedures, available at <http://integrity.fiu.edu/misconducts.html>.

GL Learning Outcomes for IDH 2003-4

Global Awareness: Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.

Course Learning Outcome: Students will demonstrate knowledge of the interrelated global dynamics (social- cultural, political, economic, etc.) that shape aesthetics, values, and authority in diverse cultural contexts.

Global Perspectives: Students will be able to develop a multi-perspective analysis of local, global, international, and intercultural problems.

Course Learning Outcome: Students will be able to analyze the multiple global forces that shape their understanding of aesthetics, values, and authority — economic, political, sociological, technological, cultural, etc.

Global Engagement: Students will be able to demonstrate a willingness to engage in local, global, international, and intercultural problem solving.

COURSE OUTLINE

Course schedule is subject to change

| W | D | Description |
|----|----|---|
| 1 | 8/ | <ul style="list-style-type: none"> Self-introductions Course overview Case studies: Albert and Michael <u>Assignments</u>: MBTI, Big Five, Past Leaders selection (in class), and Trinkets (for next class) <u>Read before next class</u>: Chapter 1 (Leadership BS) |
| 2 | 8/ | <ul style="list-style-type: none"> Self-Awareness Trinkets <u>Read before next class</u>: Chapter 3 and 7 (Leadership BS) & Section I (Just Listen) |
| 3 | 9/ | <ul style="list-style-type: none"> Cracking the Leadership Code Trinkets (continued) <u>Assignment</u>: Thank You Count, Gratitude Journals, Watch Pope Francis: A Man of His Word <u>Read before next class</u>: Section II (Just Listen) & the articles distributed in class |
| 4 | 9/ | <ul style="list-style-type: none"> <u>Practitioner Session</u>: TBD GJ exercise Class discussion – Pope Francis: A Man of His Word |
| 5 | 9/ | <ul style="list-style-type: none"> Hidden Traps in Decision-Making // HP Sin GJ exercise Dynamic Written Communication Part I // Leonard Nash <u>Read before next class</u>: Chapters 4 and 5 (Leadership BS) |
| 6 | 9/ | <ul style="list-style-type: none"> Neuroscience of Behavior // Tim Allen Mindfulness // Bonnie Quiceno GJ exercise <u>Read before next class</u>: NYT Sunday Review |
| 7 | 10 | <ul style="list-style-type: none"> New York Times Sunday Review Quiz Emotional Intelligence, Uber Case Study, Carrier Exercise Dynamic Written Communication Part II // Leonard Nash GJ exercise <u>Read before next class</u>: A Big Data Approach to Public Speaking (Matt Abrahams) & Section III (Just Listen) |
| 8 | 10 | <ul style="list-style-type: none"> Public Speaking // Anne Friedman Two Truths and One Lie GJ exercise <u>Read before next class</u>: What Google Learned from Its Quest to Build the Perfect Team (Duhigg, New York Times) & Great Teams are About Personalities, Not Just Skills (Winsbrough and Chamarro-Premuzic, Harvard Business Review). <u>Assignment</u>: NPI |
| 9 | 10 | <ul style="list-style-type: none"> Teaming & Experiential Learning <u>Read before next class</u>: Chapter 2 and 6 (Leadership BS) and Narcissistic Leaders: The Incredible Pros, the Inevitable Cons (Maccoby, Harvard Business Review) |
| 10 | 10 | <ul style="list-style-type: none"> <u>Practitioner Session</u>: TBD Narcissism <u>Watch before next class</u>: <i>Invictus</i> (2009) <u>Read before next class</u>: Chapter 8 (Leadership BS) |
| 11 | 10 | <ul style="list-style-type: none"> <u>Practitioner Session</u>: TBD Discussion: <i>Invictus</i> <u>Read before next class</u>: Section IV (Just Listen) |
| 12 | 11 | <ul style="list-style-type: none"> <u>Practitioner Session</u>: TBD Leadership in Crisis (ERAH) |

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|----|----|---|
| 13 | 11 | <ul style="list-style-type: none">• Presentations: Group 1 & Group 2 |
| 14 | 11 | <ul style="list-style-type: none">• Presentations: Group 3 & Group 4 |
| 15 | 11 | <ul style="list-style-type: none">• Presentations: Group 5 & Group 6• Final paper due |
| 16 | 12 | <ul style="list-style-type: none">• Summary• Ask Mitch |

Class get-together at Mitch's house – December 8, 2017
Thomas Regalado = an option