

| Lessons in Life and Leadership

Spring 2023 IDH 3035, Section U49-C
Wednesday, 2:00PM-4:45PM, CBC 254

Professor:

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Required Materials:

1. The Virtuous Leader by Modesto Maidique
(Will be distributed to the students in the first day of class via Canvas)

Purpose:

Our wide-ranging, unconventional curriculum centers around the PWC (Purpose, Wisdom, Courage) Model of Leadership, which encompasses self-awareness, decision-making, mindfulness, communication, and additional elements that drive success. The purpose of this course is to apply the PWC Model of Leadership to various in-class assignments, such as case studies, articles, projects, and interviews of prominent leaders.

Learning Objectives:

1. Participate in a semester-long educational project.
2. Meet additional faculty and practitioners in leadership.
3. Continue exploring your personal leadership journey.
4. Discuss multiple case studies from a leadership perspective.

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' ideas and beliefs.
- Be prepared for class (i.e. reading material, assignments, papers, and presentations).

- Before a practitioner session, read the presenter'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**

Final Project: Paper (20 points)

For the final project paper, you will be assigned a company out of a list of 30 companies listed under the Best Performing Stocks in the S&P 500 between the years 1990 and 2020. You will research and analyze a company and their CEOs using the tools provided in class. You are expected to present in detail, the key elements of the company, which are:

1. Brief Company Overview
2. Number of CEOs
 - Names and Number of Years as CEO
3. Size of Company
4. Biographies of the CEOs
 - Full name
 - Age
 - Education and Ethnicity (if available)

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). This final paper may fulfill 1 of the 3 Honors College Learning Outcomes (Research Skill).

The final paper should include an introduction, method of data acquisition, results from data analysis, and discussion on relevance of the research.

PROJECT OUTLINE IS DUE ON 2/22

Final Project Presentation (20 points)

In the presentation you will capture in a more formal fashion the key elements of the final paper. You will be expected to present a lucid, well-thought-out 15-min presentation at the end of the of the course.

Students who demonstrate exceptional abilities to conduct research will receive a half letter grade added to their participation grade. This presentation may fulfill 1 of the 3 Honors College Learning Outcomes (Research Skill).

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
Final 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) 95 – 100 percent	(B) 83 – 86	(C) 70 – 76
(A-) 90 – 94	(B-) 80 – 82	(D) 60 – 69
(B+) 87 – 89	(C+) 77 – 79	(F) 59 – 0

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

On graded assignments, an A will equal 100%. Anything below an A will equal the upper % of that grade scale. For example, A- will be 94%, B+ will be 89%, etc.

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 Policies and Requirements

Academic Misconduct Procedures and Policies

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.

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 Academic Misconduct Procedures available at <https://studentaffairs.fiu.edu/get-support/student-conduct-and-academic-integrity/academic-integrity/index.php> . Please refer to the following documents for additional information:

FIU Student Handbook: <https://studentaffairs.fiu.edu/about/student-handbook/index.php>

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. Portfolios provide a rich context for students to show what they have learned and to explain their learning process. Because the Honors curriculum is meant to be thought-provoking and reflective, student self-assessment through portfolios will facilitate learning and provide in-depth assessment. Each Honors College course includes at least one assignment that could potentially fit portfolio requirements. <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. <http://honors.fiu.edu/current-students/hearts/>

Panthers Care & Counseling & Psychological Services

If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have, for the classmate's well-being or yours; you are encouraged to share your concerns with FIU's Panthers Care website.

Counseling and Psychological Services (CAPS) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Learn more about CAPS at caps.fiu.edu. Professional counselors are available for same-day appointments. Don't wait to call 305-348-2277 to set up a time to talk or visit the online self-help portal.

GL Learning Outcomes for IDH 3034-3035

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

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

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

COURSE OUTLINE

Course schedule is subject to change

Week	Date	Description
1	1/11	<ul style="list-style-type: none"> ● Introductions – Syllabus, project, The Virtuous Leader ● Team Selection ● Experiential Learning Exercise ● Fall Semester Review 1
2	1/18	<ul style="list-style-type: none"> ● Gratitude Journal (GJ) ● River of Life Exercise (Mitch) ● Fall Semester Review 2 ● <u>Read before next class:</u> Elon Musk case study
3	1/25	<ul style="list-style-type: none"> ● Guest Speaker: Nathan Hiller ● Elon Musk Case Study ● <u>Read before next class:</u> Athena Bancorp case study
4	2/01	<ul style="list-style-type: none"> ● Guest Speaker: Anne Freedman ● <u>Read before next class:</u> Theranos Case Study
5	2/08	<ul style="list-style-type: none"> ● Guest Speaker: Brian Keeley ● Theranos Case Study
6	2/15	<ul style="list-style-type: none"> ● Guest Speaker: Wilfredo Ferrer ● Guest Speaker: Bill Hardin
7	2/22	<ul style="list-style-type: none"> ● Guest Speaker: Bonnie Quiceno ● Success in New Business Ventures Lecture ● <u>Project Outline due</u>
8	3/01	SPRING BREAK
9	3/08	<ul style="list-style-type: none"> ● Guest Speaker: Elizabeth Bejar ● Personnel Selection – Hiring and Firing ● <u>Read before next class:</u> Latin America Case Study
10	3/15	<ul style="list-style-type: none"> ● Guest Speaker: Leonard Nash ● Latin America Case Study
11	3/22	<ul style="list-style-type: none"> ● Guest Speaker: Tomas Regalado ● LLL Exit Quiz ● <u>Read before next class:</u> Branding in the Age of Social Media (Holt, HBR)
12	3/29	<ul style="list-style-type: none"> ● Guest Speaker: Bruce Terkel
13	4/05	<ul style="list-style-type: none"> ● Presentations Day 1: Companies 1 – 8
14	4/12	<ul style="list-style-type: none"> ● Presentations Day 2: Companies 9 – 16
15	4/19	<ul style="list-style-type: none"> ● Presentations Day 3: Companies 17 – 24
16	4/26	<ul style="list-style-type: none"> ● Presentations Day 3: Companies 25 – 27 ● Summary ● Final paper due ● Ask Mitch

