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### **Course Description**

This course is one of four 1-unit courses in the four-part Warren Bennis Scholar program. This course will focus on the daily challenges we face as leaders. Examples of leaders and challenges for this course will be from the social sector. Class discussion, readings, and videos will be used to learn about the specific issues that leaders face as they attempt to move society. Class meetings will focus on very specific traits, strategies and challenges for leaders at all levels. Together we will bring our own leadership challenges to the table and see how exemplars manage them.

The Warren Bennis Scholars Program: The purpose of the Bennis Scholars Program is two-fold: to develop the leadership skills of a select group of USC undergraduates, and to encourage them to commit to making their communities and the world better places, whatever their chosen professions. The program includes four academically rigorous one-unit courses taught over two years. These courses include leadership theory colloquia, skills-building workshops, internships, guest speakers, discussion groups, coaching, and mentoring by experienced leaders. Classroom and experience-based activities are designed to hone the practical skills required for leadership of all manner of private, government, and non-profit organizations.

### **COURSE LEARNING OBJECTIVES**

- Students will be able to identify the variety, complexity, and paradoxes of leadership.
- Students will be able to elaborate on their competencies and their own values, and will further refine a personal approach to leadership.
- Students will know about the process of leadership, how it involves both leaders and followers, and the connections and resonances between them.
- Students will be able to articulate that leadership is an art, not a science – a way of being, not a formula. The intent is to leave students comfortable dealing with the ambiguities of effective leadership.

### **Prerequisites and/or Recommended Preparation:**

This course is solely for students accepted into the Warren Bennis Scholars program.

### **Grading Policies:**

The course will be graded CREDIT/NO-CREDIT. The basic grading scheme will be the same for all four semesters. Grades will be based on a total of 1000 points each semester. In order to receive CREDIT, you will have to achieve a score of 750 points.

The assignments and grading levels are:

### **Four Weekly Leadership Journal Entries (400 points - 100 points per entry)**

This journal is the space where you are to reflect on the various aspects of the course—our formal discussion sections, the readings, your personal research, class excursions, discussions with your class colleagues, etc. In this journal you might jot down a specific resource mentioned in one of the class discussions, or something you experienced in your own leadership journey—anything that you think is relevant to the course and your understanding of leadership. Something that happened in a club meeting, an interaction with a team member or a reflection on a new story regarding leadership would be a good entry.

### **You are required to log entries for four weeks during the semester.**

The deadline for each week's entry is **Sunday evenings 9 p.m.** Make sure to start early in the semester so that you will be able to get ten weekly entries submitted by the end of the semester. Each week's journal entries will vary in length, determined largely by the course calendar. And please note that your entries are not limited to conventional text—you may find a poem, a website, or an image important for later application to your leadership life. You will not be graded on your grammar or organization. You will, however, be graded on the thoughtfulness and weekly investment.

Your journal entries will only be accessible to you and the professors teaching the course.

### **Leading a Class Session (400 points)**

Over the summer, the class will be nominating ten topics that relate to the daily challenges of a leader. At the beginning of the semester, you and a partner will sign up for one of those topics to lead.

For the session you will lead, you and your partner will find two articles and one video that address that topic. You will distribute those three preparatory assignments to the class no later than 5:00pm on the Monday prior to that week's Friday session. You and your partner will also lead that session, requiring that you prepare questions and exercises to allow the class to explore the issue in a highly interactive way.

Your grade will depend on the effort you put in for identifying the pre-class assignment, as well as your preparedness and creativity in managing the session.

## Class Participation (200 points - 10% of grade)

It is important to attend class and actively participate, since class activities and interaction with peers encourage creative dialogue and diversity of perspective, which helps enhance your learning. It is expected that students will come to class having read/viewed the materials and be prepared to join class discussions, contributing questions and comments. Classes begin promptly, so please log-in on time. If you are unable to attend class for some reason, please notify the instructor as soon as possible, and assume personal responsibility for gathering notes from other classmates. At the end of the semester, points will be allocated to students based upon:

- Consistent demonstration that they have read/watched the material for scheduled class discussion
- Contribution to class discussion; answering questions, asking relevant questions
- Consistent attendance in class in order to participate in and contribute to class discussions
- Demonstrating respect for fellow classmates, guest speakers, and instructor (including appropriate use of personal technologies during classroom time)
- Mature classroom behavior that supports learning

<b>Participation in Class Discussion Grading</b>			
<b>CRITERION</b>	<b>EXEMPLARY</b> 150 - 200 pts	<b>SATISFACTORY</b> 75 - 150 pts	<b>UNACCEPTABLE</b> Below 75 pts
<b>Frequency</b>	Frequent contribution to class discussion.	Regular contribution to class discussion	Seldom or no contribution to class discussion
<b>Relevance</b>	Contributions to class directly address key issues, questions, or problems related to the text and the discussion activity.	Contributions to class address key issues, questions, or problems related to the text and the discussion activity, but in some cases only.	Contributions to class do not directly address the question or problem posed by the discussion activities.

<b>Insight</b>	Contributions to class offer original or thoughtful insights, analyses, or observations that demonstrate a strong grasp of concepts and ideas pertaining to the discussion topics.	Contributions to class offer some insight, analysis, or observation to the topic but may not demonstrate a full understanding or knowledge of concepts and ideas pertaining to the discussion topics.	Contributions to class do not offer any significant insight, analysis, or observation related to the topic. No knowledge or understanding is demonstrated regarding concepts and ideas pertaining to the discussion topics.
<b>Support</b>	Contributions to class support all claims and opinions with either rational argument or evidence.	Contributions to class generally support claims and opinions with evidence or argument, but may leave some gaps where unsupported opinions still appear.	Contributions to class do not support their claims with either evidence or argument. The contributions contain largely unsupported opinion.

<u>Assignment</u>	<u>Points</u>	<u>% of Grade</u>
<b>Journal</b>	400	40%
<b>Leadership Reflection Papers (four at 175 each)</b>	400	40%
<b>Class Participation</b>	<u>200</u>	<u>20%</u>
<b>TOTAL</b>	1000	100.0%

**A final score of at least 750 points will be required to receive Credit for the course.**

### ADDITIONAL INFORMATION

#### **Incompletes**

An incomplete (IN) is given when work is not completed because of documented illness or some other emergency occurring after 80% of the course has been completed. Arrangements for the IN and its removal should be initiated by the student and agreed to by the instructor prior to the final exam. The University policy on Incompletes (IN) is as follows (from the USC Catalogue):

*Conditions for Removing a Grade of Incomplete:* If an incomplete is assigned as the student's grade, the instructor will fill out the Incomplete (IN) Completion form which will specify to the student and to the department the work remaining to be done, the

procedures for its completion, the grade in the course to date, and the weight to be assigned to work remaining to be done when computing the final grade. A student may remove the IN by completing only the work not finished as a result of illness or emergency. Previously graded work may not be repeated for credit. It is not possible to remove an IN by re-registering for the course, even within the designated time.

*Time limit for removal of an incomplete:* One calendar year is allowed to remove an IN. Individual academic units may have more stringent policies regarding these time limits. If the IN is not removed within the designated time limit, the course is considered “lapsed” and the grade is changed to an IX and it will be calculated into the grade point average as 0 points. Courses offered on a Credit/No Credit basis or taken on a Pass/No Pass basis for which a mark of Incomplete is assigned will be lapsed with a mark of NC or NP and will not be calculated into the grade point average.

### **Academic Conduct**

**Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” [policy.usc.edu/scampus-part-b](http://policy.usc.edu/scampus-part-b). Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, [policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct).**

### **Support Systems**

#### **Support Systems:**

*Counseling and Mental Health - (213) 740-9355 – 24/7 on call*  
[studenthealth.usc.edu/counseling](http://studenthealth.usc.edu/counseling)

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

*National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call*  
[suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call*  
[studenthealth.usc.edu/sexual-assault](http://studenthealth.usc.edu/sexual-assault)

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

*Office of Equity and Diversity (OED)- (213) 740-5086 | Title IX – (213) 821-8298*

[equity.usc.edu](http://equity.usc.edu), [titleix.usc.edu](http://titleix.usc.edu)

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

*Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298*

[usc-advocate.symplicity.com/care\\_report](http://usc-advocate.symplicity.com/care_report)

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

*The Office of Disability Services and Programs - (213) 740-0776*

[dsp.usc.edu](http://dsp.usc.edu)

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

*USC Support and Advocacy - (213) 821-4710*

[uscса.usc.edu](http://uscса.usc.edu)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity at USC - (213) 740-2101*

[diversity.usc.edu](http://diversity.usc.edu)

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu), [emergency.usc.edu](http://emergency.usc.edu)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu)

Non-emergency assistance or information.

## **APPENDIX A**

### **Discussion Norms**

#### ***Procedure***

- Step-Up, Step Back. Once you are done speaking, let at least two other people talk before you speak again.
- Wait to be recognized by the instructor or discussion leader before speaking.
- Make a single point each time you speak, rather than making a series of statements at once.

#### ***Respect***

- Listen actively and attentively.
- Listen respectfully, without interrupting.
- Comments that you make (asking for clarification, sharing critiques, expanding on a point, etc.) should reflect that you have paid attention to the speaker's comments.
- Listen carefully to what others are saying even when you disagree with what is being said.
- Always use a respectful tone.
- Avoid inflammatory language.
- Do not interrupt when someone else is speaking.
- Signal agreement with another student's statement using the 'thumbs up' or "clap" on Zoom.
- Make no assumptions about others
- Trust that people are always doing the best they can.

#### ***Inclusivity***

- We will not demean, devalue, or "put down" people for their experiences, lack of experiences, or difference in interpretation of those experiences.
- Recognize and/or remember that we have different backgrounds.
- Consider who gets left out, who is marginalized, under-represented, or erased by particular claims. So, for example, we could say, "That's an image of an ideal family," or we could say, "That may be an image of an ideal family for many middle-class white heterosexuals."
- Be careful about putting other students on the spot. Do not demand that others speak for a group that you perceive them to represent.
- Be aware of different communication styles--the ways we communicate differently based on our backgrounds and current contexts--and look for ways to expand your communication tool kits.
- Our primary commitment is to learn from each other. We will listen to each other and not talk at each other. We acknowledge differences amongst us in backgrounds, skills, interests, and values. We realize that it is these very differences that will increase our awareness and understanding through this process.

### ***Inclusivity***

- Don't use unnecessarily offensive examples.
- If you are offended by anything said during discussion, acknowledge it immediately.
- If you are offended by something or think someone else might be, speak up and don't leave it for someone else to have to respond to it.

### ***Constructiveness***

- Criticize ideas, not individuals or groups.
- Focus on ideas, not personalities.
- Respect others' rights to hold opinions and beliefs that differ from your own.
- If we wish to challenge something that has been said, we will challenge the idea or the practice referred to, not the individual sharing this idea or practice.
- Build on one another's comments; work toward shared understanding.
- Objections are fine, but it's also always OK to be constructive, building on a speaker's statement or strengthening their position. Even objections can often be cast in a constructive way.
- Do not offer opinions without supporting evidence.
- Refer to the text to support your ideas.
- Ask questions when you do not understand; do not assume you know what others are thinking.
- Ask a question to explore areas of uncertainty or discomfort.
- Try to see the issue from the other person's perspective before stating your opinion.
- Speak from your own experience, without generalizing.
- Use "I" statements to state your views. For example, "I notice that when I'm with my friends we pay attention differently" is more constructive than "When you're with friends you pay attention differently."
- Be careful not to generalize about people.
- Respond to what is said in class, without attributing motivation to the speaker (this can be very challenging).

**APPENDIX B**  
**Additional Marshall Guidelines**

**Retention of Graded Coursework**

Final exams and all other graded work that affected the course grade will be retained for one year after the end of the course *if* the graded work has not been returned to the student (i.e., if I returned a graded paper to you, it is your responsibility to pick it up during class or from my office and file it, not mine).

**Confidentiality Policy**

Throughout the classes and events of the Lloyd Greif Center for Entrepreneurial Studies and the Brittingham Social Enterprise Lab, students will be exposed to proprietary information from other students, guest lecturers, and faculty. It is policy that all such information be treated as confidential.

By enrolling in and taking part in the entrepreneurship classes and activities, students agree not to disclose this information to any third parties without specific written permission from students, guest lecturers or faculty, as applicable. Students further agree not to use any such proprietary information for their own personal commercial advantage or for the commercial advantage of any third party.

In addition, students agree that any legal or consulting advice provided without direct fee and in an academic setting will not be relied upon without the enlisted opinion of an outside attorney or consultant without affiliation to the Greif Center or the Brittingham Lab.

Any breach of this policy may subject a student to academic integrity proceedings as described in the University of Southern California Student Handbook SCampus and to any remedies that may be available at law.

The Lloyd Greif Center for Entrepreneurial Studies, the Brittingham Social Enterprise Lab, the Marshall School of Business, and the University of Southern California disclaim any responsibility for the protection of intellectual property of students, guest lecturers, faculty or staff who are involved in our classes or events.

Receipt of this policy and registration in our classes is evidence that you understand this policy and will abide by it.