

OB 347 LEADERSHIP

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Office Hours: Tues. 12:00 – 2:00 pm

The goal of OB 347 is to enlarge our understanding of leadership through a variety of theoretical, practical and spiritual perspectives. From a gospel view, the teachings of prophets will be explored regarding management and leadership in organizations and society. They will be compared and contrasted with the leadership values and systems of the world. Spirituality in one's work, the soul of business, and stewardship ideals will be explored as paths to more effective and moral organizations.

This course also emphasizes leadership in contemporary society. It is designed to assist students in understanding and analyzing different models for influencing businesses and other forms of organization. The central datum of this course – you! Your own ideas, newly acquired notions from readings, and your experience in organizational settings will all be brought to bear in the classroom.

Conceptual themes about leadership range from the level of the individual to the team, and finally to the larger society. We will explore several approaches to managing and influencing behavior in organizations and attempt to become better equipped to diagnose problems and make better decisions. Finally, we will study not only how leadership has evolved and currently is, but how it can be utilized in the future in strategic processes of organizational change, a proactive stance that transforms today's social systems.

The major course objectives are as follows:

1. To increase our awareness of the assumptions and values as leadership has evolved.
2. To develop new conceptual frameworks about management, systems, and influence.
3. To liberate human potential within today's dehumanizing organizational milieu.
4. To foster business reforms through new leadership visions and ethical strategies.
5. To change contemporary power structures.

Classwork

We will use a combination of methods: lectures, cases, experiential exercises, discussions, video clips, and small group work. The use of this mixed methodology rests on the premise that learning comes not only from reading and writing, but also from interacting and systematic reflecting. Efforts in the classroom will center on becoming bilingual as we learn to speak of the sacred and the secular in Organizational Behavior.

Readings

1. James Clawson, *Level Three Leadership*, Englewood Cliffs, NJ: Prentice Hall, 2002. (In the Textbook Section, BYU Bookstore)
2. Small course packet for section 3 available from Tanner Building Copy Center, Room # 550

Students are to also carefully read one of three current periodicals: *Business Week*, *Fortune*, or *The Wall Street Journal* for insight into contemporary leadership issues. You ought to be able to draw on these materials as well as the texts in writing papers, class discussions, etc.

Expectations

OB 347 demands significant commitment from students because it will challenge participants in ways in which they may not be accustomed. Critical expectations include the following:

- a) Integrity – careful adherence to the Honor Code in your personal and academic life. Each member of the BYU community ought to reference the Honor Code in determining what constitutes moral/ethical behavior. There is an assumption on my part that students will honor the commitment they have made to live an ethical life. The Code defines the standards of personal honesty and integrity in one's role as a student or faculty member at BYU. I would suggest you reread the Code carefully and analyze your degree of compliance with its principles. For this class I want to emphasize several specifics: 1) that there is no deception in your representation of who you are and what you do; 2) that other students are treated appropriately, regardless of race, gender, nationality or religion; 3) that our interaction will operate from a foundation of honesty, regardless of whether people agree with another's point of view or not.
- b) Citizenship – not engaging in unnecessary conversation that disrupts the class. Please be courteous and supportive of the rights of others to learn in a constructive educational environment.
- c) Participation – you are required to attend all class sessions and to be accountable for readings, presentations and the acquisition of practical skills. Hopefully we can create an atmosphere for the free exchange of ideas, not just lectures. Do not be reluctant to speak out. If students push themselves to be mentally engaged, the experience will be more rewarding for all. This does not preclude disagreement or argument with the ideas or opinions of others. Indeed, a healthy intellectual environment necessitates debate and differing views. Multiple voices are needed

even as we take issue with the positions of others. All of us at BYU need to better learn to discuss and confront in fun and healthy exchanges.

- d) Purposes – BYU’s mission is “to assist individuals in their quest for perfection and eternal life” in a “setting where a commitment to excellence is expected and the full realization of human potential is pursued.” In doing this effectively we will strengthen our “influence in a world we wish to improve.” By learning new leadership and organizational skills, integrating gospel principles with the best theories of social science, we will expand our capacities for lifelong service to others.

Evaluation

Grades will be based on your performance as listed below:

Participation: This involves coming to class prepared, having read and thought about the chapter(s) for that day, and the quality and quantity of one’s verbal comments throughout the semester. Altogether, participation will consist of 50 points possible (10 percent of the grade).

Tests: To encourage student preparation, thinking and reading, a number of class sessions will begin with a brief quiz on the assigned chapters for that day. The quizzes contribute toward the final grade (30 percent) and a comprehensive final exam will make up the balance (30 percent). Extra credit assignments will not be given as substitutes for requirements not fulfilled. The total of all course tests will consist of 300 points, making it 60 percent of your final grade.

Service Learning: Teams of students in OB 347 will be formed to enrich one’s understanding of leadership through an organized, hands-on approach that improves our community. Using leadership as high-ethics influence, each team will design a project that blends new knowledge and skills with practical experience. Instead of top-down control models of management, we will practice bottom-up “servant leadership” that improves peoples’ quality-of-life and enriches civil society. A written report and analysis for this service learning project will be worth ten percent (50 points) of one’s grade.

Program Workbook: At the end of the *Level Three Leadership* book are a series of development exercises, survey instruments, charter tools, and other methodologies for becoming a more effective leader. You are to select and use a mix of those materials to prepare your own leadership portfolio as an end-of-the-semester document. This personal workbook should consist of a 10 page self-diagnosis of your behavioral skills, management style, and leadership work you have done, as well as specific action plans for future improvement. This may include a personal engagement project, life balance program, or any other mix of development exercises. While the paper length is limited to 10 pages, your raw data, personal notes, etc. may be

included as appendices at the end. The total score for your program workbook is 100 points (20 percent of one's total grade). It is due December 12, 2003.

The maximum possible points for this course is 500 points.

Schedule

When you get the Spirit of God, you feel full of kindness, charity, long-suffering, and you are willing all the day long to accord to every man that which you want yourself. You feel disposed all the day long to do unto all men as you would wish them to do unto you. What is it that will enable one man to govern his fellows aright? It is just as Joseph Smith said to a certain man who asked him, "How do you govern such a vast people as this?" "Oh," says Joseph, "it is very easy." "Why," says the man, "but we find it very difficult." "But," said Joseph, "it is very easy, for I teach them correct principles and they govern themselves...."

How easy it is to govern the people in this way!

--John Taylor's conversation with Joseph Smith

OB 347

Policies

Preventing Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an education program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the University but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Students with Disabilities

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact the University Accessibility Center (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You may contact the Equal Employment Office at 422-5895, D-282 ASB.

Diversity

For two decades, I've labored to increase the presence on campus of more minority and international students. Over the past several years, teams of my students have helped launch a new Diversity Initiative in the Marriott School. It includes not only recruiting a greater mix of students, but dealing with cultural awareness and sensitivity to differences and people. Hence, diversity topics will flavor the dialogue in selected class discussions. While the overall goal of this program so far is to help BYU students become more effective in an increasingly diverse workforce, I emphasize these issues in my courses because it is moral. Diversity is not merely a business tool, but a key element for achieving a society based on socio-economic justice.

Cheating

Students should collaborate and help one another. But all work completed should be your own, or that of your team. Do not use papers, tests, etc. from prior classes to help you prepare for exams, projects, or papers. This applies to internet materials also. Do not share test or quiz questions and answers with other students. If you have any questions please see me.

Cell Phones

Brigham Young University and I are committed to providing a high-quality learning environment for this class. Distractions, particularly cell phones, impose a cost to our learning. If your cell phone goes off during class, as payment for that cost to the class, you will buy Krispy Kreme doughnuts for everyone at the next session. Please, either don't bring your cell phone to class, or make sure it is turned off.