

LEADERSHIP Philosophy & Theory
OB 347 M-W 11-12:20 pm / Room #374 TNRB

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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. United Order principles 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. James Lucas & Warner Woodworth, *Working Toward Zion*, Salt Lake City, UT: Aspen Books, 1999. (Discount copies are available from CESR, Room 712-A Tanner Building)
3. Course packet for section 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

Context: Gospel Paradigms & Historical Perspectives on Leadership

Sept. 3	Introduction	Course overview
Sept. 8	L&W	Chapters 1 & 2, pp. 3-39
Sept. 10	L&W	Chapters 3 & 4, pp. 40-66 Mini-case: Joseph Smith
Sept. 15	L&W	Chapters 5 & 6, pp. 67-100
Sept. 17	L&W	Chapters 7 & 8, pp. 101-125 Mini-case: Brigham Young
Sept. 22	L&W	Chapters 9 & 10, pp. 126-168
Sept. 24	L&W and Packet (15 pp.)	Chapters 11 & 12, pp. 169-203 Mini-case: Muhammad Yunus
Sept. 29	L&W	Chapters 13 & 14, pp. 204-240
Oct. 1	L&W and Packet (8 pp.)	Chapters 15 & 16, pp. 243-272; Mini-case: Ricardo Semler of Semco, Brazil
Oct. 6	L&W	Chapters 17 & 18, pp. 273-309
Oct. 8	L&W	Chapters 19 & 20, pp. 310-343 Mini-case: Don Jose Maria
Oct. 13	L&W	Chapter 21, pp. 344-361

Modern Leadership Theories

Oct. 15	JC and Packet (22 pp.)	Chapter 1, pp. 3-7; Mini-case: Mahatma Gandhi
Oct. 20	JC	Chapter 2, pp. 8-23
Oct. 22	JC	Chapter 3, pp. 24-41
Oct. 27	JC	Chapter 4, pp. 42-53
Oct. 29	JC and Packet (18 pp.)	Chapter 5, pp. 54-65; Mini-case: Ben Cohen of Ben and Jerry's
Nov. 3	JC	Chapter 6, pp. 66-89

The Self

Nov. 5	JC and Packet (9 pp.)	Chapter 7, pp. 93-109; Mini-case Martin Luther King, Jr.
Nov. 10	JC and Packet (22 pp.)	Chapter 8, pp. 110-121; Mini-case: Ralph Stayer of Johnsonville Sausage Co.
Nov. 12	JC	Chapter 9, pp. 122-140

Strategic Thinking

Nov. 17	JC	Chapter 10, pp. 143-158
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Nov. 19	JC and packet (6 pp.)	Chapter 11, pp. 159-173; mini-speech: Hugh Nibley
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Leading Others

Nov. 24	JC and Packet (23 pp.)	Chapter 12, pp. 177-189; Mini-case: Anita Roddick of The Body Shop
Nov. 26	Thanksgiving Holiday	No Class
Dec. 1	JC	Chapter 13, pp. 190-205

Leaders As Designers

Dec. 3	JC and Packet (19 pp.)	Chapter 14, pp. 209-226; Mini-case: Herb Kelleher of Southwest Airlines
Dec. 8	JC	Chapter 15, pp. 227-243
Dec. 11	Concluding Class	Chapter 16, pp. 247-256; Course wrap up
Dec. 16	Final comprehensive exam	Tuesday, 3 pm-6 pm Room #374 TNRB

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

