

**Becoming a Global Change Agent/Social Innovator  
OB 490**

**Dr. Warner Woodworth**

**Class Sessions: Mon. / Wed. 12:30 PM – 2:00 PM**

**Student Consultations: Tues. 2:00 – 4:00 PM**

**Office: 786 TNRB**

**Tel: 422-6834**

**Email: warner\_woodworth@byu.edu**

The objective of this course is to strengthen one's capacity to change the world by learning and then applying OB and social entrepreneurial skills to empower the poor. We will first gain an understanding of the current global context of suffering, conflict and other human struggles. A brief analysis of several economic models will be reviewed including Social Darwinism, capitalism, socialism and the Third Way. The course will cover various paradigms for using social business models. Emerging conceptual constructs that lead to societal change will be utilized such as the following: "Third sector," "positive deviance," the "archeology of social change," "stewardship," new "social inventions," "bottom-of-the-pyramid" tools, the "tipping point" for making an impact, "social capital," appreciative inquiry, social enterprise creation, and building civil society. Innovative methods and tools will be studied for expanding economic self-reliance in Latin America, Africa, and Asia. We will explore theories of global change agency and learn key practices and strategies for empowering these who are marginalized, whether in local U.S. communities and/or around the globe.

We will assess and/or develop frameworks for organizing, structuring, and managing effective delivery systems that provide ground-breaking services to those in need. Throughout the course we will be working in service-learning teams on action research for specific NGO projects to redesign, strengthen, and build new strategies so that they may achieve broader/deeper impacts, develop greater capacity, become more sustainable, etc. Hopefully, some of our projects will acquire funding from the Center for Economic Self-Reliance, ORCA or other mentoring grants.

OB 490 will survey a number of organizations that advocate equality, justice, and change: Ashoka, the Mondragon co-ops, Idealist Org, Echoing Green, Social Enterprise Journal, the kibbutz movement, Grameen Bank (Bangladesh), Institute for Social Entrepreneurs, Beyond Grey Pinstripes, Movimento Sem Terra (Brazil), Skoll Center for Social Entrepreneurship (Oxford University), and the Aspen Institute.

Grading will be based on classroom participation, writing a social entrepreneur's biography, several short papers and/or in-class quizzes, and a major written project to be presented to the class and submitted as the final exam.

Required reading sources for OB/490 include 1) *How to Change the World* (by David Bornstein, 2004), 2) *Small Really is Beautiful* (Woodworth, 1997), and occasional article handouts. An additional resource you may want to read on your own is *Banker to the Poor* (Yunus, 2001).

### **Written Analysis**

In lieu of class Wednesday, March 8, class members will attend several sessions of the BYU 9<sup>th</sup> Annual Microenterprise Conference: “Sustainable Strategies for Building Economic Self-Reliance.” The conference will be held Thursday evening, March 9, and all day Friday (March 10) and Saturday (March 11). Please take this outstanding opportunity to participate in the 2<sup>nd</sup> largest event of its kind in the world with many of the leading NGOs represented, a number of global change agents speaking, and important networking and internship possibilities occurring.

After attending sessions, taking notes, and reflecting in depth, write a 3 page paper analyzing several key presentations you attended. Your write-up will be due Monday, March 13 @ 12:30 PM.

## Project Assignments

### Team Project:

We will form teams to work on service-learning projects with several NGOs attempting to grow in numbers and impacts. Key tasks include:

- 1) Gaining entry, establishing the relationship, and drafting a letter of engagement approved by the NGO, you and Dr. Woodworth;
- 2) Outline what you will do to strengthen the NGO client, identify barriers to growth and other problems;
- 3) Assess the organization's:
  - a) Vision/mission
  - b) Culture and structure
  - c) Financial system and fundraising efforts
  - d) Human resources
  - e) Organizational strategies
  - f) Impacts/results
- 4) Develop action plans by which your team may strengthen the client NGO. Options might include new growth plans, web development, PR efforts, fundraising strategies, etc;
- 5) Implement action plans with the NGO client;
- 6) Assess results and draft your report, critique, and impact by the end of the semester (20 pages / due April 25).

### Individual Project:

Each class member will do research and draft a biography on a social entrepreneur in order to better understand what makes such individuals "tick:" their background and upbringing, stages of life, how and why they became a change agent, their motivations, philosophy of life, leadership skills and style, vision, and strategies for transformation. How did they generate their big, bold ideas? What were the results of their work/impacts? What lessons do they suggest for young, budding social entrepreneurs today? How do you evaluate their pluses and minuses?

This personal project will be due March 27, 2006.

Examples of Social Entrepreneurs:

Esther Peterson..... America's First Consumer Activist, U.S. Labor Advocate  
Timothy Evans ..... Founder, Andean Children's Fund in Peru  
Arturo De Hoyos..... Founder Universidad Hispana, in Utah and Cumorah Schools in Mexico  
Steve Gibson ..... Founder, Academy for Creating Enterprise, the Philippines  
Carol Gray..... Humanitarian relief provider, Starlight UK  
Dale Tingey..... Founder, American Indian Services

Modibo Diarra..... Mali, West Africa-Executive Director of the Ouelessebouougou-Utah Alliance  
 Cecile Pelous..... French Humanitarian-Founder of First Hope in Nepal  
 Lowell Bennion.....Humanitarian--revered Mormon Saint of Christian Service  
 Bathsheba Smith ..... Pioneer Radical Feminist  
 Frederick Njenga..... Founder of NGO for the disabled in Kenya  
 Jaime Figueroa ..... Peruvian Visionary, Co-Founder of the Eagle-Condor Foundation in Peru  
 George Romney ..... Visionary of American Volunteerism/Points of Light Foundation  
 Helen Foster Snow ..... Workers' Cooperatives Advisor to Mao Tse Tung and his Communist Revolution in China  
 Desmond Tutu..... Bishop of Lesotho, South Africa and leader of apartheid reconciliation efforts  
 John Woolman ..... Early Quaker activist  
 Ben Cohen..... Founder, Ben & Jerry's Ice Cream Co./Sweat X/corporate gadfly preaching "caring capitalism"  
 Dorothy Day..... Catholic Worker's Organization  
 Nelson Mandela ..... Anti-Apartheid prisoner, South Africa  
 Tom Paine ..... American Revolutionary  
 Sam Daley-Harris..... Founder-Results International and the Microcredit Summit  
 Anita Roddick ..... Provocateur for ethical business/Founder of the Body Shop, UK  
 Mahatma Gandhi..... Non-Violence Movement trail blazer  
 Martin Luther King, Jr ..... Civil rights crusader  
 John Hatch ..... Founder-FINCA International  
 Henry David Thoreau..... Free spirit  
 Mother Teresa of Calcutta..... Saint to the global poor  
 Lech Walesa..... Polish trade union founder of Solidarnosc/Led to the breakup of the USSR  
 Patch Adams .....MD and healthcare clown  
 Eugene V. Debs..... Seeker of justice  
 Cesar Chavez..... Migrant Farmworkers' Union founder  
 Muhammad Yunus..... Father of Microcredit/Founder of the Grameen Bank, Bangladesh  
 Ralph Nader ..... Environmental and Consumer Advocate  
 Mother Jones..... Working class rebel  
 Don Jose Maria ..... Visionary Priest/Mentor to Mondragon Co-ops  
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## Evaluation/Grades

Students in OB 490 will be assessed according to several grading criteria:

|  | <u>Points</u> |
|--|---------------|
| A) Participation quantity/quality  | 30 pts.       |
| B) Pop quizzes occasionally given at the start of class (5 pts. each)  | 30 pts.       |
| C) Self-Reliance conference written analysis (due March 13 at 12:30 pm)  | 10 pts        |
| D) Biographical chapter on Social Entrepreneurs (due Monday March 27, at 12:30 pm)   | 40 pts.       |
| E) NGO project presentation to the class as a final exam (during the university's scheduled time: Tues. April 25, 11:00 am-2 pm)       | 40 pts.       |
| F) NGO project write-up that analyses the organization/situation, and proposes a clear, coherent strategy (due April 25, at 11:00 am). | 50 pts.       |

TOTAL: 200 points

Global Change Agent/Social Entrepreneur Class Reading Schedule

| <b>Date</b> | <b>Topics</b>  | <b>Assignment</b>  |
|-------------|--|--|
| January 9   | Welcome / Introduction   | Overview of Course   |
| January 11  | Global Context of Human Suffering  | <i>Small Really Is....</i> Chapter 1                                       |
| January 16  | Martin Luther King, Jr. Day -<br>Holiday / No Class  | Participate in Service Projects, Civil Rights Marches, and Campus Symposia |
| January 18  | M. Yunus as a Model of Social Entrepreneurship: Grameen Bank                                 | Small Is....Chapter 2  |
| January 23  | Women's Empowerment: Economic Policy, Wealth, and Poverty in an Asian Landscape              | Small Is....Chapters 3 & 4   |
| January 25  | China: Capitalism versus Socialism: Large System Strategies and Small Scale Tools            | Small Is....Chapter 5  |
| January 30  | Individual and Family Struggles in the Philippines: Enterprise Mentors as a Social Business  | Small Is....Chapter 6  |
| February 1  | Upright Citizens: From the USSR Past to Matruschkas and Russian Microenterprise              | Small Is....Chapter 7  |
| February 6  | Work and Business in the United States: Corporate Social Responsibility and Microenterprise  | Small Is....Chapter 8  |
| February 8  | Economic Self-Help in the South Pacific: Polynesian Social Entrepreneurship                  | Small Is....Chapter 9  |
| February 13 | Latin American Social Innovations: Bolivia (ACCION & Banco Sol); Chile & the Mapuche Indians | Small Is....Chapters 10 & 11   |
| February 15 | West African Social Development: The Ouelessebougou Alliance                                 | Small Is....Chapter 12   |
| February 20 | President's Day – Holiday/No Class   | Read Founding Documents/Reflect on America's Blessings and Heritage        |
| February 22 | World Bank & Economic Development: Problems & Prospects                                      | Small Is....Chapter 13   |
| February 27 | Social Entrepreneurs as Restless Individuals / Growth of Acorns                              | <i>Changing the World:</i> Chapters 1 and 2                                |

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|----------|---|---|
| March 1  | Light in Brazil / UK Nursing as Indomitable Will              | Changing the World: Chapters 3 and 4                                  |
| March 6  | Ashoka Tools / Social Entrepreneurship                        | Changing the World: Chapters 5 and 6                                  |
| March 8  | Upcoming Self-Reliance Conference: No Class                   | Attend Seminars Thursday, Friday, Saturday / Draft Paper              |
| March 13 | Rescuing Children in India / The Role of Social Entrepreneurs | Changing the World: Chapters 7 and 8 (Self-Reliance Paper Due)        |
| March 15 | Aid to Disabled Hungarians / Possessed by an Idea             | Changing the World: Chapters 9 and 10                                 |
| March 20 | Reforming Health Care / Social Excellence                     | Changing the World: Chapters 11 and 12                                |
| March 22 | College Summit / Opportunities and Challenges                 | Changing the World: Chapters 13 and 14                                |
| March 27 | AIDS in South Africa / Innovative Organizations               | Changing the World: Chapters 15 and 16 (Social Entrepreneur Bios Due) |
| March 29 | Changing India / Helping Those who Suffer                     | Changing the World: Chapter 17  |
| April 3  | Qualities of Social Entrepreneurs                             | Changing the World: Chapter 18  |
| April 5  | Morality and Capacity   | Changing the World: Chapter 19  |
| April 10 | Blueprint Copying   | Changing the World: Chapter 20  |
| April 12 | Emergence of the Citizen Sector                               | Changing the World: Chapter 21  |
| April 17 | Course Wrap Up  | Changing the World: Epilogue<br>A Call to Action                      |
| April 25 | Final Oral Exam: 11:00 am-2:00 pm                             | Team Projects/ Presentations to the Class (Written Paper Due)         |

## **University Policies**

### **Preventing Sexual Harassment**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational 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.

### **Academic Ethics**

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. Do not share test or quiz questions and answers with students who have not taken the test or quiz.

