

**BUS 429-A1
Executive Roundtable
Fall Term 2015**

COURSE TYPE:

The majority of professor-led contact hours take place in a traditional classroom. The overall nature of the course is “traditional”, although required electronic discussion components have also been included.

INSTRUCTOR INFORMATION:



Name: Kapp L. Johnson and Paul R. Williams
Phone Numbers: 805-493-3343 and 805-493-3370
Office Location: Nygreen 8 and Nygreen 12
Office Hours: MW 1 pm – 4 pm and by appointment
Email: kljohnso@callutheran.edu and williams@callutherean.edu

TIME / PLACE:

- Term Dates: August 31 – November 16, 2015
- Weekly Class Meeting: Thursday, 7:00pm – 10:00pm
- Classroom: Richter Hall
- Drop/Add Date: Monday, September 14 – Last day to drop/add without financial penalty
- Withdraw Date: Monday, October 12 – Last day to withdraw without academic penalty

READINGS:

The required textbook for this course is:

Author(s):	Sucher, Sandra
Text Title:	<i>The Moral Leader</i>
Year of publication:	2007
Edition:	N/A
Publisher:	Routledge
ISBN Number:	9780415400640

Other required readings on leadership include:

- ***Endurance***, by Alfred Lansing
- ***Trifles***, by Susan Glaspell
- ***The Sweet Hereafter***, by Russell Banks
- **“Blessed Assurance: A Moral Tale,”** in ***White People*** by A. Gurganus
- ***The Prince***, by Machiavelli
- ***The Secret Sharer***, by Joseph Conrad

COURSE DESCRIPTION:

The intent of this course is to serve both as an elective for the ADEP program or as an optional capstone for Finance majors. All emphasis areas are welcome to take the course for credit and all students (including undergraduates) are invited to attend the presentation and subsequent discussion for each executive speaker.

ADDITIONAL COURSE INFORMATION:

This course is designed to provide students with an appreciation of how management and leadership theory is integrated into the strategies of the modern corporation. Corporate financial theory is replete with quantitative models and concepts of rational decision processes. However, practitioners must balance the economic merits of any action against both the political and organizational consequences of the decision. Actual strategic issues and decision-making processes are much richer and more varied than business texts could possibly capture.

The purpose of the course is to gain greater insight into the issues most important to senior executives today and how these issues are analyzed and interpreted. To this end, senior management executives have been invited to speak to the class on a topical issue of their choosing. There are no limits or constraints on either the speaker or the topic selected. The intent is to have the speaker feel comfortable presenting and discussing their most vexing problems and the practical limits and contributions of business theory, wherever possible.

PREREQUISITES:

It is recommended that students have completed at least half of the required core classes prior to registering for this class.

TECHNOLOGY REQUIREMENTS:

CLU utilizes Blackboard to enhance course learning and achieve the designated student learning outcomes. Technology requirements for the Blackboard system can be found at the following website:

<http://www.callutheran.edu/ctl/Blackboard.php>

OUTLINE OF STUDENT LEARNING OBJECTIVES:

1. Ethical and Professional Judgment
2. Principled Leadership
3. Field-specific Knowledge and Experience

Specifically:

- To develop an understanding and appreciation of the strategic issues and decision-making processes of the modern corporation.
- To understand the limits and contributions made by executives at the most senior levels of the company.
- To develop an understanding of what constitutes moral leadership.

DIDACTIC APPROACH:

This course rests on several components – self-study, lectures, interaction, as well as practice and application:

- Self-Study
 - Preparation in self-study by students before lecture to become familiar with new material and to stimulate thinking, generate ideas and questions.

- Lecture
 - Presentation of topics in class by instructor.
- Student-Instructor Interaction
 - Discussion of selected questions, finding of examples, answering of questions etc.
 - Asynchronous, instructor-facilitated discussion of relevant topics on discussion boards.
 - Direct interaction between student and instructor.
- Practice and Application
 - Preparation of short assignments by students before class.
 - Participation in discussion boards.
 - Deepening of concepts in discussion.

ASSESSMENT:

Assessment in this course is based on multiple elements. Each form of assessment addresses different (sometimes multiple) learning outcomes and each form of assessment requires a different set of knowledge, skills and abilities:

Attendance and Participation: Preparation for class, participation in class, and feedback on the executive speaker, are important components of your overall performance in the course and material elements of your final grade.

Assignments: This course is built around a guest speaker program of corporate executives (Presidents, Vice Presidents, CEO's, and CFO's). Class attendance and class participation are important to the successful completion of the course and attainment of the highest possible grade. Students are expected to have prepared for the evening's topic in advance and to the fullest extent possible, and to actively participate in the ensuing discussion of the topic being presented. To assist students in preparing for the class, students will be required to submit, via email, two (2) questions related to the speaker's topic by the Sunday preceding the presentation. These, in turn, will be forwarded to the guest speaker for his/her review and preparation.

The purpose of this course is to give students practical insights into the limitations and contributions made by management and financial theory at the strategic level of the modern corporation. Every attempt will be made to integrate the rational (economic) and non-rational decision factors (political, organizational, governmental, etc.) that impact the final decision. **If requested**, the student will work with the speaker to research various aspects (theory, current practice, etc.) of the topic and assist in preparing the speaker's presentation. During the course of researching materials on the topic the student will be expected to share with the speaker and the class any articles relating to the topic as they are uncovered. The instructor, in consultation with the guest speaker, will assign a grade to the quality of the research assistance provided. Please note: generally, the Instructor(s) is **NOT** available before class to meet with students as he will be entertaining the guest speaker.

The students are expected to have read the assigned books, in the order presented on the syllabus, to have an opportunity to earn the highest grade possible on the quizzes. There will be a one-day take-home quiz on five (5) of the assigned readings. The final in-class quiz will last approximately one (1) hour.

The final research paper should be limited to twelve (12) typewritten pages (double-spaced, 12 point). This is an individual assignment and should **NOT** be discussed with other members of the class. **Note:** The case is **NOT** an opinion piece. The proposed solution relies heavily on materials learned in prerequisite ADEP courses and other readings.

DEADLINES AND DUE DATES:

Following is an overview of various due dates for the different forms of assessment:

Assessment	Start Date (if applicable)	Due Date	Remarks
QUIZ: <i>Endurance</i>		9/17	One Day, Take-Home.
QUIZ: <i>Blessed Assurance: A Moral Tale</i>		10/1	One Day, Take-Home.
QUIZ: <i>Trifles</i>		10/15	One Day, Take-Home.
QUIZ: <i>The Sweet Hereafter</i>		10/29	One Day, Take-Home.
QUIZ: <i>The Prince</i>		11/12	One Day, Take-Home
FINAL QUIZ: <i>The Moral Leader and The Secret Sharer</i>		11/12	One Hour, In-Class.
Final Paper		11/18	This is an individual assignment. Requirements will be provided by the instructor.

GRADING:

Grading in this class will be based on the following elements and the grading scale provided below:

Percentage	Grade	Assessment	%
>93%	A	Preparation & Participation	30
90% to 92%	A-	Final Quiz	15
85% to 89%	B+	Readings Quizzes	35
80% to 84%	B	Final Paper	20
75% to 79%	B-		
70% to 74%	C+		
65% to 69%	C		
60% to 64%	C-		
55% to 59%	D+		
50% to 54%	D		
45% to 49%	D-		
<44%	F		

NOTE: To facilitate administration and grading, class seating is assigned.

GRADING STANDARDS

Grading rubrics will be made available to students by instructors during the course, where appropriate.

ALL PAPERS MUST BE SUBMITTED TO TURNITIN ON BLACKBOARD PRIOR TO SUBMITTAL TO THE PROFESSOR.

ASSESSMENTS AND LEARNING OUTCOMES:

The following table provides information on how various forms of assessment contribute to the student learning outcomes as outlined earlier in this syllabus.

Form of Assessment	Student Learning Outcomes		
	1	2	3
Preparation and Participation			X
Final Quiz	X	X	
Readings Quizzes	X	X	
Final Paper	X	X	X

SCHEDULE OF SPEAKERS

Week	Date	Topics
2	9/10	Mr. Jim Robinson , <i>Advanced Bionics, Valencia</i> Topic: Implementing Strategy – Linking Sales and Operations
3	9/17	Mr. Michael Breines , <i>Accessory Power, Westlake Village</i> Topic: From the College Dormitory to a Global Enterprise
4	9/24	Ms. Beth Lewis , <i>Augsburg Fortress, Minneapolis, Minnesota</i> Topic: Strategic Planning and the Not-for-Profit Enterprise
5	10/1	Mr. Blaise Simqu , <i>Sage Publications, Thousand Oaks</i> Topic: History Major to CEO... Lessons Learned Along the Way
6	10/08	Mr. Mark Winter , <i>Executive Benefit Alliance, Westlake Village</i> Topic: The Financial Services Industry – Opportunities and Pitfalls
7	10/15	Mr. Allan Spies , <i>Public and Private Boards of Directors, US West (CFO, ret.), Denver</i> Topic: Serving on Corporate Boards.....The Secret Sauce
8	10/22	Mr. Sandy Samuels , <i>CSUN, Bet Tzedek (former CEO), Countrywide (General Counsel)</i> Topic: Non-Profit Strategic Development: Herding Cats?
9	10/29	Ms. Kristen Bernard , <i>NCR (Digital Insight), Westlake Village</i> Topic: Leading Through Transformational Change in the Technology Space
10	11/5	Mr. David Piacquad , <i>Amgen, Thousand Oaks</i> Topic: Strategy and Corporate Development
11	11/12	Mr. Henry Lichstein , <i>Dryad Communications, Santa Monica</i> Topic: Can you Really Plan Your Career?

OVERVIEW OF TOPICS AND SCHEDULE OF TOPICS AND ACTIVITIES

The “Moral Leader” – Description: This module of the classes will introduce the student to fundamental moral challenges. We will read a variety of literature, including novels, plays and historical accounts, to help students develop skills in moral analysis and judgment, and come to terms with their own definition of moral leadership and how it can be translated into action. Classroom discussion is an important aspect of student participation. Through the assigned readings the class will address questions like: What is the nature of a moral challenge? How do people “reason morally?” How do leaders – formal and informal – contend with the moral choices they face? How is *moral leadership* different from leadership of any other kind? As the class addresses these questions, students will internalize moral leadership concepts and choices, and develop the skills to pursue it in their careers and personal lives.

Week	Date	Readings	Topics	Weekly Assignments
1	9/3		Introduction and Course Outline Video: Warren Buffet Talks Business DVD: Passion and Discipline: Don Quixote’s Lessons for Leadership	
Part 1: MORAL CHALLENGE				
2	9/10	<i>Endurance</i> by Alfred Lansing	The Challenge of Right versus Wrong. <ul style="list-style-type: none"> What Impact Does the Environment Have on the Challenges Shackleton Faced? How Do you Evaluate Shackleton’s Leadership? 	
3	9/17		The Challenge of Right and Wrong. <ul style="list-style-type: none"> Is Ernest Shackleton a Moral Leader? Leadership Lessons from Shackleton 	
4	9/24	<i>Blessed Assurance: A Moral Tale</i> by A. Gurganus	The Challenge of a Moral Dilemma. <ul style="list-style-type: none"> How do you assess the business model used by Windlasss Funeralary Eventualities, Inc., the insurance company Jerry worked for? How would you describe Mrs. Battle’s character? What is the nature of her and Jerry’s relationship? Jerry looks back on his early decisions with some regret. Should he have any regrets? Why? Why not? What actions could he have taken to improve for the better? 	QUIZ: <i>Endurance</i>
5	10/1		The Challenge of a Moral dilemma	
Part 2: MORAL REASONING				
6	10/08	<i>Trifles</i> by Susan Glaspell	Reasoning From Moral Theory <ul style="list-style-type: none"> Review of the Four Moral Theories Application of Theories to <i>Trifles</i> Separating Facts from Assumptions Reflections on Moral Reasoning 	QUIZ: <i>Blessed Assurance: A Moral Tale</i>
7	10/15	<i>The Sweet Hereafter</i> by Russell Banks	Reasoning From Personal Perspective <ul style="list-style-type: none"> Were You satisfied With the Outcome of This Story? Was the Town Better Off Without the Lawsuit? 	QUIZ: <i>Trifles</i>
8	10/22		Reasoning From Personal Perspective <ul style="list-style-type: none"> How Was the Lawsuit Avoided? Constructing a Different Ending to the Story? 	

Part 3: MORAL LEADERSHIP				
9	10/29	<i>The Prince</i> by Machiavelli	Exercising Authority <ul style="list-style-type: none"> Why do we begin this part with <i>The Prince</i>? What lessons Are Offered in the Initial 14 Chapters? 	QUIZ: <i>The Sweet Hereafter</i>
10	11/5	<i>The Secret Sharer</i> by Joseph Conrad	Exercising Authority <ul style="list-style-type: none"> What are the main Themes and Assumptions of the Book's Second Half? How do You Evaluate the Advice in This handbook? 	
11	11/12		Earning Legitimacy <ul style="list-style-type: none"> What leadership challenges did the captain face before Leggatt arrived at the ship? Why did the captain hide Leggatt? Think about the captain's relationship with his crew. Has he been able to establish legitimacy? Why or Why not? What lessons do you take from this story about the "novel responsibility of command?" 	QUIZ: <i>The Prince</i> <i>FINAL QUIZ on Moral Leadership and The Secret Sharer</i>

STUDENT WORKLOAD FOR THIS COURSE:

This is an 11-week, three credit unit course that consists of a minimum of 45 hours of instructor-led components and a minimum of 90 hours of non-instructor led, independent activities. A detailed breakdown of times (1 hour = 50 minutes) and activities can be found from the following table:

Activity	Instructor-Led		Independent		Remarks
	Weekly	Course	Weekly	Course	
Class Lecture / Quizzes	3	33		17	Average, varies by student
Required Readings				70	Average, varies by student
Electronic Discussions		12			
Final Paper				15	Average, varies by student
Preparation for Class			.3	3	Average, varies by student
TOTALS		45		105	

COURSE POLICIES:

Instructor will distribute during class a series of protocols related to student interactions with the executive guest speakers. Please see "RULES OF THE ROAD" document to be distributed in class.

COURSE EVALUATIONS:

All course evaluations are conducted online. Your feedback is important to us. You will receive an email message reminding you when the website is open for your feedback. The link is: <http://courseval.callutheran.edu>

ACADEMIC INTEGRITY:

The educational programs of California Lutheran University are designed and dedicated to achieve academic excellence, honesty and integrity at every level of student life. Part of CLU's dedication to academic excellence is our commitment to academic honesty. Students, faculty, staff and administration share the responsibility for maintaining high levels of scholarship on campus. Any behavior or act which might be defined as "deceitful" or "dishonest" will meet with appropriate disciplinary sanctions, including dismissal from the University, suspension, grade F in a course or various forms of academic probation. Policies and procedures regarding academic honesty are contained in the faculty and student handbooks.

Plagiarism, cheating, unethical computer use and facilitation of academic dishonest are examples of behavior that will result in disciplinary sanctions. Plagiarism includes, but is not limited to:

- Word for word copying without using quotation marks or presenting the work as yours
- Using the ideas or work of others without acknowledgement
- Not citing quoted material. Students must cite sources for any information that is not either the result of original research or common knowledge.

UNIVERSITY HARASSMENT POLICY:

Be civil to each other, both on- and offline. For information on the University's **student harassment policy and rights, please go to the following link:**

[Student Life Handbook](#)

PEARSON LIBRARY:

Pearson Library provides access to scholarly books, journals, ebooks, and databases of full text articles from scholarly journals. To begin using these materials, visit the library web page <http://www.callutheran.edu/iss/research/>

- To contact a librarian:
- Chat on the Library's home page
- Email: CLULibrary@callutheran.edu
- Phone: (805) 493-3250.
- CLU's satellite locations, see <http://www.callutheran.edu/iss/research/satellite.php> for the full range of services provided.

CLU WRITING CENTER:

The Writing Center provides 1:1 writing consultations, in-person and online, with trained undergraduate and graduate writing consultants. We welcome all writing-related projects at any stage of the writing process across the diverse disciplines of study at CLU. The Writing Center also hosts writing workshops, provides in-class visits, facilitates writing groups, and offers a writer's studio option for longer, sustained projects. Services suit writers of all levels, including traditional undergraduates, graduate students from all fields, all English language learners, and accomplished scholars alike. All members of the CLU community with an @callutheran.edu email address are welcome to make use of our services. For more information, please visit at www.callutheran.edu/writing_center or call 805-493-3257. Please schedule appointments online through MyCLU Blackboard with the yellow "The Writing Center" icon in "Tools," or stop by The Writing Center itself, located in the Darling Collaboration Suite of Pearson Library.

DISABILITY STATEMENT:

California Lutheran University is committed to providing reasonable accommodations in compliance with ADA of 1990 and Section 504 of the Rehabilitation Act of 1973 to students with documented disabilities. If you are a student requesting accommodations for this course, please contact your professor at the beginning of the semester and register with the Disability Support Services Coordinator, Wendy Jimenez, for the facilitation and verification of need. The Disability Support Services Coordinator is located in the Center for Student Success Office at 3259 Pioneer Street, and can be contacted by calling 805.493.3878 or emailing wjimene@callutheran.edu

SEXUAL MISCONDUCT:

California Lutheran University does not tolerate any degree of sexual misconduct on or off-campus. We encourage you to report if you know of, or have been the victim of, sexual harassment, misconduct, and/or assault. If you report this to a faculty member, she or he must notify Cal Lutheran's Title IX Coordinator about the basic facts of the incident. More information about your options for reporting can be found at: <http://www.callutheran.edu/title-ix/>

VETERANS RESOURCES:

If you are a veteran, military member, or a family member of a veteran or military member, please refer to Cal Lutheran's Veterans Resources webpage for important information: <http://www.callutheran.edu/veterans/> Also, if you are a veteran receiving benefits and you are struggling in a class, you most likely qualify for free tutoring. Please contact the Veterans Coordinator, Jenn Zimmerman, veterans@callutheran.edu or 805.493.3648, for more information.

HELP DESK:

Students may contact the Help Desk about telephone, network, wireless network, software questions password problems, hardware problems, and general consultation (i.e. you cannot log into your MyCLU portal, or you are having problems with Blackboard). Please click on the following link for more information http://www.callutheran.edu/iss/technology_services/helpdesk.php or call: 805.493.3698

INSTRUCTOR BIOS:

Paul Williams:

Prior to joining CLU, Paul Williams spent more than 20 years with Atlantic Richfield in numerous management positions related to Marketing, Finance and Strategic Planning. He offers classes in both the undergraduate and graduate programs, including Corporate Finance, Financial Analysis, Investments, International Finance and Financial Strategy. Dr. Williams became a Chartered Financial Analyst in 1996 and a Registered Investment Adviser in 1998.

Kapp Johnson:

The Rev. Kapp Johnson is a pastor, attorney and business ethicist. For the past 9 years he has taught Business Ethics and Business Law in the School of Management at CLU. Prior to coming to CLU, Pastor Johnson served two parishes in the San Fernando Valley and practiced business law in Los Angeles. He is a member of the California Bar Association as well as the United States District Court, District of California. He successfully argued before the California Supreme Court in an insurance contract dispute and advises business in matters of strategy, ethics and law.

DISCLAIMER:

This syllabus may change from time to time to accommodate changing circumstances. Every effort will be made to alert students to changes that occur in a timely manner.