

SEATTLE UNIVERSITY.

Sport Business Leadership Seminar SBLR Section-02 Course Syllabus – Fall

<i>Course Time and Location</i> Time: 6-8pm Location: Pigott 201 Class meets 4 times during the quarter: Wednesdays – Oct 9, 23, Nov. 6, 20	<i>Instructor:</i> Dr. Maylon Hanold : 425.503.7754 Hours: By App. : Pigott 404 Email: hanoldm@seattleu.edu
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About the Course

Course Description and Overview

After successful completion of this course, students will be able to understand and apply contemporary thinking on leadership and how leadership roles are changing in the 21st century to their own leadership development. A key component of this course is that students will be able to articulate how sport functions in modern industrialized society, gaining a deep understanding of sport as a powerful cultural institution. Through sociological concepts students will be able to articulate the complexity of many issues that are affecting contemporary sport by thinking critically about how issues came to exist and how they are unconsciously reproduced in order to assess the ways in which and to what extent sport entities and organizations are culturally inclusive. These understandings

This course focuses on the many facets of leadership including but not limited to: (1) motivation and the implications for leadership, (2) classic theories of leadership, (3) contemporary perspectives of leadership, and (4) the development of your own personal leadership. Through these perspectives, you will gain a clearer understanding of the myriad and diverse ways that leadership is conceptualized. As a concept, leadership is largely assumed and rarely challenged. This course will help you discover your own personal concept of leadership with an eye towards the practical, personal, and socially just implications of leadership.

Texts and articles required:

This course requires students to work continually and diligently throughout the quarter and entails a fair amount of reading, writing, studying, reflection and discussion. Listed below is the required book for the course. This can be purchased from many bookstores, including Seattle University Bookstore and online booksellers.

1. [SL Text] Borland, J.F., Kane, G.M. & Burton, L.J. (2014). *Sport Leadership in the 21st Century*. Burlington, MA: Jones and Bartlett Learning. ISBN-13: 978-1284034158 ISBN-10: 1284034151
2. (Optional) Jones, I. (2014). *Research Methods for Sport Studies* (3rd ed.), New York: Routledge. Available as an ebook from the SU library.
3. (Optional) Publication Manual of the American Psychological Association (Sixth Edition), American Psychological Association, 2010

4. **Articles:** A list of other required articles is on Canvas within the Modules and indicated on the Course Schedule.

Course Objectives:

After successfully completing this course, students will be able to do the following:

Objective	Learning Outcome	Evaluative Tool
1. Demonstrate knowledge of multiple leadership theories and models		
b. Articulate the primary concepts of leadership theories presented, and articulate the key strengths and weaknesses of those theories	content knowledge, analysis, communication	Readings, in class activities, Online discussion posts
2. Increase competence of scientific inquiry with respect to leadership theories		
a. Develop critical perspectives on leadership and leadership theory	content knowledge, analysis, communication, growth, leadership	Application of Theory assignment Online discussion posts
b. Develop competency in analyzing leadership from multiple perspectives to understand leadership strengths and areas of improvement in various contexts	content knowledge, analysis, communication, synthesis	Application of Theory assignment Online discussion posts
3. Develop knowledge and skills for your own personal leadership development		
a. Develop a professional leadership sense of current self and areas for growth that emerges from the following: values, self-awareness, physicality, personality assessments, leadership definition, identification of areas for growth and ways to engage socially just leadership	content Knowledge, Analysis, synthesis, communication	Leadership Development Log Leader Collage Presentation
b. Develop analytical tools for assessing impediments to effective leadership and propose credible solutions for changing the course of these impediments	content Knowledge, Analysis, synthesis, communication	Leadership Development Log

Class Participation and Assignments

Course Assignments:

Online Discussions | 300 pts total; 4 round tables worth 75pts each

For each module you are required to answer a specific question in the online discussion platform in Canvas. These are due the day before class meets.

Round Table Discussions | 200 pts total; 4 round tables worth 50pts each

This course covers a significant amount of content and much of the learning comes from in-class exercises, group work, and discussion. The Round Table Discussions are grounded in the readings and are meant to help you deepen your understanding of the readings so that we may begin each class from common ground- vocabulary, concepts that help us understand bias and discrimination and the ways it manifests in sport organizations. In addition, Round Table discussions are aimed at helping you practice and develop your voice with respect to diversity and sport sociological issues. One of the best ways to eliminate bias and discrimination in the workplace is to be able to understand how to frame why injustice persists and openly talk about it. In this way, it is easy to see these issues not as individual problems, but as larger social patterns that need reshaping by the individuals within the system. At the end of these Round Table Discussions, you will fill out a self-assessment, which is available on Canvas.

Application of Theory Assignment | 100 pts

You will write two short papers (1000-1500 words) for these assignments. These assignments require you to take a finite leadership situation (can focus on one leader), describe the context, leadership theory, concept or model, analyze the leader/leadership situation through that lens, and draw some conclusions for practice. You will need to identify a leader/ leadership context to analyze. These can come from present or past situations. See Canvas for guidelines and details.

Leadership Development Assignments | 300 pts total

a. Leadership Collage (100 pts):

You will present who you are as a leader based on all the work and insights from your LDL according to the assignment provided on Canvas and explained by Dr. Hanold.

b. Leadership Development Log (200 pts total):

In this course, perhaps the most important assignment you will do is to keep a Leadership Development Log (LDL). A more detailed description of the Leadership Development Log is on canvas; but the focus is to have you reflect on something new you learn each week and try to incorporate these new ideas into your daily life as a leader (we are all leaders in some form or another. In this course, we assume that leadership is not dependent on positional authority). Not only will it help you develop your own leadership within the winter quarter, but also as noted above, reflection is a powerful component of lifelong learning that helps you continuously develop. Please see Canvas each week for details about what you should do/write. See Canvas for due date.

Course Total: 900 pts

Course Expectations:

To do well in this class, you will probably need to spend **at least** 10 hours per week **outside** of class on the readings, preparing for the quizzes and assignments. Please plan accordingly. **Grading:**

Letter grades will be assigned according to the distribution table below: Final Grades will be posted on SU Online by 6pm Dec 18.

93.33%+ = A	76.67+% = C+
90.00+% = A-	73.33+% = C
86.67+% = B+	70.00+% = C-
83.33+% = B	60.00+% = D
80.00+% = B-	00.00+% = F

This graduate-level course requires active participation in class discussions and activities. In addition, high-quality written work is expected. Written work should be clear, logical, grammatically correct, and spell-checked. It should also adhere to APA formatting for citations and references. It should represent the student's best effort.

SU Mission and Professional Accountability

MISSION STATEMENT:

Seattle University is dedicated to educating the whole person, to professional formation, and to empowering leaders for a just and humane world.

Vision

We will be the premier independent university of the Northwest in academic quality, Jesuit Catholic inspiration, and service to society.

Values

- **Care**
We put the good of students first.
- **Academic Excellence**
We value excellence in learning with great teachers who are active scholars.
- **Diversity**
We celebrate educational excellence achieved through diversity.
- **Faith**
We treasure our Jesuit Catholic ethos and the enrichment from many faiths of our university community.
- **Justice**
We foster a concern for justice and the competence to promote it.
- **Leadership**
We seek to develop responsible leaders committed to the common good.

Attendance

Students are expected to attend all class days and be in the classroom from 6:00-9:00pm. Please notify Dr. Maylon Hanold (via email, text or phone) prior to the class if you will not be in attendance due to unforeseen circumstances. Make-up work for missing a class will be determined on a case-by-case basis. Being pro-active and a high degree of personal responsibility are expected.

Accommodations & Student Services

If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in the class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100 (206-296-5740). Disability-based adjustments to course expectations can be arranged only through this process. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the Seattle University’s Counseling and Psychological Services (CAPS) [(206)-296-6090; <http://www.seattleu.edu/student/counsel/index.asp>] for assistance, support and advocacy. This service is free and confidential.

Academic Integrity

Just as ethics and integrity are important in management practice, academic integrity is important in this course. Seattle University is committed to the principle that academic honesty and integrity are important values in the educational process. Academic dishonesty in any form is a serious offense against the academic community. Acts of academic dishonesty will be addressed according to the Academic Honesty Policy. Without regard to motive, student conduct that is academically dishonest, evidences lack of academic integrity or trustworthiness, or unfairly impinges upon the rights and privileges of others is prohibited. See the following web page for additional information; <http://www.seattleu.edu/registrar/page.aspx?ID=87>

Questions and Out-of-Class Communication

Please direct questions to Dr. Maylon Hanold via email. I will communicate with the class through your SU email. Please check regularly. Also, Canvas is the central place for assignments and course resources. While the course schedule gives you a very good overview of what the readings

and assignments are, please check Canvas prior to reading each week for the details. I check email regularly and you can expect a response within 24 hours.

Professional Conduct

Students are expected to arrive to class on time and stay for the duration of the class session. True medical or family emergencies will be dealt with on a case-by-case basis. Professional behavior is expected throughout the class. This means respectful communication both inside and outside of class and comments should be aimed at moving the discussion forward. This does not mean that students must always agree with others since reasoned, respectful dissention may be part of the discovery process and lead to previously unconsidered options. In addition, **please turn off and put away all cell phones and PDAs prior to class and refrain from texting, emailing or personal web surfing during class.** If you are awaiting an urgent call and need to leave your phone on during class, let Dr. Hanold know prior to class.

Anti-Discrimination Statement

Seattle University does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, marital status, sexual orientation, gender identity, political ideology or status as a Vietnam-era or special disabled veteran in the administration of any of its education policies, admission policies, scholarship and loan programs, athletics, and other school-administered policies and programs, or in its employment related policies and practices. All University policies, practices and procedures are administered in a manner consistent with Seattle University's Catholic and Jesuit identity and character. Inquiries relating to these policies may be referred to the University's Assistant Vice President for Human Resources and Equal Opportunity Officer at (206) 296-5870.

Developing Leadership in Sport SADL 5120

Course Schedule – Winter 2018

CLASS SCHEDULE

Date	Readings	In Class
<p>Jan 10 Module 1</p>	<p><i>Leadership and Management</i></p> <p>Readings SL Text: Ch 2 Management and Leadership Differences LT text: Ch 1-3 The evolving nature of leadership theory, critical perspectives and how to engage critical perspectives of leadership theory</p> <p>To Do Prepare concise summaries/explanations of key terms Prepare Answers to questions posed on Canvas</p> <p>Leadership Development Log See Canvas for LDL activity</p> <p>You can keep your Leadership Development Log in electronic form or physical, hard copy form. It's up to you. Please either bring your laptop or a physical notebook to class because we will do an activity in which you will write in it.</p>	<p>Individual Quiz 1 Preparation</p> <p>Always Bring LDL from this class onward</p> <p>In class</p> <ol style="list-style-type: none"> 1. Overview of course & Key Assignments 2. In-class activities based on questions for the module on canvas 3. LDL activity
<p>Jan 17 Module 2</p>	<p><i>Attributes, Vision and Social Style</i></p> <p>Readings LT (Dugan): Power (revist p. 20-21); Trait (p. 85-90); Leadership challenge (p. 90-94); Strengths-based (p. 98-104); de/reconstruction of person centered theories (p. 104-113) SL (Borland et al.): power (p. 4-7); enacting a vision (p. 67-72) Leadership Challenge (Article) Level 5 Leadership (article)</p> <p>Videos Simon Sinek – Great Leaders</p> <p>To Do Leader analysis of Yvon Chouinard and Laurie Turner (see Canvas for details)</p>	<p>In class</p> <ol style="list-style-type: none"> 1. Individual Quiz 2 1. Large Group Discussion on Power 2. In-class activities based leadership analyses 3. LDL – social styles, reflection and persona goals

	<p>Leadership Development Log Social styles assessment and reflection</p>	
<p>Jan 18 Unit #3</p>	<p><i>The Necessary Skills Set Conflict, Embodiment & Reflection</i></p> <p>Readings SL Text: Ch 4 The Necessary Skills Set (p. 75-82) 1. Gorman 2011 (PV) 2. Hanold 2011 Empathy (PV) 3. Harvard Psyche (PV) 4. Goleman Boyatzis SI 2008 (LU) 5. The Grateful Brain (link) 6. Raffo, D.M. (2014). Reflection and authentic leadership. In K.G. Schuyler, J.E. Baugher, K. Jironet, & L. Lid-Faulkman (Eds) <i>Leading with Spirit Presence and Authenticity</i> (pp. 179-195). San Francisco, CA: Jossey-Bass. (PV) 7. Skejei, S. (2014). Leaders lived experience of authentic moments. In K.G. Schuyler, J.E. Baugher, K. Jironet, & L. Lid-Faulkman (Eds) <i>Leading with Spirit Presence and Authenticity</i> (pp. 213-239). San Francisco, CA: Jossey-Bass. (PV)</p> <p>Videos Cuddy on the Body Brown on Empathy (1st video in link) Riftkin on the Empathic Civilization</p> <p>Leadership Development Log See specific instructions on Canvas</p>	<p>Due Bring in small object from your LDL exercise about Self-Connection</p> <p>In class 1. Review Vision, Listening & Shifting Paradigms 2. in-class activities to deepen understanding of these skills 3. LDL activities</p> <p>In class 1. Review Conflict, Embodiment & Reflection 2. in-class activities to deepen understanding of these skills 3. LDL activity</p>
<p>Jan 25 Unit #4</p>	<p><i>Motivation Classic Leadership Theories</i></p> <p>Readings SL Text: Chapter 1- Leadership Theories & Chapter 4 p. 74-75 1. McClelland's Theory of Needs (link) 2. Stone, Ryan & Deci (2009) 3. Path-Goal Theory example (link) 4. Situational Leadership (link) 5. LMX Theory (link)</p> <p>To Do EoC questions: #3</p>	<p>Due Group Quiz 1 Preparation</p> <p>In class 1. Overview of Motivation In-class activity 2. Framing the 21st century role of Trait, Managerial Grid, and Power for sport 3. Review LMX, Situational and Path-Goal 4. Group Quiz 5. LDL work</p>

	<p>Videos The Power of Quiet</p> <p>Group Quiz 1 Be prepared to use the Path-Goal, Situational (Hersey & Blanchard's model) and LMX theories</p> <p>Leadership Development Log (LDL) Daily entries re: your "training plan"</p>	
Feb 1 Unit #5	<p><i>21st Century Leadership Theories</i></p> <p>Readings SL Text: Chapter 3</p> <p>To Do Prepare Answers (Individual Quiz 2) End of Chapter Questions: #1, #3 Case Studies: #3, #5</p> <p>Articles 1. Kouzes and Posner 2009 (LU) 2. Collins 2001 (LU) Servant Leadership in sport 3. Parris Welty-Peachey 2012 (PV) 4. Reike Hammermeister Chase 2008 (PV)</p> <p>Leadership Development Log (LDL) See details on Canvas</p>	<p>In class</p> <ol style="list-style-type: none"> 1. Individual Quiz 2 2. Review and apply theories 3. Introduction to Observation 4. LDL activity
Feb 8 Unit #6	No class: Time to Work on SLA Presentation & Paper	
Feb 17 Unit #7	<p><i>Sport Leadership in Action Presentations</i></p> <p><i>Each person has 6-8 minutes</i></p>	Sport Leadership in Action In-class presentations (100 pts)
Feb. 19	<i>Sport Leadership in Action Paper Due</i>	Friday By 11:59 pm (300 pts)
Feb 24 Unit #8	<p><i>Communication Conflict & Crisis</i></p> <p>Readings SL Text: Chapter 5 & Chapter 10</p> <p>Articles</p>	<p>In class</p> <ol style="list-style-type: none"> 1. Individual quiz 3 2. Review and apply concepts

	<p>Gerzon; The Mediator (PV) Boyatzis 2011 (PV)</p> <p>Videos Conflict and Compassion (Wisdom 2.0)</p> <p>Prepare Answers (Individual Quiz 3) End of Chapter 5 Questions: #2 & #4 End of Chapter 10 Questions: #3 Case Studies 10: #3</p> <p>Leadership Development Log (LDL) See details on Canvas</p>	3. LDL activity
Mar 2 Unit #9	<p><i>Diversity & Leadership</i></p> <p>Readings SL Text: Chapter 13 & 14</p> <p>Articles 1. Hanold 2013 (PV) 2. Responsible Leadership Model (PV) 3. Let Your Workers Rebel (Link to website) 4. Return on Character - Excerpt</p> <p>Group Quiz 2 Prepare to discuss how articles the might inform, offer solutions, tie in to, and/or deepen out understanding of how to promote inclusive workplaces. What do they help us brainstorm in terms of what should a leader ‘do’ specifically to create this kind of culture. This quiz will be about making connections.</p> <p>Leadership Development Log (LDL) See specific details on Canvas</p>	<p>Due Be prepared for a Group 2 quiz</p> <p>In class 1. small group discussion on solutions 2.LDL activity</p>
Mar 2	<i>Leadership Development Log</i>	Hard copy due in-class or electronic version due by 6:pm (200 pts)
Mar 9 Unit #10	<p><i>Team Leadership</i></p> <p>Readings SL Text: Chapter 11 (see Canvas for specific reading tasks)</p>	<p>Harvard Business Publishing: Everest Simulation</p> <p>Debrief Everest Simulation</p>

	General Click on link in the email in order to purchase your Everest Simulation ASAP so that I can create teams. Please read the introduction material.	Discussion of reading
Mar 13	<i>Professional Growth Plan</i>	<i>Due by 11:59pm Sunday (300 pts)</i>

***I reserve the right to modify this syllabus at any time.**