Course Description and Overview
The aim of this course is to provide both women and men insights regarding women and leadership within and beyond the sport context. Students will gain an in-depth understanding of how gender affects leadership and what specific issues women face with respect to leadership. After successful completion of this course, students will understand (1) the historical context that affects women and leadership opportunities today, (2) specific understandings of women and sport leadership, (3) the subtle and nuanced ways that gender bias persists, and (4) how social constructions of gender affect both women and men’s enactment of leadership. Finally, students will apply these understandings by (1) applying the course content to provide in-depth analyses of current situations and scenarios and (2) taking steps to develop their own leadership aimed at inclusivity.

Required Texts:


*There will be links to additional sport specific articles and readings within the Course Management System (Canvas).*
Course Objectives:
After successfully completing this course, students will be able to do the following:

<table>
<thead>
<tr>
<th>Learning Objectives Students will . . .</th>
<th>MSAL Program Learning Outcomes</th>
<th>Evaluative Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>understand the historical context specific to women and leadership</td>
<td>Content Knowledge</td>
<td>Weekly activities</td>
</tr>
<tr>
<td>understand and articulate what we know about leadership and women within the sport context</td>
<td>Content Knowledge, Communication</td>
<td>Weekly activities</td>
</tr>
<tr>
<td>understand and articulate theoretical underpinnings for gender bias in today’s sport organizations</td>
<td>Content Knowledge, Analysis, Communication, Leadership, Growth</td>
<td>Weekly activities Analytical projects</td>
</tr>
<tr>
<td>identify when and how intersectionality affects women and leadership</td>
<td>Content Knowledge, Analysis, Synthesis, Leadership</td>
<td>Weekly activities</td>
</tr>
<tr>
<td>develop in-depth understandings and vocabulary aimed at creating social change with respect to gender and leadership</td>
<td>Communication, Analysis, Synthesis, Growth</td>
<td>Weekly activities Analytical projects</td>
</tr>
<tr>
<td>develop critical perspectives that facilitate identification, understanding and in-depth analysis of both micro and macro level situations</td>
<td>Analysis, Synthesis, Communication</td>
<td>Weekly activities Analytical projects</td>
</tr>
</tbody>
</table>

MSBL Learning Outcomes

**Content Knowledge**
Apply sport management specific content knowledge to find solutions to complex organizational issues.

**Leadership**
Demonstrate socially responsible leadership grounded in the principles of diversity and inclusion, ethical decision making, and sustainable business practices.

**Analysis**
Exhibit the ability to gather relevant information and critically examine the information through multiple analytical approaches.

**Synthesis**
Display an ability to synthesize information and devise viable solutions in complex organizational contexts.

**Growth**
Develop self-awareness and adaptability, flexibility, and curiosity in pursuit of personal and professional growth.

**Communication**
Demonstrate exemplary communication both individually and in groups across written, oral and presentation platforms.
Course Design:
In this course about women and leadership, we will work together to co-construct key knowledge in an effort to develop skills for practical use in sport organizations. There is quite a bit of reading every week of the course. The readings are meant to help you gain not only a general understanding of gender bias emerges in current sport organizations, but also gain a much clearer sense of the small things that manifest as gender bias. The weekly assignments and contributions are meant to reinforce the readings by highlighting those aspects of gender bias that stand out for each of us. The more active and involved you become, the more there is for you to learn and use from this course. More specifically, the more active you are each week, the better prepared you will be to do ‘Integration and Analysis’ assignments.

List of Course Assignments (see Canvas for details)

A. Exploration and Understanding | Weekly Assignments & Activities
   1. Gender Awareness Inventory (140 points total)
   2. Discussion (350 points total)

B. Integration and Synthesis Assignments
   1. Gender Conscious Leadership Journal (140 points total)
   2. Cultivating Success Through Gender Inclusive Practices (350 points total)

Course Expectations:
To do well in this course, you will probably need to spend at least 8-10 hours per week on the readings, contributing to weekly assignments and preparing for your final projects. Please plan accordingly.

Grading:
A total of 980 points may be earned for this class. Letter grades will be assigned according to the distribution table below: Final Grades will be posted on SU Online by 6pm Wednesday, August 21, 2019.

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>93.33%+</td>
<td>A</td>
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<tr>
<td>90.00%+</td>
<td>A-</td>
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<tr>
<td>86.67%+</td>
<td>B+</td>
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<tr>
<td>83.33%+</td>
<td>B</td>
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<tr>
<td>80.00%+</td>
<td>B-</td>
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<tr>
<td>76.67%+</td>
<td>C+</td>
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<tr>
<td>73.33%+</td>
<td>C</td>
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<tr>
<td>70.00%+</td>
<td>C-</td>
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<tr>
<td>60.00%+</td>
<td>D</td>
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<tr>
<td>00.00%+</td>
<td>F</td>
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</table>

This graduate-level course requires regular, weekly, active participation. 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.

**Engagement**
Students are expected to keep up with the work on a weekly basis. They may move ahead, but should always revisit the discussion once others have contributed. Please notify Dr. Maylon Hanold (via email, text or phone) prior to weekly deadlines if you foresee a problem keeping up with weekly work due to unforeseen circumstances. 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 Communication**
Please direct questions to Dr. Maylon Hanold via email. I will communicate with the class through your SU email and update Canvas as needed. Be sure to check both regularly. I check email regularly and you can expect a response within 24 hours.

**Professional Conduct**
Students are expected to engage in our online community in a respectful manner. This means respectful communication 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.

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.
<table>
<thead>
<tr>
<th>Module Week</th>
<th>Topic &amp; Key Questions</th>
<th>Readings</th>
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</thead>
</table>
| **1** June 24- 30 | Why study women and sport leadership? | **Books**  
• Labyrinth | Chapter 1 & 5  
• WISL | Chapter 1 & 10  
**Articles**  
• Rising Women (Links to SU library)  
**Websites**  
• Trends by the Numbers  
• Women and Leadership Trends (Links to an external site.)  
• Tucker Center, Collegiate Athletics Trends (Links to an external site.) |
| **2** July 1 - 7 | What is 21st century leadership? | **Books**  
• What Works | Introduction  
• WISL Chapter 2  
**Articles**  
• Post-Heroic Leadership (Links to SU Library)  
• Underrepresentation of women in sport organizations (links to SU library) |
| **3** July 8 - 14 | Do women & men lead differently? | **Books**  
• Labyrinth | Chapter 3, 6 & 8  
**Articles**  
• Leadership Styles of Women in Sport (Links to an external site.) (links to external site)  
**Websites**  
• Why Female Athletes Make Great Leaders  
• Unlocking Diverse Talent  
**Essay 1 due** |
| **4** July 15 - 21 | What are women’s experiences in the workplace & sport organizations? | **Books**  
• What Works | Chapters 2, 3, 4, 5, 6  
• WISL Chapter 7  
**Websites**  
• Women Don’t need to lead like men  
• How and Why Men fake an 80 hr work week |
| **5** July 22-28 | Do women and men want the same things in work/life? | **Books**  
• What Works | Chapter 7  
• What Works | Chapter 8  
• Labyrinth | Chapter 4  
**Articles**  
• Female Athletic Trainers’ Leadership Experiences (Links to an external site.) (links to external site)  
**Ted Talk**  
Can We All “Have it All?” - Slaughter |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Books</th>
<th>Articles</th>
<th>Website</th>
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</thead>
<tbody>
<tr>
<td>July 29-</td>
<td>What complicates the path for women</td>
<td>*What Works</td>
<td>Chapter 11 (p.244-258)</td>
<td><em>Female Coaches’ Perspectives on Gender Bias (Links to an external site)</em></td>
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<tr>
<td>August 4</td>
<td>aspiring to be sport leaders?</td>
<td>*WISL Chapters 4, 5, 6</td>
<td>*Supporting Women Leadership in Sport Organizations</td>
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<td><em>The Confidence Gap (Links to an external site)</em></td>
<td><em>HR Processes that Support</em></td>
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<td>Aug 5 - 11</td>
<td>What holds women back as they aspire to</td>
<td>*Labyrinth</td>
<td>Chapters 7 &amp; 9</td>
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<td>sport leadership?</td>
<td>*WISL</td>
<td>Chapters 3 &amp; 8</td>
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<td>Aug 11</td>
<td>Gender Conscious Leadership Journal Due</td>
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<td>(Sunday)</td>
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<tr>
<td>Aug 12-17</td>
<td>How do we create change in sport</td>
<td>*What Works</td>
<td>Chapters 14 &amp; 15</td>
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<td>organizations?</td>
<td>*Labyrinth</td>
<td>Chapter 10</td>
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<td>*WISL Chapter 9</td>
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<td><em>Supporting Women Leadership in Sport Organizations</em></td>
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<td>Aug 18</td>
<td>Cultivating Success Through Gender</td>
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<td>Sunday</td>
<td>Inclusive Practices</td>
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Grades Posted by 6pm Wednesday, August 21