

# SEATTLEU<sup>®</sup>

## ALBERS SCHOOL OF BUSINESS AND ECONOMICS

### Developing Leadership in Sport SBLR 5120 Course Syllabus – Fall 2020

#### ***Course Time and Location***

*This course meets online, synchronously on Tuesdays from 6-9pm PST except where noted.*

*Sept 15*

*Sept 22*

*Sept 29*

*Oct 6*

*Oct 13*

*Oct 20 – Does NOT MEET – Work on Leadership Guide*

*Oct 27*

*Nov 3*

*Nov 10*

*Nov 17 – Does not Meet -Complete Leadership Guide*

#### ***Instructor Information***

Dr. Maylon Hanold

Mobile: 425.503.7754

Office Hours: By App.

Office: PIGT 404 | Zoom

Email: hanoldm@seattleu.edu

### About the Course

#### ***Course Description and Overview***

After successful completion of this course, students will be able to evaluate leadership theories through a critical lens- what is useful about them and where their areas of weakness lie, especially when thinking broadly about the concept of inclusive leadership. 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. [LT Text] Dugan, John P. (2017). *Leadership theory: Cultivating critical perspectives*. San Francisco, CA. John Wiley & Sons, Inc. ISBN-13: 978-1118864159 ISBN-10: 1118864158
2. [RWL text] Roberts, Laura M., Mayo, Anthony, Thomas, David. (2020). *Race, Work, and Leadership: New Perspectives on the Black Experience* 1st Edition. ISBN-10 : 1633698017 or ISBN-13 : 978-1633698017

3. **Articles:** A list of other required articles is on Canvas within the Modules and indicated on the Course Schedule. You'll find most of them permalinked to the article, but you can also go to [SU Library Sport Business Leadership Resource page \(Links to an external site.\)](#) (links to external site, SU login required)

### ***What You Will Be Able To Do (Learning Outcomes)***

1. Demonstrate knowledge of multiple leadership theories and models
2. Apply critical perspectives on leadership and leadership theory
3. Develop knowledge and skills for your own personal leadership development
4. Apply knowledge and skills to create a useful, practical leadership guide for growth

## **Class Participation and Assignments**

### ***Round Table Discussions / 400 pts total; 8 round tables worth 50pts each***

This course covers a significant amount of content and much of the learning comes from in-class activities, 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. At the end of these Round Table Discussions, you will report your self-assessment scores to Dr. Hanold via email following the rubric.

### ***Application of Theory Assignments / Due Oct 10 and Oct 31 11:59pm / 100 pts each, 200pts total***

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 Log / Due Nov 14 11:59pm / 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. You may keep a hard copy or an electronic version. Either format is fine with me. If you are turning in a hard copy, you turn it in by noon on Friday by dropping it off at my office. If you are turning in an electronic copy, please email it to me by noon.

### ***Leadership Guide / Due Nov 21 / 300pts total***

Building on your Leadership Development Log, your final project this quarter is to complete a Leadership Guide. This book will be a working document that will capture the best ideas that you've learned and are meaningful to you all in one place. In addition, you will be introduced to a type of document called a 'slide doc.' This is a PowerPoint that is meant to be READ not presented. You will use a template provided for you, but along the way you will be expected to learn how to write for this format and understand basic design principles that keep the document HIGHLY READABLE. Please see Canvas for details about what you should do/write.

***Total Points for Course is 1100 pts***

**Canvas**

You will use Canvas to access all course materials. Each class session has a module associated with it, in which your readings will be directed along with specific questions. Before beginning any readings, please go to the module for the unit on which you are working to get details about how to proceed through the readings and what tasks you will need to do for the readings.

**Late Work**

Most work will be accepted late with a 10% penalty at the beginning of each 24-hour period after it is due. For example, if an assignment is due at 11:59 PM on Sunday, a 10% deduction will apply at 12:00 AM on Monday, and another 10% will be deducted at 12:00 AM on Tuesday. Please be sure to plan ahead and give yourself enough time to submit assignments.

**Grading**

Letter grades will be assigned according to the distribution table below: Final Grades will be posted on SU Online by 6pm xxxx, 2020.

**GRADING SCALE**

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| Value (%)  | Letter Grade | Performance   |
|------------|--------------|---|
| 100–95     | A            | Superior Performance  |
| 94–90      | A–           | Strong Performance  |
| 89–87      | B+           | Very Good Performance                                       |
| 86–83      | B            | Good Performance  |
| 82–80      | B-           | Fair performance, but lacks key components                  |
| 79–77      | C+           | Marginal Performance  |
| 76–73      | C            | Minimal Performance   |
| 72–70      | C–           | Poor Performance<br>(Does not count toward graduate degree) |
| 69–67      | D+           |   |
| 66–63      | D            | Very Poor Performance                                       |
| 62–60      | D–           |   |
| 59 or less | F            | Failing Performance   |

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 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

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- **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 required class sessions in an online synchronous session from 6-9:00pm. In addition, for this course there is no exam. Please notify Dr. Hanold (via phone or email) 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, but the following parameters are in place. Being pro-active and a high degree of personal responsibility are expected.

| Action             | Result                   |
|--------------------|--------------------------|
| 1-2 missed classes | 2.5% lower overall grade |
| 3+ classes missed  | No course credit         |

### *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 and Canvas. Be sure to check both regularly. I check email regularly and you can expect a response within 48 hours.

### *Professional Conduct*

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 avoid using your phones, emailing or web surfing during class. If you are awaiting an urgent call and need to leave your phone on during class, let the instructor 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.

**Course Schedule – Overview**  
(See Canvas for details and access to readings, articles, videos and what to prepare for class)

| MODULE/DATE                          | TOPICS  |
|--------------------------------------|---|
| Module 1<br>Sept 15                  | Leadership and Management<br>Leadership, Critical Perspectives, Forms of Power, ‘Why’<br>[deliberate practice]  |
| Module 2<br>Sept 22                  | Person-Centered Theories<br>Trait, Leadership Challenge, EI, Strengths, Social Styles Assessment<br>[Women’s paths to AD, EI in sport leadership]                 |
| Module 3<br>Sept 29                  | Behavioral Leadership Paradigms, Workplace Engagement, Empathy and Trust<br>[Black experiences in the workplace, empathy in competition, 3 pillars of trust]      |
| Module 4<br>Oct 6                    | Transformational, Servant and Social Change Leadership, Motivation<br>[40 Years leadership studies in sport, self-determination theory, Pink’s<br>Motivation 3.0] |
| <b>Oct 10<br/>Saturday</b>           | <b>Application of Theory Paper #1 Due 11:59pm</b>   |
| Module 5<br>Oct 13                   | Relational Leadership Theories, Embodiment, Dialogue<br>[race, work and leadership dyadic learning, unleashing human potential]                                   |
| Module 6<br><b>Oct 20 – no class</b> | Work on draft of <b>Leadership Guide</b><br><b>Draft Due Saturday, Oct 24 11:59pm</b>   |

| <b>MODULE/DATE</b>                    | <b>TOPICS</b>  |
|---------------------------------------|--|
| Module 7<br>Oct 27                    | Authentic, Adaptive and Complexity Leadership Theories<br>[challenges of authenticity for marginalized groups, BIPOC and LGBTQ, mindfulness] |
| <b>October 31<br/>Saturday</b>        | <b>Application of Theory Paper #2 Due 11:59pm</b>  |
| Module 8<br>Nov 3                     | Justice Based Theories<br>[Black experiences of feeling connected, D&I work, discursive constructions and the power of reframing]            |
| Module 9<br>Nov 10                    | Integration and Reflection<br>[development frameworks and inclusive leadership]  |
| <b>Nov 14<br/>Saturday</b>            | <b>Leadership Development Log Due 11:59pm</b>  |
| Module 10<br><b>Nov 17 – no class</b> | Work on Final Leadership Guide<br><b>Draft Due Saturday, Nov 21 11:59pm</b>  |

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