

SBLR 5010 – Diversity and Inclusion for Sport Management

Albers School of Business and Economics

Course Syllabus

Faculty: Maylon Hanold, EdD

Faculty email: hanoldm@seattleu.edu

Course dates: Intersession, 2021 (see Canvas for specific days/times)

Office Hours: by appointment

About the Course

Course Description and Overview

Students will identify the dimensions of diversity that matter most in organizations and why as well as examine the difference between diversity and inclusion. They will learn to recognize unconscious bias, stereotypes and prejudices that can influence behavior within a work group. They will explore how to identify interventions that can help override judgement and decision-making errors due to biases. Finally, they will explore ways to foster an inclusive and equitable workplace climate through social connections, openness to learning, and a commitment to growth in DEI at the organizational, supervisor and individual levels.

Required Texts:

[SAE] Jana, T., & Baran, M. (2020). *Subtle Acts of Exclusion: How to Understand, Identify, and Stop Microaggressions*. Berrett-Koehler Publishers

[AD] Silverthorn, M. (2020). *Authentic Diversity: How to Change the Workplace for Good*. CRC Press.

There will be links to additional sport specific articles, readings and videos within the Course Management System (Canvas).

Course Objectives:

On successful completion of this course (i.e. by passing this course), you will be able to

1. Identify dimensions of diversity that matter in sport organizations
2. Develop ability to recognize unconscious bias, to understand its effects on individuals and to become an ally for change
3. Assess team level and manager/supervisor behaviors and HR practices that drive engagement and sense of belonging
4. Understand key factors for creating an inclusive climate at the organizational level

The course objectives support the MBA SEM program learning outcomes.

MBA Sport and Entertainment Management Learning Outcomes

Leadership: Develop inclusive leadership through demonstration of the ability to harness the power of diversity as a source for creativity, innovation and collaboration.

Growth: Develop self-awareness and curiosity in pursuit of professional and personal growth.

Communication: Display competence in professional communication.

Course Design & Grading

This course is a foundational course in the MBA SEM program. We will venture into diversity and inclusion as a workplace practice, not just ideas that are 'good.' Our work is to think deeply about how to create inclusive workplaces so that we can all thrive in the work we do. Diversity and Inclusion initiatives are front and center in sport organizations. This course will prepare you to contribute meaningfully to your (future) organization in practical and meaningful ways. You will develop intellectual, interpersonal and individual awareness, knowledge and skills that will serve you well in any workplace. You are also expected to engage in the inclusive practices as you move through the program in all group and class activities and work.

The assignments and in-class activities 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.

List of Course Assignments (see Canvas for details)

- A. Reflection Journal | 350 points
- B. Self/Peer Evaluations for In-class Activities | 350 points
- C. Diversity and Inclusion Action Plan | Written Assignment | 200 points
- D. Diversity and Inclusion Action Plan | Oral Presentation | 100 points

Course Expectations

To do well in this course, you will probably need to spend at least 2-4 hours preparing for each day of class and preparing for your final projects. Please plan accordingly.

GRADING SCALE [1000 Total Possible Points for the Course]

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 (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

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. Please notify Dr. Maylon Hanold (via email, text or phone) prior to weekly deadlines if you foresee a problem keeping up with weekly work or attendance in the synchronous virtual classroom 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?!D=87>

Questions and Communication

Please direct questions to instructors via email. We will communicate with the class through your SU email and update Canvas as needed. Be sure to check both regularly.

Professional Conduct

Students are expected to engage in our classroom 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.