Seattle University
Center for the Study of Sport and Exercise

Developing Leadership in Sport SADL 512
Section-01
Course Syllabus – Winter 2014

Course Time and Location	***Instructor:***
Time: 6-9pm Section 01: Wednesdays, Jan. 8 – Mar. 12, 2013 Location: GARR 114	Dr. Maylon Hanold Phone: 425.503.7754 Office Hours: By App. Office: Lynn 114

About the Course

Course Description and Overview
After successful completion of this course, students will be able to evaluate leadership theories from classic and contemporary perspectives; analyze leadership styles from the most frequently used perspectives in business; investigate contemporary thinking on leadership and how leadership roles are changing in the 21st century; identify ways leadership in sport organizations can positively affect local and regional communities; develop leadership models for effective organizations; and formulate a personal and professional growth plan as a sport leader.

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 growth plan. 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. The reading packet can only be purchased at Supercopy located in the Student Center Pavilion.

1. **(Chella)** Chelladurai, P. (2009). ***Managing organizations for sport and physical activity: A systems perspective*** (3rd ed.). Scottsdale, AZ: Holcomb Hathaway, Publishers Inc. ISBN-10: 1890871931

2. **Reading Packet**: SADL 512, Available from SuperCopy, which is located on campus on the lower level of the Pavillion Building. It is best to call at least 2 hours before you want to pick up your copy. They make them on demand. You can pick this up in the first few weeks of class.

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

4. **Everest Simulation:** To be purchased from Harvard Business Publishing. I will send out an email with the appropriate link a few weeks in advance of the simulation. Once you receive an email from me, you will be able to purchase access directly.

Course Objectives:

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

Objective	**Learning Outcome**	**Evaluative Tool**
1. Demonstrate knowledge of classic leadership theories		
a. Understand and articulate key theories related to motivation and the implications for leadership	Content Knowledge, Communication	Readings, in class activities
b. Understand and articulate key theories related to behavioral and situational leadership theories	Content Knowledge, Communication	Readings, in class activities, quiz
2. Develop awareness of the challenges to classical leadership theory and the ways in which 21st century leadership is currently conceptualized	Content Knowledge	Readings, in class activities, quizzes
a. Articulate the primary differences between transactional, transformational, servant leadership	Content Knowledge, Critical Thinking, Communication	In-class activities
b. Understand and articulate how biological connections enhance empathy, creating and sustaining relationships in ways that contribute positively to leadership and leadership development	Content Knowledge, Critical Thinking, Communication, Social Responsibility	In-class activities, quiz, Learning Journal
3. Increase competence of scientific inquiry with respect to leadership theories	Discovery & Inquiry, Critical Thinking, Communication	Sport Leadership in Action (SLA) Presentation & Sport Leadership in Action (SLA) Paper
4. Develop knowledge and skills for leading successfully		
a. Develop a professional leadership growth plan that focuses on the following: values, self-awareness, a philosophy of leadership, and action steps for growth	Discovery & Inquiry, critical thinking, Communication, Lifelong Learning, Social Responsibility	The Learning Journal & Leadership Growth Plan
b. Develop analytical tools for assessing impediments to effective leadership and propose credible solutions for changing the course of these impediments	Discovery & Inquiry, Critical Thinking, Communication	Sport Leadership in Action Paper, Leadership Growth Plan, Everest Simulation

Class Participation and Assignments

Course Assignments:

Group Quizzes (Jan. 22 & Feb. 5 / 50 pts each, 100 pts total):
There are two group quizzes during this quarter, each one worth 50 points. During the second day of class you will form your quiz groups. They will consist of 3-4 people. On the designated days for group quizzes, you will take a quiz collectively and turn it in. You will all receive the grade earned for the quiz as a group. This offers you the opportunity to work in teams, determining the best ways for you all to succeed. These quizzes are open note but closed book. The dates are also noted in the course schedule.

The Learning Journal: Reflection & Reflexivity (Due March 5 / 200 pts total):
For weeks/units 2-9, you will keep a Learning Journal. A more detailed description of the Learning Journal 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- leadership does not depend 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 more often than not leads to exceptional decision-making and leadership within organizations. You will write two entries per week according to the Learning Journal Guide. **The Learning Journal is due by 11:59pm on March 5, 2014.** NB: There is a very specific task for you to do for your first entry beginning in week 2. Please see Canvas for details. You may keep a hard copy or an electronic version. Either format is fine with me. We actually have class that day, so if you are turning in a hard copy, you can easily turn it in during class that day.

Sport Leadership in Action Paper (SLA) (Due Friday, Feb. 21 by 11:59 pm / 300 pts):
You will conduct an interview with a sport leader of your choice, then present your leader's strengths and areas for improvement in a paper. The purpose of the "Sport Leadership in Action" paper (SLA paper) is to encourage you to talk to sport leaders and learn their stories, ideas and perspectives of what has worked. It is also intended to help you go beyond simply stories and help you make sense of their leadership through leadership theories and concepts from the scholarly literature so that you can assess in what areas they are strong and where they might improve. Ultimately, this analysis will serve as a way to think about your own sport leadership journey as well as what leadership skills that may be needed for various sport industry leadership positions. See Canvas for specific guidelines and rubric.

Sport leadership in Action Presentation (Due in-class, Wednesday, Feb. 19 / 100pts)
This is a short in-class presentation about the sport leader you interviewed. It is 6-8 minutes highlighting who you interviewed, their strengths and areas for improvement as evidenced through leadership theory and concepts, as well as implications for sport leadership. The presentation is meant to be the "core" of what you wrote about for your SLA paper. The purpose is to give you an opportunity to learn how to be concise and of substance as well as for all of us to learn more about different "real life" sport leaders and how they see themselves as successful. See Canvas for specific guidelines and rubric.

Leadership Growth Plan (Due March 16, 2014 by 11:59 / 300 pts):
You will write a professional leadership growth plan according to the assignment provided on Canvas and explained by Dr. Hanold. This plan will be a benchmark for you as you evaluate your values, a philosophy of leadership, current leadership skills and an action plan for personal development. It should be informed by your Learning Journal and other concepts you learn about in this course. An assignment description and rubric are provided to help you achieve your best. This is **due by 11:59pm on Sunday, March 16, 2014**. This assignment is in lieu of a final exam.

Guest Speakers:
I am working on lining up a few guest speakers. TBA.

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 March 26.

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.

Course Outline and Schedule

CLASS SCHEDULE

Date	Readings	In Class
Jan 8 Unit #1	*Management versus Leadership* Readings: 1. Chella: Chp 4 Management Defined 2. Chella: p. 286-288 3. Hanold Ch 2 Management and Leadership Differences (PV) Do: Be prepared to discuss and conceptualize the differences, similarities and or relationships between management and leadership.	1. Overview of course - key assignments -learning journal & reflective practice 2. In-class Management & Leadership Activity 3. Assign Maslow/ Vroom/ Porter & Lawler for Hamel case study for Jan. 15
Jan 15 Unit #2	*Motivational Perspectives in Leadership* Readings: 1. Chella Chp 10- Motivational leading Read only sections on: Maslow/ Vroom/ Porter & Lawler 2. PV Stone, Deci, Ryan, 2009 (PV) 3. Chella: p. 298-301- McClelland's Theory 4. Bolton Reflective Practice (PV) 5. Guide to Learning Journal (PV) Do: 1. Be prepared to present and discuss possible suggestions for Hamel based on the theory you were assigned. 2. Be prepared to use McClelland's theory of motivation and Ryan & Deci's Self-Determination Theory in class activity 3. Write in Your Learning Journal (2 entries)	1. Review & Discuss Hamel case study 2. In-class activity: Motivation Skills 3. Form Quiz groups

Jan 22 Unit #3	*Behavioral, Contingency, and Situational Perspectives in Leadership* Readings: 1. Chella: Chp 11 p. 282-298- Contingency theory p. 301-306- Path-Goal Theory Chella: Chp 12 p. 317-318 LMX theory 2. Situational Leadership (PV) 3. Self-Connection (PV) 4. Self-Guided Core Values Exercise (PV) Do: 1. Quiz groups should divide extra reading about the leadership theories described above. Assign who will web search more in-depth the four theories above: Fiedler's Contingency theory (PLC), Path-Goal, Situational leadership, and Leader-Member Exchange (LMX). 2. Bring in an item (smallish) that represents you and/or your values or that represent what is most important to you. 3. Write in Your Learning Journal (2 entries)	1. Group Quiz #1 2. Values activity 3. Sport Leadership in Action (SLA) explanation of paper and presentation
Jan 29 Unit #4	*Transactional, Transformational and Servant Leadership* Readings: 1. Chella: Chp 12- p. 319-332 Transactional vs Transformational Mulitdimiensional Model of Leadership (MML) 2. Draft Chp TA TF SL (PV) 3. Spears 2004 servant leaders (PV) 4. Reike, Hammermeister & Chase 2008 SL (PV) 5. Parris Welty Peachy 2012 SL (PV) 6. Kim, Magnuson, Andrew, Stoll 2012 TL (PV) 4. TATFSL Summary Sheet (Optional-on canvas) To learn more about Servant Leadership go to http://www.greenleaf.org/ Do: 1. Fill out TATFSL summary sheet 2. Write in Your Learning Journal (2 entries)	1. Discussion/activity regarding TA, TF, and SL

Feb 5 Unit #5	*Embodiment and The Leadership Challenge* Readings: 1. Gorman 2011 (PV) 2. Hanold 2011 Empathy (PV) 3. Hanold 2013 Embodiment (PV) 4. Harvard Psyche (PV) 5. Goleman Boyatzis SI 2008 (LU) 6. Kouzes and Posner ldr to ldr (PV) 7. Kouzes and Posner 2009 (LU) 8. Laurent Bradley LPI 2007 (PV) Do: 1. Prepare for Quiz 2. Write in Your Learning Journal (2 entries)	1. Group Quiz #2 2. Time to work on SLA paper and presentation- **You should have your interview completed by this class**
Feb 12 Unit #6	*Resonant & Authentic Leadership* *Engaging Dialogue* *Level 5 Leaders* Readings: 1. McKee Boyatis 2006 (LU) 2. Gerzon (Reading Packet) 3. Collins 2001 (Reading packet) Do: 1. see Canvas for specific "to do" for readings 2. work on SLA paper and presentation 3. Write in Your Learning Journal (2 entries)	1. Discussion & in-class activities
Feb 19 Unit #7	*Sport Leadership in Action Presentations* *Each person has 6-8 minutes*	Sport Leadership in Action In-class presentations (100 pts)
Feb. 21	*Sport Leadership in Action Paper Due*	Friday By 11:59 pm (300 pts)
Feb 26 Unit #8	*Diversity & Leadership* Readings: General issues 1. Eagley Chin 2010 (LU) 2. Ibarra, Ely & Kolb 2013 (PV) Sport specific research 3. Welty-Peachey & Burton 2011 (PV) 4. Smith Hattery 2011 (LU) Do: 1. See Canvas for specifics 2. Write in Your Learning Journal (2 entries)	1. Discussion and class activities 2. Everest Simulation introduction

Mar 5 Unit #9	*Team Leadership* Readings: 1. Sitkin & Hackman (LU) 2. Wageman, Fisher, & Hackman (PV) Do: 1. Use link in email from me to purchase access to the preparation section of the Everest simulation. Read through any introduction material there is before coming to class. 2. Write in Your Learning Journal (2 entries)	Everest Simulation
Mar 5	*Learning Journal*	Hard copy due in-class or electronic version due by 6:pm (200 pts)
Mar 12 Unit #10	*Broad Perspectives & Final Thoughts* Readings: 1. Jaworski (RP) 2. Wheatley (RP) 3. Kotter 2001 (LU) 4. Lazslo 2010 (PV) 5. Chella p. 309-311- Leadership & Power Do: 1. See Canvas for specific questions regarding the reading	1. Class activities 2. Wrap up activity
Mar 16	*Professional Growth Plan*	*Due by 11:59pm Sunday (300 pts)*

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

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 and update Angel with PowerPoints etc. on a weekly basis. 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 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.