



Seattle University
Center for the Study of Sport and Exercise
Developing Leadership in Sport SADL 5120
Section-01
Course Syllabus – Winter 2015

<i>Course Time and Location</i> Time: 6-9pm Section 01: Wednesdays, Jan. 7 – Mar. 11, 2013 Location: PIGT 306	<i>Instructor:</i> Dr. Maylon Hanold Phone: 425.503.7754 Office Hours: By App. Office: JEFF 401J
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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. 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. **Articles:** A list of other required articles is on Canvas within the Modules and indicated on the Course Schedule.

3. **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 21 st 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, Leadership Development Log
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, leadership definition, and action steps for growth	Discovery & Inquiry, critical thinking, Communication, Lifelong Learning, Social Responsibility	Leadership Development Log & 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

Course Assignments:

Individual ‘Quizzes’ (Jan. 7, Feb. 4, Feb 25, & Mar. 4 | 10 pts each, 40 pts total)

There are four individual ‘quizzes’ during this quarter, each one worth 10 points. On each of the days noted above, I will ask you to turn in ONE of your questions I had you answer on the readings. These are indicated on Canvas. Please bring in a hard copy of your answers. I will collect them and grade one of the answers. If you come to class without a hard copy, then you forfeit your opportunity to earn points on the quiz. **There are NO make-ups.**

Group Quizzes (Jan. 28 & Feb. 11 | 30 pts each, 60 pts total):

There are two group quizzes during this quarter, each one worth 30 points. They will consist of 3-4 people that I group together during class that evening. On the designated days for group quizzes, you will take a quiz collectively and turn in ONE document. You will all receive the grade earned for the quiz as a group. This offers you the opportunity to work in teams as well as practice your adaptability as you determine 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. In addition, the specific readings on which the quizzes are based are indicated on Canvas.

Sport leadership in Action Presentation (Due in-class, Wednesday, Feb. 18 | 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.

Sport Leadership in Action Paper (SLA) (Due Friday, Feb. 20 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.

The Leadership Development Log (Due March 4 on or before 6pm | 200 pts total):

In this course, perhaps the most important assignment you will do is to keep a Leadership Development Log. 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- 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 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. **The Leadership development Log is due by 11:59pm on March 4.** 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. If you are turning in an electronic copy, please email it to me prior to 6pm.

Leadership Growth Plan (Due March 15 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 include your values, a leadership definition, current leadership skills, imagined future and a plan for personal development. It should be informed by your Leadership

Development Log and other concepts you learn about in this course. An assignment description and rubric are provided on Canvas to help you achieve your best. This is **due by 11:59pm on Sunday, March 15, 2015**. 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 25.

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.

Course Outline and Schedule

CLASS SCHEDULE

Date	Readings	In Class
<p>Jan 7 Unit #1</p>	<p><i>Management versus Leadership</i></p> <p>Readings SL Text: Ch 2 Management and Leadership Differences Weblinks: a. Change Management vs Change Leadership</p> <p>Companion Website Prepare Answers for Individual Quiz 1: Please Use the Companion Web to answer the following questions to send them my way End of Chapter Questions: #2, #3 Case Studies: #1, #4</p> <p>Leadership Development Log (LDL) See Canvas for Activity for LDL</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>Due Individual Quiz 1 Answers (on or before 6pm-class time- use the Companion web interface to send me your answers) Always Bring LDL from this class onward</p> <p>In class 1. Overview of course & Key Assignments 2. In-class Management & Leadership Activity 3. Leadership Definition- defining terms 4. LDL activity</p>
<p>Jan 14 Unit #2</p>	<p><i>The Necessary Skills Set Vision & Listening</i></p> <p>Readings SL Text: Ch 4 The Necessary Skills Set (p. 67-74)</p> <p>Companion Website Weblinks a. AASP b. The SportinMind c. Athlete Assessments</p> <p>Article The Hard Data on Being a Nice Boss (PV)</p> <p>Leadership Development Log See Canvas for questions to answer and instructions</p>	<p>Due Bring in small object from your LDL exercise about Self-Connection</p> <p>In class 1. Review Vision and Listening 2. in-class activities to deepen understanding of these skills 3. LDL activities</p>

<p>Jan 21 Unit #3</p>	<p><i>The Necessary Skills Set Conflict & Embodiment</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)</p> <p>Videos Cuddy on the Body Brown on Empathy Riftkin on the Empathic Civilization</p> <p>Leadership Development Log See specific instructions on Canvas</p>	<p>In class</p> <ol style="list-style-type: none"> 1. Review Conflict & Embodiment 2. in-class activities to deepen understanding of these skills 3. LDL activity
<p>Jan 28 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>Companion Website Weblinks a. Power and Leadership EoC questions: #3</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>	<p>Due</p> <p>Group Quiz 1 Preparation</p> <p>In class</p> <ol style="list-style-type: none"> 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>Feb 4 Unit #5</p>	<p><i>21st Century Leadership Theories</i></p> <p>Readings SL Text: Chapter 3 Weblinks: a. Elitefts (Leadership Style Discovery in Performance Coaching)- mixed up link- click on “small business Chron” for correct link) b. Sports Challenge Leadership Academy (A Transformational Leader: Remembering Arnold "Red" Auerbach)</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>Prepare Answers (Individual Quiz 2) End of Chapter Questions: #1, #3 Case Studies: #3, #5</p> <p>Leadership Development Log (LDL) See details on Canvas</p>	<p>Due Send Quiz 2 answers prior to class via Companion Web</p> <p>In class 1. Review and apply theories 2. Introduction to Observation 3.LDL activity</p>
<p>Feb 11 Unit #6</p>	<p><i>Diversity & Leadership</i></p> <p>Readings SL Text: Chapter 13 & 14</p> <p>Articles 1. Brown Light 2012- results, discussion conclusion (PV) 2. Welty-Peachey & Burton 2011- Introduction and Discussion (PV) 3. Smith Hattery 2011- Results section (PV) 4. Hanold 2013 (PV)</p> <p>Group Quiz 2 On the Hanold article</p> <p>Leadership Development Log (LDL) See specific details on Canvas</p>	<p>Due Be prepared for a Group 2 quiz on Hanold article</p> <p>In class 1. Review gender and racial barriers in sport leadership 2. small group discussion on solutions 3.LDL activity</p>

Feb 18 Unit #7	<i>Sport Leadership in Action Presentations</i> <i>Each person has 6-8 minutes</i>	Sport Leadership in Action In-class presentations (100 pts)
Feb. 20	<i>Sport Leadership in Action Paper Due</i>	Friday By 11:59 pm (300 pts)
Feb 25 Unit #8	<p><i>Communication Conflict & Crisis</i></p> <p>Readings SL Text: Chapter 5 & Chapter 10</p> <p>Articles 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>	<p>Due Send Quiz 3 answers prior to class via Companion Web</p> <p>In class 1. Review and apply concepts 2. LDL activity</p>
Mar 4 Unit #9	<p><i>Leadership Perspective on Strategy Organizational Change</i></p> <p>Readings SL Text: Chapter 7 (leadership perspective, p. 143-145 only) & Chapter 8 Weblinks: The Gazette: Organizational Change</p> <p>Prepare Answers (Individual Quiz 4) End of Chapter 8 Questions: #5 Case Studies 8: #3</p> <p>Leadership Development Log (LDL) See Canvas for details</p>	<p>Due Send Quiz 4 answers prior to class via Companion Web</p> <p>In class 1. Review and apply concepts 2. Everest Simulation introduction 3. LDL activity</p>
Mar 4	<i>Leadership Development Log</i>	Hard copy due in-class or electronic version due by 6:pm (200 pts)

<p>Mar 11 Unit #10</p>	<p><i>Team Leadership</i> Readings SL Text: Chapter 11 (see Canvas for specific reading tasks) Weblinks: read 1 that you find interesting and be prepared to discuss</p> <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.</p>	<p>Everest Simulation Debrief Everest Simulation Discussion of reading</p>
<p>Mar 15</p>	<p><i>Professional Growth Plan</i></p>	<p><i>Due by 11:59pm Sunday (300 pts)</i></p>

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