Seattle University
Center for the Study of Sport and Exercise

Developing Leadership in Sport SADL 512
Section-01
Course Syllabus – Winter 2013

Course Time and Location	***Instructor:***
Time: 6-9pm Section 01: Wednesdays, Jan. 9 – Mar. 13, 2013 Location: BANN 503	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. 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 Angel 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 you, 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, Discovery & Inquiry, Critical Thinking, Communication	Readings and in class assignments
b. Understand and articulate key theories related to behavioral and situational leadership theories	Content Knowledge, Discovery & Inquiry, Critical Thinking, Communication	Readings, in class assignments and quiz
2. Develop awareness of the challenges to classical leadership theory and the ways in which 21st century leadership is currently conceptualized		
a. Articulate the primary differences between transactional, transformational, servant leadership and authentic	Content Knowledge, Critical Thinking, Communication	Class participation and article presentations
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	Class participation and quiz
3. Increase competence of scientific inquiry with respect to leadership theories	Content Knowledge, Discovery & Inquiry, Critical Thinking, Communication, Technology	"Sport Leadership in Action" Presentation
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	Content Knowledge, Discovery & Inquiry, Critical Thinking, Communication, Lifelong Learning, Social Responsibility	Leadership Growth Plan, class activities
b. Develop analytical tools for assessing impediments to effective leadership and propose credible solutions for changing the course of these impediments	Content Knowledge, Discovery & Inquiry, Critical Thinking, Communication, Lifelong Learning, Social Responsibility	Leadership Growth Plan, Everest Simulation

Class Participation and Assignments

Course Assignments:

Group Quizzes (Jan. 23 & Feb. 6/ 200 pts total):

There are two group quizzes during this quarter, each one worth 100 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 and closed book. The dates are also noted in the course schedule.

In Class Ad Hoc Group Assignments (Jan. 9 & Jan 16/ 100 pts total):
There will be 2 "ad hoc" group assignments: (1) Management/Leadership Conceptual Map (50pts) and (2) Motivation Skills (50pts). These groups will be formed on the day of each class the assignment is indicated. See Angel for rubrics.

Article Presentations (100 pts total):
For one of the classes you are responsible for reading a peer reviewed journal article that has to do with leadership in sport. You will then provide a 5-6 minute oral presentation that includes the following aspects: (1) summary of the general phenomenon studied, (2) the issue addressed and the purpose of the study, (3) the findings, and (4) the implications for your own leadership in sport. Your goal is to be concise, synthesizing the material for clear understanding. No PowerPoint, no reading- just you, but you may use whiteboard and notes. Scoring is as follows: 25pts for each of the four aspects. You will lose points (0-5) if you do not stay within the time limit of 5-6 minutes.

Sport Leadership in Action Presentation (SLA) (300 pts):
You will conduct an interview with a sport leader of your choice, then present your leader's strengths and areas for improvement to the class. This is both an individual and core group assignment. The purpose of the "Sport Leadership in Action" presentation 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 and business 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 Angel for specific guidelines and rubric.

Leadership Growth Plan (300 pts):
You will write a professional leadership growth plan according to the assignment provided on Angel and explained by Dr. Hanold. This plan will be a benchmark for you as you evaluate your values, current leadership skills, a philosophy of leadership and an action plan for personal development. An assignment description and rubric are provided to help you achieve your best. This is **due by midnight on Sunday, March 17, 2013**. This assignment is in lieu of a final exam.

Guest Speakers:
This is a great opportunity to hear from people who are successful sport leaders. I have two scheduled and am working on 1-2 others. 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 27.

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 9 Unit #1	*Management versus Leadership* Readings: (1) Chella: Chp 4 Management Defined (2) Chella: p. 286-288 (3) Hanold Ch 2 draft MvL (PV) (4) (optional) Management vs leadership tables (PV) Do: Be prepared to discuss and conceptualize the differences, similarities and or relationships between management and leadership.	(1) Overview of course (2) Bill Hogan- Guest Speaker (3) Ad Hoc Group: Management/Leadership Conceptual Map (50pts) (4) Assign Maslow/ Vroom/ Porter & Lawler for Hamel case study for Jan. 16
Jan 16 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 Do: Be prepared to present and discuss possible suggestions for Hamel based on the theory you were assigned. Be prepared to use McClelland's theory of motivation and Self-Determination Theory in Ad Hoc group activity	(1) Review & Discuss Hamel case study (2) Ad Hoc Group: Motivation Skills (50pts) (3) Values (4) Form core groups (5) Assign groups to web search more in-depth Fiedler's Contingency theory (PLC), Path-Goal, Situational leadership, and Leader-Member Exchange (LMX) for Jan 23.
Jan 23 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) Do: For the theory you were assigned, do more web searching to gain a more in-depth view of the theory. Be prepared to explain it in less than 5 minutes. Do this search on your own. On Jan. 30 you will meet with others who searched the same theory in order to come to consensus about it.	(1) review theories via class activity (2) Group Quiz #1 (100 pts/ Core group) (3) Assign articles for article presentations on Jan 30

Jan 30 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) (Optional) To learn more about Servant Leadership go to http://www.greenleaf.org/ Do: Prepare for article presentation	(1) Article Presentations (2) Discussion of TA, TF, and SL (3) Sport Leadership in Action (SLA) explanation of presentation with time to get started (Core group)
Feb 6 Unit #5	*Embodiment and Leadership* Readings: (1) Gorman 2011 (PV) (2) Hanold 2011 Empathy (PV) (3) Hanold Embodiment (PV) (4) Harvard Psyche (PV) (5) Kouzes and Posner ldr to ldr (PV) (6) Kouzes and Posner 2009 (PV) (7) Goleman Boyatzis SI 2008 (LU)	(1) activities and discussion (2) Group Quiz 2(100 pts/ core group): focus on key concepts from articles #1, #3, #4, #7 (3) Time to work on SLA- **You should have your interview completed by this class**
Feb 13 Unit #6	*Resonant, Authentic & Complexity Leadership* *Engaging Dialogue* *Level 5 Leaders* Readings: (1) Boyatzis 2012 (LU) (2) Collins 2001 (LU) (3) McKee Boyatis 2006 (LU) (4) Uhl Bien, Marion, McKelvey 2007 (LU) (5) Gerzon (Reading Packet) Do: Identify 2-3 concepts that you find intriguing and would want to incorporate into your way of thinking about and being a leader. You may write these down or simply have them in your head, but be prepared to discuss.	(1) Brian Sloan- Guest Speaker (2) discuss readings (3) Time for group work on SLA
Feb 20 Unit #7	*Sport Leadership in Action Presentations* *Each group has 18-22 minutes*	"Sport Leadership in Action" Final presentations (300 pts/core group)

Feb 27 Unit #8	*Diversity & Leadership* Readings: (1) Claringbould Knoppers 2012 (LU) (2) Eagley Chin 2010 (LU) (3) Ospina Foldy 2009 (LU) (4) Smith Hattery 2011 (LU)	(1) Discussion and class activities (2) Everest Simulation introduction
Mar 6 Unit #9	*Team Leadership* Readings: (1) Sitkin & Hackman (LU) (2) Wageman, Fisher, & Hackman (PV) Do: Use link in email from me to purchase access to the preparation section of the simulation.	Everest Simulation
Mar 13 Unit #10	*Broad Perspectives & Final Thoughts* (1) Jaworski (RP) (2) Wheatley (RP) (3) Kotter 2001 (LU) (4) Fry & Kriger 2009 (LU) (5) Houglum 2012 (6) Chella p. 309-311- Leadership & Power	(1) Class activities (2) Wrap up activity
Mar 17	***Sunday: Professional Growth Plan Due by midnight (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.