

# What Drives Winning Leadership

SPM5936 | Section OSBB

Class # 19717

3 Credits | Fall 2022

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## COURSE INFORMATION

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Mobile number: 352.256.1107  
Preferred method of contact: text  
*Expect a response within 24 hours M-F, 48 hours Sat/Sun*

**Office Hours** Flexible by appointment, drop-ins welcome.

**Course Access** Access course through Canvas on UF e-Learning (<https://elearning.ufl.edu/>)  
Course URL: <https://ufl.instructure.com/courses/467817>

### Course Description

This course will be built around the question: How do you foster intrinsic motivation and self-awareness with the people that you lead? Great leaders do not need another “teller” in their lives, but they do need/want a thinking partner. This class will show you how to use tools to build a platform where people can coach themselves. Content will be centered around actual conversations with high performers demonstrating the use of a multitude of tools to build leadership skills.

### Prerequisite Knowledge and Skills

There are no prerequisites for this class. Concepts will be taught through a sports lens, however, the subject matter has universal appeal for high performance environments.

### Required Materials / Textbooks

- No book required.
- Other required readings and videos are posted on the course website.
- There are no supply or material fees for this course.

## COURSE DESIGN

What Drives Winning Leadership is designed to be a hands-on/real-world course that will give students the tools to take the people they lead through discussions to create self-awareness and the ability to coach themselves. Through practice and feedback, students will facilitate the use tools in conversations to create self-awareness. Through critical thinking, students will develop strategies to put in place the model of better conversations, leading to better conversations, creating self-awareness, which leads to better leadership.

- **Instructional Methods:** This course consist of asynchronous lectures, readings, and discussions to provide students with a variety of learning methods. You are responsible for observing all posted due dates and are encouraged to be self-directed and take responsibility for your learning.
- **Minimum Technology Requirements:** The University of Florida expects students to acquire computer hardware and software appropriate to his or her degree program. Most computers are capable of meeting the following general requirements. A student's computer configuration should include:
  - Broadband connection to the Internet and related equipment (Cable/DSL modem)
  - Microsoft Office Suite installed (provided by the university)
- **Minimum Technical Skills:** To complete your tasks in this course, you will need a basic understanding of how to operate a computer, and how to use word processing software.
- **Zoom:** Zoom is an easy-to-use video conferencing service available to all UF students, faculty, and staff that allows for meetings of up to 100 participants. You can find resources and help using Zoom at <https://ufl.zoom.us>.
- Students will watch pre-recorded lectures and complete weekly assignments and discussions based on assigned due dates. Students should follow along in the textbook prior to watching the lectures.

### Course Objectives

By the end of this course, students will be able to:

- Understand the differences of what the modern athlete deals with compared to athletes of the past.
- Identify and overcome the biggest challenges in connecting with the modern athlete.
- Describe and overcome the obstacles to coaches asking questions.
- Identify the pros of asking questions.
- Debate the concept of meeting people where they are and how that interacts with accountability.
- Identify and manage predictable challenges of a team.
- Create a plan to manage unpredictable challenges of a team.
- Discover ways to utilize the accountability matrix.
- Evaluate judgement/shame and the effects on the environment.
- Understand the far-reaching effects of social media within the team/individual.
- Apply the ability to reframe the way that you and your athletes perceive criticism.
- Understand and apply the 4 stages of development.
- Discover how to get clarity on what disrupts your own/your athletes peace of mind.
- Understand emotional regulation and its connection to maintaining a healthy perspective.

- Create self-awareness around achievement and its ties to intrinsic/extrinsic markers.
- Discover healthy habits to manage/regulate ego.
- Create steps to help yourself/those you lead manage expectations.
- Define identity foreclosure and create a plan to separate “doing from being”.
- Create awareness around the traps of praise.
- Identify distractions of the modern athlete/coach and create systems to avoid them.
- Create an outcome response system for yourself and your athletes.
- Discover how to create a healthy response to parental involvement in athletics.
- Become a facilitator of question-based coaching.
- Help athletes create intrinsic motivation on their quest of high performance.

## COURSE FORMAT

This course is delivered online, and all class sessions (including lecture and discussion sessions) will be accessible through links posted on the course E-Learning site. The course is organized around:

1. Module readings
2. Module assignments
3. Unit lectures/Quizzes
4. Unit VoiceThreads
5. Unit Discussion Boards
6. Course Term Projects

### Module Format

There are four modules in this course; each module page in Canvas includes links to the required module readings and assignments, and links to each unit associated with the module.

**Module readings:** Each module has a set of associated readings that students will synthesize into module assignments, reflection or reaction papers, and course term projects that span the semester. The readings are intended to introduce broader theory and concepts that are developed through examples depicted in the units, as well as provide research to frame the unit work.

**Module assignments (4X40 points):** Each module includes an assignment that requires students to synthesize the content from the module units and the module readings. The module assignments will help students take the concepts that are presented and apply them to a team/staff environment. Finding examples from real-world scenarios, practicing your own interaction with case studies and interviews with current coaches/leaders will help make the presentations and readings come to life.

**Module VoiceThread Logs (25 points X 4 Modules=100 points):** Students will log the responses they submit to the unit VoiceThread questions on the ‘What Drives Winning Leaders’ worksheets (downloadable PDFs provided). The unit PDFs are compiled and submitted as a Module Assignment.

There is no minimum word count for responses the VoiceThread logs, but posts are graded for their relevance and depth.

### Unit Format

Each module is comprised of units that correspond to a week of the module. Each unit will include three tasks:

1. **Participate** in the live digital lecture or watch the recording and take the quiz
2. **View** and **respond** to the unit VoiceThreads and log your responses in the provided PDF
3. **Participate** in the unit Discussion Board in Canvas

**Unit Lectures (15 lectures x 10 points=150 points):** Students can participate in the live digital lecture each week. Lectures will be recorded and posted to the unit page following the event for those who cannot attend live. A quiz about the lecture will be required to recoup the participation points. Most lectures will involve a guest speaker in an interview format, which will allow for interaction from the audience. Lectures will also present my experiences as a 30+ year coach/leader and Brett Ledbetter's subject matter expertise for discussion and practical guidance on instances and issues that students will encounter as a coach/leader of a team/staff.

Student attendance and engagement in the unit lectures will be recorded as a cumulative participation grade. These grades will be updated periodically on the assignment page.

**Lecture Quizzes (recovered points for missed lectures):** Students who are unable to attend any lecture at the designated time will have the opportunity to recover the 10 points awarded for participation in each lecture by taking a lecture quiz. Lecture quizzes are open following the live lecture and will be available for at least one week to recoup the participation points.

**Unit Discussion Boards (15 discussion boards X 15 weeks=225 points):** Discussion boards are used to weave key concepts presented in the videos and readings into a purposeful discussion among student groups. Each board will present questions and/or tasks to post and progress as a dialogue between small groups of students. Be sure to post at least twice during the week for full credit.

### Course Term Projects

Students will complete projects that span the semester, incorporating unit and module content into their final submission for each project assignment.

**Coaching Lab Reflection Papers (3 lab attendance X 20 points=60 points):** Students are required to attend three 'What Drives Winning' Coaching Labs and write a reflection paper on each lab (three reflection papers total). One of the labs will be recorded for students to watch and can be used as one of the three lab experiences. Lab dates are posted on the assignment page.

**Final Reflection Position Paper (60 points):** At the conclusion of the course, students will write a final reflection paper that synthesizes the course learning objectives into a position paper on how they will use a question-based approach to self-awareness and leadership enhancement.

**Grading & Point Distribution**

Module Assignments (40 points each X 4)	160 pts
Lecture Participation/Quiz (10 points each X 15)	150 pts
Unit Discussion Boards (15 points each X 15)	225 pts
VoiceThread Log	100 pts
Coaching Lab Reflection Papers (20 pts X 3)	60 pts
Final Reflection/Position Paper	60 pts
Final Points	755 pts

**Grading Scale**

A = 93-100%
A- = 90 – 92.9%
B+ = 87-89.9%
B = 83-86.9%
B- = 80 – 82.9%
C+ = 77-79.9%
C = 73-76.9%
C- = 70 – 72.9%
D+ = 67-69.9%
D = 60-66.9%
E = 59.9 or lower

**STUDENT SUPPORT**

People learn best when they are encouraged to ask questions and express their diverse opinions on course content which may include images, texts, data, or theories from many fields. This is especially true in courses that deal with provocative or contemporary issues. UF offers many such courses, in which students encounter concepts of race, color, sex, and/or national origin. We teach these important issues because understanding them is essential for anyone who seeks to make economic, cultural, and societal contributions to today's complex world. With this in mind, we do not limit access to, or classroom discussion of, ideas and opinions-including those that some may find uncomfortable, unwelcome, disagreeable, or even offensive. In response to challenging material, students and instructors are encouraged to ask honest questions and thoughtfully engage one another's ideas. But hostility, disruptive and disrespectful behavior, and provocation for provocation's sake have no place in a classroom; reasonable people disagree reasonably. These guidelines can help instructors and students as they work together to fulfill the mission of the

University of Florida, which includes the exploration of intellectual boundaries, the creation of new knowledge, and the pursuit of new ideas.

### **Honor Code Policy**

***“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”***

The following pledge will be either required or implied on all work:

***“On my honor, I have neither given nor received unauthorized aid in doing this assignment”*** It is the duty of the student to abide by all rules set forth in the UF Undergraduate Catalog. Students are responsible for reporting any circumstances, which may facilitate academic dishonesty.

### **University Policy on Academic Misconduct**

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>.

### **University Policy on Accommodating Students with Disabilities**

Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

### **Attendance and Make Up Policy**

Requirements for make-up exams, assignments, and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

### **Getting Help**

For issues with technical difficulties for E-learning @ UF, please contact the UF Help Desk at:

- (352) 392-HELP - select option 2
- <http://helpdesk.ufl.edu/> or [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu) Other student resources are available at:
- [Counseling and Wellness resources](#)
- [Disability resources](#)
- [Resources for handling student concerns and complaints](#)
- [Library Help Desk support](#)