

Instructor Name & Contact Information

Theresa “Tree” Beeckman t.beeckman@ufl.edu

989-239-1713 text me to set up scheduled calls but preferred contact method is email.

Office hours: Held on zoom. Please reach out via email to schedule a time to connect.

Course Description

This course is designed to focus on the concepts and fundamentals of creating positive, high performing athletic team culture necessary to be successful in the coaching profession. It is designed to give students foundational knowledge required, so as they move into the coaching profession they do so with a basic level of confidence and competence.

Course Objectives

Upon completion of this course students are expected to successfully:

- ✓ Understand the importance and explore examples of the importance of using mental models and schema in creative processes.
- ✓ Explore the model for team culture laid out in the text and understand how to use it in the creation and evaluation of team culture.
- ✓ Evaluate the basic components of habit formation and explore how to identify and create positive habits for groups.
- ✓ Explore the elements that relate to connection between people in a team setting (communication, trust, conflict management, and emotional intelligence).
- ✓ Understand the importance of psychological safety as it relates to team performance.
- ✓ Explore and understand generational differences as they relate to communication and connection.
- ✓ Understand the importance of language in establishing and maintaining team culture.
- ✓ Explore the use of schema and pictures in setting vision and using language in productive ways for team culture.
- ✓ Research and create ideas to foster positive team connection through the physical environment and systems of the team.
- ✓ Explore the issues related to creating an inclusive team culture.
- ✓ Understand and explore how to create vision for a team and explore ways to connect team members to that vision.
- ✓ Differentiate the concepts of team rules and standards of behavior.
- ✓ Construct team behaviors boundaries.
- ✓ Explore the importance of feedback for sustainable team culture.
- ✓ Construct a written framework for their own team culture the coincides with the various parts of the model that they can add to throughout their coaching career.



Required Textbook: *Managing Your Culture*, by Theresa Beeckman
[Please click here to purchase.](#)

[Text & Reading Material](#)
[Additional Readings posted to Canvas.](#)

Grading & Point Distribution

• Video and Readings Quizzes (25 points each X 4 Quizzes)	100 pts
• Canvas Discussion Boards (20 points each X 13 boards)	260 pts
• Live Zoom Calls (50 pts each x 3)	150 pts
• Assignments	150 pts
• Draft of Final Project	90 pts
• Final Project	250 pts
Total Possible Points 1,000 pts	

Grading Standards

A = 100% - 93.00%	A- = 92.99% - 90.00%	
B+ = 89.99% - 87.00%	B = 86.99% - 83.00%	B- = 80.00% - 82.99%
C+ = 79.99% - 77.00%	C = 76.99% - 73.00%	C- = 70.00% - 72.99%
D+ = 69.99% - 67.00%	D = 66.99% - 63.00%	D- = 60.00% - 62.99%

See current UF Grading Policies for further details:
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Course Requirements

The assignments will be used to assess the student’s academic standing in this course. **Late assignments will not be accepted for credit unless arrangements have been made with the instructor prior to the due date for that assignment.** Failure to make prior arrangements may result in rejection of work submitted late as rescheduling/accepting assignments is at the discretion of the instructor. Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies:
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Student Engagement:

Students are expected to exhibit a high degree of professionalism during all class meetings and when submitting work assigned throughout the course. Professional conduct includes using ‘I’ statements when making your points, respecting the viewpoints of fellow classmates, and addressing disagreements with maturity and grace.

Group Live Calls: Your presence is required for 3 of 6 available live calls

Students will have the opportunity to interact with Theresa on a live call 6 times during the semester. Students are required to attend at least 3 of those live sessions but may attend all 6. Live calls will address and dive deeper into the various points of the course work presented. Live calls will also provide examples and real-world examples that will be useful to students in creating the final project portfolio. An optional 7th live call will be offered during the last week of class as a question-and-answer session for students with questions about their final project.

Discussion Board Assignments

Students are required to participate in all discussion board assignments. The quality of engagement in this activity will be noted and graded accordingly. Discussion boards are used to weave key concepts presented in the videos and readings into an integrated whole to further develop an understanding of team culture and ways with which coaches can be intentional about building it. Each board will present questions and/or further information to consider and progress as a dialogue between small groups of students.

Workbook Assignments

Students are required to complete all assignments. Assignments will a mix of exercises meant to deepen the understanding of the key concepts needed to build a high performing team culture.

Quizzes

Students are required to complete quizzes and turn them in by due date assigned. Quizzes will cover the key concepts from the lectures and required course workbook *Managing Your Culture*.

Final Project - Team Culture Portfolio

Using the plug model as a skeleton, you will make a portfolio that details your plans to account for and influence your culture in an intentional way. Moving through the parts of the plug, how will you:

- Fire up the hot prong of human connection?
 - What type of language or system will you use to build and talk about?
 - Trust
 - Conflict Resolution
 - Emotional Intelligence
 - How will you build and evaluate psychological safety?
 - What types of things will you include in your environment to ensure high levels of collisions?
 - Connect your people to your team's purpose of vision?
 - In this vision section, you need to lay out what your vision would be for your team.
 - How will you account for the neutral prong – standards of behavior?
 - How will you build good cultural habits and end culturally toxic habits?
 - What systems will you put in place to ensure a fully closed feedback loop so your culture can evolve?
1. Presentation must account for all areas of the plug and subgroups listed above – this portfolio must be both submitted in document form, and you must walk through it explaining each section in a submitted video.
 2. Presentation and presenter must look and feel professional.
 3. Creativity is a high value in grading.
 4. Suggest you approach this as if it is the actual start of your team culture plan for all teams you students will lead moving forward.

Module 1	Mental Models in the Creative Process & Culture Model Overview		Units: 1-2 January 9 th -22 nd
Unit 1 January 9 th - 15 th	Class Welcome and Introduction	Read Workbook Pages 8-12. Take intro survey: Student Survey CLICK HERE Post 1–2-minute video: <ul style="list-style-type: none"> introduce yourself (include name, year in school, hometown, favorite social media app and talk about how you would define team culture. Complete Unit Activities Discussion Board	Due: January 9th
January 16 th	No Class	Dr. Martin Luther King Jr. Holiday	
Unit 2 January 17 th - 22 nd	Mental Models & The Creative Process What is Culture? Habits	Read Chapter 1 pages: 14-38 Complete Unit Activities & assignments on Canvas Discussion Board	Due: January 22 nd
TBA	Live Zoom Call #1	Time and day TBA via announcements on Canvas	
Module 2	The Hot Prong – Connection Between the People		Units: 3-8 January 23 rd - Feb
Unit 3 January 23 rd -29 th	The Hot Prong – Connection between the People	Read Chapter 1 pages: 14-38 Complete Unit Activities & assignments on Canvas Discussion Board Quiz #1	Due: January 30 th
Unit 4 January 30 th - Feb 5 th		Read Workbook Page 37-38 Watch Videos Assignment 3 Discussion Board	Due: February 5 th
Unit 5 Feb 6 th -12 th	The Hot Prong-Connecting the People Language & Environment	Read Chapter 3, pages 69-90 Watch Videos Assignment 4 Discussion Board	Due: February 12 th
TBA	Live Zoom Call #2	Time and day TBA via announcements on Canvas	
Unit 6 Feb 13 th - 19 th	The Hot Prong-Connecting the People Trust & Belonging	Read Chapter 2, pages 40-49 (up to Managing Conflict on your team) Watch Videos Assignment 5 Discussion Board	Due: February 19 th
Unit 7 Feb 20 th – 26 th	The Hot Prong-Connecting the People Emotional Intelligence & Conflict Resolution	Read Chapter 2, pages 49-56 (up to psychological safety and team performance) and pgs. 64-67 Watch Videos Assignment 6 & 7 Discussion Board Quiz #2	Due: February 26 th

Unit 8 Feb 27 th - Mar 5 th	The Hot Prong- Connecting the People Psychological Safety	Read Chapter 3, pages 57-63 (excluding pg 60) and Chapter 4, pages 92-114 Watch Video Assignment 8 Discussion Board	Due: March 5 th
TBA	Live Zoom Call #3	Time and day TBA via announcements on Canvas	
Module 3	Connection of the People to the Vision		Units: 9-10 March 6th – 26th
Unit 9 March 6 th 10 th	Connecting People to the Vision Defining Purpose, Mission, Vision & Narrative	Read Chapter 5, pages 115-123 (note appendix pages 131-137) Watch Videos Assignment 10 Discussion Board	Due: March 12 th
March 11 th – 18 th	SPRING BREAK	SPRING BREAK	SPRING BREAK
Unit 10 March 20 th – 26 th	Connecting People to the Vision Engagement & Activation	Read Chapter 5, pages 124-130 Watch Videos Assignment 11 Discussion Board Quiz #3	Due: March 26 th
TBA	Live Zoom Call #4	Time and day TBA via announcements on Canvas	
Module 4	Behaviors		Units: 11-12 March 27th – April 10th
Unit 11 March 27 th – April 2 nd	The Neutral Prong- Standards of Behavior Rethinking Power	Read Chapter 6, pages 139-144 Watch Videos Assignments 12 & 13 Discussion Board	Due: April 2 nd
Unit 12 April 3 rd – 9 th	The Neutral Prong- Standards of Behavior Accountability	Read Chapter 6, pages 145-156 Watch Videos Assignment 14 Discussion Board	Due April 9 th
TBA	Live Zoom Call #5	Time and day TBA via announcements on Canvas	
Module 5	Feedback Loop		Units: 13-15 April 11th – 26th
Unit 13 April 10 th – 16 th	The Feedback Loop Failing = Growth & Candor vs Brutal Honesty	Read Chapter 7, pages 157-174 Watch Videos Assignment 15 Discussion Board	Due: April 16 th
Unit 14 April 17 th – 23 rd	The Feedback Loop Failing = Growth & Candor vs Brutal Honesty	Watch Videos Assignment 15 Discussion Board Quiz #4	Due: April 23 rd
TBA	Live Zoom Call #6	Time and day TBA via announcements on Canvas	
Unit 15 April 24 th – 26 th	Project Final Prep Week	Final Project Prep Attend Call w/ Tree if needed for final project prep	

Final Exams Apr 29 th – May 5 th	Final Project Due	Team Culture Portfolio	Due: May 1 st
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Course Information and Policies

Students should be aware that online learning is different than a traditional classroom experience and can present unique challenges, particularly to individuals who do not possess good time management skills. The online classroom is available to you 24 hours a day. Unlike traditional instructional settings in which each student gets the same class at a set time and day, the online setting gives students the opportunity to tailor class to their particular learning style. You should note, however, that this course is not completely self-paced. As listed on the class calendar, there are select times during which units and course materials will be available and are due. You can view each unit's lectures at any time during the dates in which that specific unit is open. Please note that all quizzes, exams, assignments, discussion posts, etc. must be completed and submitted by the due date listed on the syllabus. Quizzes and exams will only be available to you on the date(s) and time(s) listed on the syllabus. Since we will not have in-class meeting times for me to remind you of critical dates, it is essential to familiarize yourself with the course schedule, deadlines, and due dates.

Make Up Policy:

Assignments/Quizzes/Discussion posts/etc. will not be accepted late, and on some days more than one of these tasks may be due. If personal circumstances arise that may interfere with your ability to meet a deadline, **please let me know as soon as possible before the due date**. Please keep in mind only university authorized excuses will be accepted, and documentation must be provided. Requirements for make-up exams, assignments, and other work are consistent with university policies: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Communication and Questions:

Students are responsible for getting a University of Florida email account (e.g., john.doe@ufl.edu) and should use this email for all university related correspondence – The instructor may not read emails from or send emails to any non-UF email addresses (e.g., john.doe@hotmail.com). Email subject should start with “SPM 4905 – First name, Last name - ...” Email use does not relieve students from the responsibility of confirming the communication with the instructor. Always sign your email – don't make the instructor guess from whom the email was sent. The instructor will answer your email within two business days, when possible.

You may email me through the course site with any questions or concerns you have, and I will attempt to respond to your emails within 48 hours (typically sooner). If you have an urgent issue, please call or text my cell at 989-239-1713 and/or email t.beeckman@ufl.edu

For general course questions, I encourage you to check the **Course Questions Discussion Board** since other students may have the same question. If you do not find an answer, post your question using a descriptive subject line. All students are expected to follow rules of common courtesy in email messages, discussions, chats, etc. Please review the [Netiquette Guide](#) (also on course website) for further important information.

Diversity Statement:

I hope to create a learning environment for all students that supports diversity of thoughts, perspectives, and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) I (like many people) continue to learn about and best accommodate diverse perspectives and identities, and this will be imperfect in my delivery of materials at times. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about. I, like all of you, am hungry to learn so I can do better.

In addition to being passionate about the subject matter of this course, I care deeply about each student's learning experience. It is my goal to help you get the most out of this course. I will work hard to ensure that lectures and materials presented have a diversity of materials and ways for you to engage with them, and that you have a variety of ways to get frequent feedback about your learning. Please know that I am here to listen and offer help if you have questions or difficulties with the course.

University Policy on Accommodating Students with Disabilities:

Students with disabilities requesting accommodations should first register with the Disability Resource (DSR) Center (352-392-8565; www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. You must submit this documentation to your instructor prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the DSR office as soon as possible in the term for which they are seeking accommodations

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:

<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

Online Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Academic Integrity:

All students must adhere to university regulations regarding academic integrity. Any form of academic dishonesty (including but not limited to any form of cheating, plagiarism, misrepresentation, etc.) will not be tolerated. Any student guilty of academic dishonesty will receive a failing grade (E) for the course, and the matter will be forwarded to the UF Office Student Affairs and the Dean of Students.

Grade Appeal Policy:

Should you want to contest a grade, you will have up to three (3) days after a grade has been posted to contact me and discuss your issue; after which the grade is final. Grades are based on a point scale and will not be rounded.

Getting Help:

The University of Florida recognizes that pursuit of an online degree requires just as much student support as pursuit of a traditional on-campus degree and, therefore, each online program is responsible for providing the same student support services to both students who are in residence on the main campus and those who are seeking an online degree through distance learning. The following links provide support services for students:

[**Online Computing Help Desk- e-Learning Support Services**](#)

The UF Computing Help Desk is available to assist students with technical issues. If you have any issues accessing the online course material, you must contact the UF Computing Help Desk immediately for assistance and obtain a case number. I will not accept late assignments, or change any course dates, due to technology difficulties if you do not have a case number prior to the due date for the assignment.

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

helpdesk@ufl.edu

(352) 392-4357

<https://elearning.ufl.edu/student-help-faqs/>

Other resources are available at: <https://distance.ufl.edu/getting-help/>

Online Library Help Desk

The help desk is available to assist students with access to all of the UF Libraries resources.

Disabilities Resource Center

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. [Click here to get started with the Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

U Matter, We Care - Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Copyright Statement:

The materials used in this course are copyrighted. The content presented is the property of UF and may not be duplicated in any format without permission from the College of Health and Human Performance and UF and may not be used for any commercial purposes.

Content includes but is not limited to syllabi, videos, slides, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy or distribute the course materials, unless permission is expressly granted. Students violating this policy may be subject to disciplinary action under the UF Conduct Code.

Disclaimer: This syllabus represents the objectives and tentative plans for the course. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, will be communicated clearly, are not unusual, and should be expected.

