

University of Florida
College of Health and Human Performance Syllabus
Course Number: PET 6177
Athlete-Centered Coaching and Leadership
Semester: Fall 2024
Sections: 24946 and 24970

This course explores various applications of the Athlete-Centered Sport Coaching model. Students will learn how elements of this model impact: coaching, team, school and recreational program development, groups in business, life outside of sports, program and individual development. Emphasis will be given to the analysis of coaching perspectives and the strong correlation between sports and business leadership.

Note: This course was previously SPM 6905 so if any documents or pages on canvas reflect that, it's because of the previous course number.

COURSE OBJECTIVES

Upon completion of this course students are expected to successfully:

- ✓ Design, organize and build an individualized Athlete Centered Sport Coaching model integrating student's personalized coaching plan.
- ✓ Extrapolate core concepts of Athlete Centered Sport Coaching model along with course related research to justify the elements chosen in the creation and development of personal coaching plan.
- ✓ Analyze and evaluate the challenges of youth development in relation to societal changes by comparing current research to both the methods and needs of coaching and business leaders.
- ✓ Differentiate and critique contrasting elements of both the transformational leadership and transactional leadership models through investigative research and employing personal experience.
- ✓ Evaluate and access both business and sport leadership's distinctive style elements in accordance to the elements presented in the Athlete Centered model.
- ✓ Analyze and differentiate between connections both business and sport leadership styles have in comparison, along with the Athlete Centered model.

INSTRUCTOR:

Kim Bastable, M.Ed. Positive Coaching, University of Missouri (2017); B.S. Finance, University of Florida (1985)

Email: Kimbastable@ufl.edu

Office: 913-800-4616

Room Number: Fully Online Course

Office Hours: various days via <https://calendly.com/kimbastable>

Preferred Course Communications: Email.

COURSE WEBSITE:

Canvas: <https://elearning.ufl.edu>

Course Communication:

For any general course inquiries, please post your question in the “General Course Questions” discussion link on Canvas. For all other inquiries, please send your questions to kimbastable@ufl.edu and include the course prefix and number in the email.

INSTRUCTIONAL METHODS - *WHAT IS EXPECTED OF YOU?*

This course is being taught completely online through the Canvas learning management system. Students are also expected to view all of the course lectures, participate in all assigned discussion boards and complete all assignments through the course website. Students should adhere to all the university policies regarding academic misconduct (I.E. plagiarism, cheating and other dishonest representations of academic work). Students in violation of these policies will be subject to the university’s academic misconduct policies.

For technical support for this class, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2

READING MATERIAL

REQUIRED TEXT:

Athlete-Centered Coaching and Leadership; Ebook - Edited by Kim Bastable (2019). ISBN: 9781307750232

Ebook of text available

<https://www.mheducation.com/highered/custom/product/9781307750232.html>

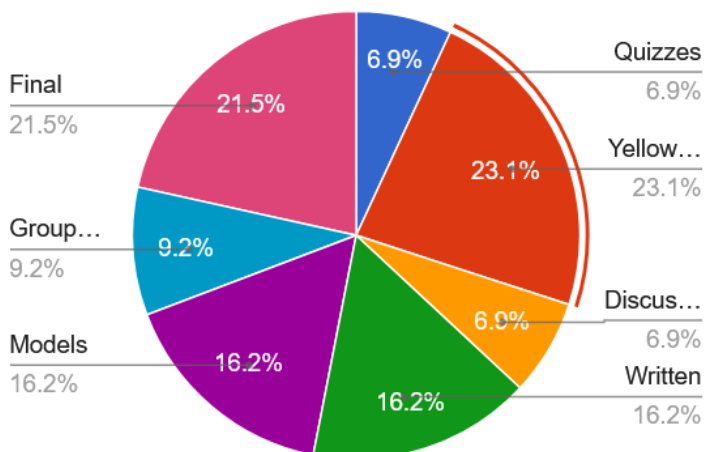
NOTE: This book is not MY book. I get no compensation. It’s been “edited” by me because I selected parts of two text books to combine into one book so you could have the best research material available and not have to purchase two textbooks.

RECOMMENDED TEXT:

The Only Way to Win, by Jim Loehr, Hyperion Books, New York; 2012; ISBN: 978-1-4013-2467-4

COURSE REQUIREMENTS

PET Athlete-Centered Coaching and Leadership



Quizzes	45
Yellow Dig Conversation	150
Introduction discussion post	20
Written work/Short Answer/Short Essay	130
Construction Models	105
Group Analysis and submission	60
Final Project	140
Total Points Available	650

The assignments will be used to assess the student's academic standing in this course. Grading will be based on provided rubrics.

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>.

Late assignments during the semester will not be accepted for full credit unless arrangements have been made with the instructor prior to the due date for that particular assignment. If no arrangements have been made, the penalty for late submissions is a reduction of 10% per day late at the minimum.

The follow penalties will apply for late submission of the final project (unless arrangements have been made prior to the due date for the final): if submitted within 24 hours past the due date, the highest grade attainable will be an 80%; if submitted between 24 and 48 hours past the due date, the highest grade attainable will be a 60%; if submitted more than 48 hours past deadline, the final will not receive any points.

Athlete-Centered Model Checkpoints – Short Answer/Short Essay: 16%

To confirm understanding of the material and evaluate comprehension of course content, students will convey written question answers and short essays and build a model for personal application of concepts.

Video Discussions: 7 %

Students convey their interest in the course material and their personal story for relational purposes within the course as well as have a peer-reviewed submission to discuss course content takeaways.

Group Analysis Discussion submissions: 9%

Peers discuss, analyze and submit written summaries of course topics.

Yellow dig conversations: 23% Semester-long submissions on a social-media based discussion platform considered as the class participation portion of the student’s grade.

Quizzes: 7%

The quizzes will assess major concepts taught in the course to gauge content comprehension and application.

Athlete-Centered Model Final Project Presentation (21%) and Construction Models (16%) for total: 37%

Building upon the Athlete-Centered Model Construction Model Assignments, each student will follow a set of guidelines in order to present their individualized Athlete-Centered Model. Presentations will demonstrate knowledge and application of course’s explicitly designed learning outcomes.

GRADING STANDARDS

A = 100% - 94%	A- = 93.9% - 90%
B+ = 89.9% - 87%	B = 86.9% - 84%
B- = 80% - 83.9%	C+ = 77%-79.9%
C = 76.9%-74%	C- = 73.9% – 70%
D+ = 67%-69.9%	D- = 63.9-60%

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

DUE DATE INFORMATION:

- Check due dates but, generally, except for when holidays are involved, most assignments are due at 11:59 p.m. Eastern time on Monday.

YELLOW DIG POINTS DETAILS

- The conversation board will run for 8 weeks.
- At the end of the semester, your yellow Dig points will CONVERT to class points. Your YellowDig points will equal 150 class points.

Module 1: Introduction to Athlete-Centered Coaching

In this module, students will understand how sports participation can both positively and negatively affect youth development. The student will reflect on their personal history and experience as a coach and an athlete to evaluate the style of coaching they received and its affects. The role that the quest for achievement plays in identity formation will be explored. Students will also become familiar with the Athlete-Centered Coaching model, including its thought processes, elements and goals. Students will evaluate whether new societal influences necessitate coaching model and behavior adaptations.

Week	Assignment	Due Date	Points	Type of assignment
1- Introduction	Video Discussion: Personal Introduction	8/26	20	Intro/ Canvas Discussion
	Syllabus Quiz	8/26	5	quiz
2- Achievement Identity in Sports	Q/A- Achievement vs. Character	9/3	40	Written Work
3- Youth Development research	Discussion – What does the participation data tell us?	9/9	25	Canvas Discussion
4- Athlete-Centered Coaching Plan	Q/A – How we influence others	9/16	20	Written Work
5- Building Peak Performers	Q/A – Defining the Coach’s role in building competitive toughness	9/23	20	Written Work

Module 2- “Self” Leadership

In this module, students will study self-leadership and how the focus on identifying and removing personal constraints to performance as a coach reflect self-leadership qualities. All leaders teach more by what they do than what they say. All athletes need to remove constraints to reach their best, and coaches/leaders are not immune to that same need.

Week	Assignment	Due Date	Points	Type
6- Self-Leadership	Short Essay: Personal advisory board	9/30	25	Written Work

Module 3 - Leadership in Sport and Business

Success in sports requires teamwork, as does success in business. Correlations are being recognized between how sports leadership is similar to business leadership and how skills learned in sports performance can be applied successfully in life and business. In this module, differing forms of leadership will be explored, along with the pros and cons of each style.

Week	Assignment	Due Date	Points	Type
7- Leadership Styles	Quiz – Leadership styles	10/7	40	Quiz
8- Team Building	Yellow Dig Conversations begin – run 8 wks	10/7-12/2	150	Yellow Dig
	Construction Model – How to Build Team Cohesion	10/14	15	Construction model

Module 4 - Building the Athlete-Centered Coaching model

In this module students will develop a fuller understanding of emotional and mental coaching constructs such as motivation, confidence, stress, aggression, goal orientation, goal perspective, positivity, and concentration. Students will propose their own Athlete-Centered Coaching model, based on research provided.

Week	Assignment	Due Date	Points	Type
9 - Motivational Climate	Construction model – How to Build autonomy and motivation	10/21	30	Construction model
10- Goal Orientation	Mid-course survey	10/28	0	
	Construction Model – How to create a mastery climate	10/28	15	Construction model
11- Composure	Group Construction Model – Composure/coaching against perfection	11/4	30	Group Analysis
12- Respect	CM/Short Answer – How to create respect	11/12	30	Construction model
13- Positivity, Confidence and Belief	Group Construction Model – How to create positivity, confidence and belief	11/18	30	Group Analysis
14- Focus	Construction Model- How to create focus	11/25	15	Construction model
15- Injuries	Construction Model – How to help injured athletes	No assignment		Construction model

Final Project Module

Week	Assignment	Due Date	Points	Type
16 – FINAL PROJECT	Final project submission- due midnight ET	12/9/24	140	Final Project

COURSE POLICIES

Academic Integrity - Any individual who becomes aware of an honor code violation is committed to take corrective action. 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://www.dso.ufl.edu/students.php>.

Students with Disabilities - Any student who feels she or he may need an accommodation based on the Impact of a disability should contact me privately to discuss your specific needs. This syllabus and other class materials are available in alternative formats upon request. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation when requesting accommodation. *For more information, refer to <http://www.dso.ufl.edu/drc>, (352) 392-8565 (V), (800) 955-8771 (Relay), Reid Hall Room 001.*

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.

Course Evaluations - Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <http://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

Course Communication - The student is 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 46XX – 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. However, a timely email response will be subject to the instructor’s commitment to research, scholarly activity, and service. Course-related communications such as syllabus, announcements, and other documentations will be available for students on Canvas (<http://elearning.ufl.edu/>). It is the student’s responsibility to check Canvas frequently for updates, notes, announcements, readings, etc.