

# High Performance Coaching: Creating Winning Environments

PET5187

3 Credits | Fall 2024

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## COURSE INFORMATION

### INSTRUCTOR

**Becky Burleigh, MS**

Office: FLG 301

Email: [beckyb@ufl.edu](mailto:beckyb@ufl.edu)

Mobile number: 352.256.1107

Preferred method of contact: Text (*Expect a response within 24 hours M-F, 48 hours Sat/Sun*)

### OFFICE HOURS

Feel free to call/text to schedule. Available via Zoom also.

### COURSE ACCESS

Access course through Canvas on UF eLearning (<https://elearning.ufl.edu/>)

Course URL: <https://ufl.instructure.com/courses/466410>

### COURSE DESCRIPTION

Students will examine research to identify and design an environment for their team/staff in high-performance settings to systemize behavior management through the lens of sport. Students will create a platform to explore and create systems that define team/organizational standards and expectations, identify and reinforce above-the-line behaviors, and identify and convert below-the-line behaviors as they impact the team/organizational environment. Students will model team/organizational standards and expectations as a leader through influence rather than power.

### PREREQUISITES

- There are no prerequisites for this course.

### MATERIALS/TEXTBOOKS

- Ledbetter, B. (2020). *What Drives Winning Environments*. WDW Publishing.
- Other required readings and videos are posted on the course website.
- There are no supply or material fees for this course.

### COURSE FORMAT

- **Instructional Methods:** The format for this course consists of asynchronous lectures, readings, assignments, and discussions to provide students with a variety of learning methods. This course is accessible through the eLearning platform. 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>.

### COURSE LEARNING OBJECTIVES

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

1. Develop a manual of "how-to" behaviors and standards necessary for a team to function at maximum levels of efficiency within their environment.
2. Design creative ways to teach, reinforce, and create "buy-in" to standards through influence as opposed to positional power.
3. Assess and reinforce above-the-line behaviors to design a team identity.
4. Evaluate and convert below-the-line behaviors on both a team and individual levels.
5. Create systems to provide self-awareness around words, actions, and thought alignment.

### COURSE GRADING

The table below provides an outline of course assessments.

Course Assessments	Points Per Assessment	% of Total Grade
Module Assignments (5)	40 pts each = 200 pts	200/810 = 25%
Unit Live Digital Lectures & Questions or Unit Recorded Lectures & Questions (15)	10 pts each = 150 pts	150/810 = 19%
Unit Discussion Boards (15)	15 pts each = 225 pts	225/810 = 28%
Module Voice Thread Response Logs (5)	25 pts each = 125 pts	125/810 = 15%
Coaching Lab Reflection Papers (3)	20 pts each = 60 pts	60/810 = 7%
Final Reflection Position Paper (1)	50 pts each = 50 pts	50/810 = 6%
	<b>Total = 810 pts</b>	<b>Total = 100%</b>

**Module Assignments (5 x 40 pts = 200 pts):** The assignments and readings are intended to introduce broader theory and concepts that are developed through examples depicted in units, as well as to provide research to frame the unit work. Each module includes an assignment requiring students to synthesize the content from the modules and readings. The assignments will help students take the concepts presented in the modules 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. The Module Assignments will be due at the conclusion of each of the five modules. Refer to the grading rubric below.

### Module Assignment Grading Rubric

Criterion				Score
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	<b>Exceeded Expectations (10-9 pts)</b>	<b>Met Expectations (8-7 pts)</b>	<b>Below Expectations (6-0 pts)</b>	
<b>Communication of Thoughts</b>	-Demonstrates an accurate and complete understanding of the questions. -Answer displays clarity of thought, depth of reflection, and insight.	-Demonstrates somewhat of an accurate understanding of the questions. -Answer displays some thought, reflection, and insight.	-Poorly demonstrates an understanding of the question. -Answers display poor thought, reflection, and insight.	_____/10
<b>Application of Concepts</b>	-Applied concepts to a team environment through interactions with other coaches or athletes.	-Somewhat applied concepts to a team environment through interactions with other coaches or athletes.	-Poorly applied concepts to a team environment through interactions with other coaches or athletes.	_____/10
<b>Evidence to Support Claims</b>	-In-depth, insightful reflections that demonstrate critical thinking and include at least 3 real-world experiences or examples.	-Somewhat insightful reflections that demonstrate some level of thinking and include at least 2 real-world experiences or examples.	-Lack of insightful reflections and include 1 real-world experience or example.	_____/10
<b>Assignment Requirements</b>	-Interviewed two professionals. -Followed directions. -Responses are at least 500 words. -Submitted the assignment by 11:59 pm on Friday.	-Interviewed one professional. -Somewhat followed directions. -Responses are fewer than 500 words but more than 300 words. -Submitted the assignment by 11:59 pm on Friday.	-Did not interview professionals. -Did not follow directions. -Responses are fewer than 300 words. -Did not submit the assignment by 11:59 pm on Friday.	_____/10
				<b>Total</b> ____/40

**Unit Live Digital Lectures & Questions (Option #1) or Unit Recorded Lectures & Questions (Option #2) - (15 x 10 pts = 150 pts):** Students will complete either the weekly *Unit Live Digital Lectures and Questions* or weekly *Unit Recorded Lectures & Questions* but not both. It is preferred that students attend the *Unit Live Digital Lectures* but if a student is unable to attend the Unit Live Digital Lectures, they will complete the Unit Recorded Lectures and Questions instead. Most weekly Unit Live Digital Lectures will involve a guest speaker in an interview format, which will allow for interaction from the audience. Lectures will also include the instructor's 30+ years of experience as a coach/leader and Brett Ledbetter's subject matter expertise with practical guidance on instances and issues that students may encounter as a coach or leader of a team/staff. The recorded Unit Live Digital Lectures will be posted to the appropriate Module page in Canvas by the following day. Refer to the grading rubrics below.

- **Option 1#Unit Live Digital Lectures** - Students completing the Unit Live Digital Lectures will attend the Unit Live Digital Lectures at designated times each week and complete follow-up questions after the lectures. Students will earn points based on their responses to questions.

**Unit Live Digital Lectures & Questions Grading Rubric**

<b>Criteria</b>			
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	<b>Exemplary (10-9 points)</b>	<b>Proficient (8-7 points)</b>	<b>Poor (6-0 points)</b>	<b>Total Score</b>
<b>Level of Engagement</b>	-The student provided in-depth responses to the questions.	-The student provided adequate responses to the questions.	-The student did not provide meaningful responses to the questions.	___/10

- **Option #2 Unit Recorded Lectures & Questions-** Students unable to attend the Unit Live Digital Lectures will complete the Unit Recorded Lectures and Questions. Students will watch the recorded Unit Live Digital Lectures and answer questions. Students will earn points based on their responses to questions from the recorded lectures. The recorded Unit Live Digital Lectures will be posted to the appropriate Module page in Canvas by the following day.

**Unit Recorded Lectures and Questions Grading Rubric**

<b>Criteria</b>	<b>Exemplary (10-9 points)</b>	<b>Proficient (8-7 points)</b>	<b>Poor (6-0 points)</b>	<b>Total Score</b>
<b>Level of Engagement</b>	-The student provided in-depth responses to the questions.	-The student provided adequate responses to the questions.	-The student did not provide meaningful responses to the questions.	___/10

**Unit Discussion Boards (15 x 15 points = 225 pts):** Unit discussion boards are used to weave key concepts presented in lectures, videos, and readings into purposeful discussion among student groups. Each board will present questions and/or tasks to post and progress as a dialogue between small student groups. Students will post one response to a prompt and one response to another student’s post on specified days and times, totaling two posts per discussion board. The two posts must each be between **150 to 300 words** and include a word count for each post. Refer to the grading rubric below.

**Unit Discussion Boards Grading Rubric**

<b>Criterion</b>	<b>Exemplary (5 points)</b>	<b>Proficient (4 points)</b>	<b>Unsatisfactory (3-0 points)</b>	<b>Score</b>
<b>Critical Analysis</b>	Discussion posts display logical thinking, ideas, and insights. Student displays an understanding of course content.	Discussion posts display limited logical thinking, ideas, and insights. The student generally displays an understanding of course content.	Discussion posts fail to display logical thinking, ideas, and insights. Student does not display an understanding of course content.	___/5 pts
<b>Student Interactions</b>	Posts comprehensively addresses the discussion with a stimulating post to another student.	Posts address the discussion with a somewhat stimulating post to another student.	Posts do not address the discussion and are not stimulating.	___/5 pts
<b>Timeliness and Word Count</b>	Two posts are completed by Friday 11:59 pm EST prior to the due date and are both at least 150 words each.	One post is completed by Friday 11:59 pm EST prior to the due date and one post is at least 150 words but not both.	Two posts are not completed by Friday 11:59 pm EST prior to the due date and both posts are fewer than 150 words.	___/5 pts
				<b>Total ___/15 pts</b>

**Module VoiceThread Logs (5 x 25 pts = 125 pts):** Students will log responses to the Module VoiceThread questions in

worksheets in Canvas. The worksheets are compiled and submitted as Module Assignments at the conclusion of each module. There is no minimum word count for responses to the Module VoiceThread Logs.

***Module VoiceThread Logs Grading Rubric***

Criterion	Excellent (12 -11 points)	Good (10-9 points)	Poor (8-0 points)	Score
<b>Application of Knowledge</b>	-Responses are strongly supported by lecture notes/readings. -Demonstrates a high-level of understanding of course material.	-Responses are adequately supported by lecture notes/readings. - Demonstrates an adequate understanding of course material.	-Responses are not supported by lecture notes/ readings. -Does not demonstrate an understanding of course material.	___/12
<b>Analysis</b>	- Responses are thorough and make a clear connection between course concepts and organizational experiences.	- Responses are adequate and make a reasonable connection between course concepts and organizational experiences.	-Response does not attempt to connect course material to organizational experiences.	___/12
<b>Directions (Included Word Count)</b>				___/1
			<b>Total Score</b>	___/25

**Coaching Lab Reflection Papers (3 x 20 pts = 60pts):** Students are required to write three Coaching Lab Reflection papers. The labs consist of live and recorded labs with coaches from all sports at all levels in a Zoom format with breakout rooms. Topics are based around current events in coaching. Students must write one paper based on one live coaching lab and the two remaining papers may include reflections on the live or recorded labs.

***Coaching Lab Reflection Papers Grading Rubric***

Criterion	Excellent (10 - 9 points)	Good (8-7 points)	Poor (6-0 points)	Score
<b>Application of Knowledge</b>	-Paper is strongly supported by content from the coaching lab. -Demonstrates a high-level understanding of coaching lab content.	-Paper is adequately supported by content from the coaching lab. -Demonstrates a good understanding of coaching lab content.	-Paper is poorly supported by content from the coaching lab. -Does not demonstrate an understanding of coaching lab content.	___/10
<b>Analysis</b>	- In-depth, insightful reflections that demonstrate critical thinking and organizational application.	-Somewhat in-depth, insightful reflections that demonstrate critical thinking and organizational application.	-Reflections poorly demonstrate critical thinking and organizational application.	___/10
			<b>Total Score</b>	___/20

**Final Reflection Position Paper (50 points):** At the conclusion of the course, students will write a final reflection position paper that synthesizes the course learning objectives into a position paper on what philosophies students will choose to guide how they construct a team/staff environment.

***Final Reflection Position Paper Grading Rubric***

Criterion	Excellent	Good	Average	Poor	Score

	(25-23 points)	(22-20 points)	(19-18 points)	(17-0 points)	
<b>Application of Knowledge</b>	-Paper is strongly supported by lecture notes/readings. -Examples provided add strong support for the questions being asked. -Demonstrates a high-level understanding of course material.	-Paper is supported by lecture notes/readings. -Examples provided support for the questions being asked. -Demonstrates a good understanding of course material.	-Paper is adequately supported by lecture notes/readings. -Examples provided adequate support for the questions being asked. -Demonstrates an adequate understanding of course material.	-Paper is poorly supported by lecture notes/readings. -Examples provided inadequate support for the questions being asked. -Poorly demonstrate an understanding of course material.	____/25
<b>Analysis</b>	- Paper is strongly thorough and synthesizes the course learning objectives and integrates course concepts into team/staff environments.  -Paper shows strong sincerity and depth in the personal reflection and examines feelings and reasons for the action.	- Paper is good and synthesizes the course learning objectives and integrates course concepts team/staff environments.  -Paper shows good depth in its personal reflection and begins examining feelings and reasons for the action.	- Paper is adequate and synthesizes the course learning objectives and integrates course concepts team/staff environments.  -Paper shows some depth in its personal reflection and begins examining feelings and reasons for the action.	-Paper is poor and does not attempt to connect course material to life experiences and fails to integrate course concepts into team/staff environments.  -Paper poorly generates personal reflection.	____/25
			<b>Total Score</b>		____/50

## GRADING SCALE

- Grades will be posted in the CANVAS gradebook. Grades are dependent on the student's performance measured by assignments, discussion boards, voicethreads, and papers. Final grades are based on the accumulation of points the student earns throughout the semester. Total points are converted to letter grades using the grading scale below. *More detailed information regarding current UF grading policies can be found here:* <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.

Grade	Grade Points
A = 93-100%	4.0

A- = 90-92.9%	3.67
B+ = 87-89.9%	3.33
B = 83-86.9%	3.0
B- = 80-82.9%	2.67
C+ = 77-79.9%	2.33
C = 73-76.9%	2.0
C- = 70-72.9%	1.67
D+ = 67-69.9%	1.33
D = 63-66.9%	1
D- = 60-62.9%	.67
E = 59.9 or lower	0

## Course & University Policies

### ATTENDANCE POLICY

There is no attendance policy for this course. Requirements for make-up assignments, and other work are consistent with university policies: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

### PERSONAL CONDUCT POLICY

Please demonstrate respectful behavior and civil discourse in this class. This includes respect and consideration for the ideas and beliefs expressed by all students, the instructor, and guest speakers.

#### *Adherence to the UF Student Honor Code*

- UF students are bound by The Honor Pledge, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions.

### ASSIGNMENTS

- Assignments must be typed and double-spaced, using 12-point font, Times New Roman, and 1-inch margins. Please submit assignments to the eLearning platform, following **APA guidelines** ([https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)). Proofread all assignments. Include citations if you are citing someone else’s work. Technology problems are not acceptable excuses for late assignments or missed exams. Refer to the Course Schedule and/or eLearning platform for assignment due dates.

### MAKE-UP POLICY

- Make-up quizzes, assignments, discussions, and other work in this course are consistent with university policies found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.”
- Acceptable reasons for an absence or failure to engage in class include:
  - Documented illness, Title IX-related situations, serious accidents or emergencies affecting the

student, their roommates, or their family, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions that prevent class participation, religious holidays, participation in official university activities (e.g., music performances, athletic competition, debate), and court-imposed legal obligations (e.g., jury duty or subpoena). Other reasons (e.g., job interview or club activity) might be deemed acceptable if approved by the instructor.

- For all planned absences, a student in a situation that allows an excused absence from a class, or any required class activity must inform the instructor as early as possible prior to the class.
- For all unplanned absences because of accidents or emergencies, students should contact their instructor as soon as conditions permit.
- The university recognizes the right of the instructor to make attendance mandatory and require documentation for absences (except for religious holidays), missed work, or inability to fully engage in class. After due warning, an instructor can prohibit further attendance and subsequently assign a failing grade for excessive absences.
- If technology becomes an issue in submitting assignments or other work to eLearning, please call the UF Help Desk. After problems have been reported to the UF Help Desk, please provide the instructor with the ticket number if you are requesting make-ups due to technical issues. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

## **ACCOMMODATING STUDENTS WITH DISABILITIES**

- Accommodating students with disabilities is especially important to me. If you are aware of your disability or might be concerned you have a disability, please register with the Disability Resource Center by visiting their Get Started page at <https://disability.ufl.edu/students/get-started/>, call them at 352-392-8565, go online at <https://accessibility.ufl.edu/>, or visit the Dean of Students Office. Once registered, please visit me or send me an email during the first two weeks of class to provide me with a copy of your accommodation letter to ensure I fully understand your needs. It is my goal to provide you with the tools necessary to ensure you are successful in the classroom.

## **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>.



## COURSE EVALUATIONS

- 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/>.

## CHANGING NAME DISPLAY IN CANAVAS

- It is important to the learning environment that you feel welcome and safe in this class and that you are comfortable participating in class discussions and communicating with me on any issues related to the class. If your preferred name is not the name listed on the official UF roll, please let me know as soon as possible by e-mail or otherwise. I would like to acknowledge your preferred name, and pronouns that reflect your identity. Please let me know how you would like to be addressed in class, if your name and pronouns are not reflected by your UF-rostered name. I welcome you to the class and look forward to a rewarding learning adventure together.
- You may also change your "Display Name" in Canvas. Canvas uses the "Display Name" as set in myUFL. The Display Name is what you want people to see in the UF Directory, such as "Ally" instead of "Allison." To update your display name, go to one.ufl.edu, click on the dropdown at the top right, and select "Directory Profile." Click "Edit" on the right of the name panel, uncheck "Use my legal name" under "Display Name," update how you wish your name to be displayed, and click "Submit" at the bottom. This change may take up to 24 hours to appear in Canvas. This does not change your legal name for official UF records.

## INCLUSION, DIVERSITY, EQUITY, AND ACCESSIBILITY (IDEA) RESOURCES

- It is my intent that students from all diverse backgrounds and perspectives be equitably served by this course, that students' learning needs be addressed, and that the diversity that students bring to this class are viewed as inclusive as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, for other students, or student groups.
- For suggestions or concerns related to IDEA, please reach out to any of the following:
  - Dr. Christine Wegner, SPM IDEA Liaison, [christinewegner@ufl.edu](mailto:christinewegner@ufl.edu)
  - Dr. Cyntrice Thomas, SPM Graduate Coordinator, [cthomas10@ufl.edu](mailto:cthomas10@ufl.edu)
  - Dr. Cynthia Willming, SPM Undergraduate Coordinator, [willming@hhp.ufl.edu](mailto:willming@hhp.ufl.edu)

## IN-CLASS RECORDINGS

- Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

- A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, and clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, and exams), field trips, and private conversations between students in the class or between a student and the faculty or lecturer during a class session.
- Publication without the permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.”

## Getting Help

### STUDENT SUPPORT

- **U Matter, We Care:** If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575.
- **Counseling and Wellness Center:** <https://counseling.ufl.edu/>, 352-392-1575.
- **Crisis Lifeline:** 988
- **Sexual Assault Recovery Services (SARS):** Student Health Care Center, 392-1161.
- **University Police Department:** 392-1111 (or 911 for emergencies) <http://www.police.ufl.edu/> .
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need or visit [shcc.ufl.edu](http://shcc.ufl.edu).
- **UF Health Shands Emergency Room/Trauma Center:** For immediate medical care in Gainesville, call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608: [ufhealth.org/emergency-room-trauma-center](http://ufhealth.org/emergency-room-trauma-center).

### ACADEMIC SUPPORT

- **eLearning Technical Support:** UF HELP Desk - 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>
- **Career Connections Center, Reitz Union:** 392-1601. Career assistance and counseling. <https://career.ufl.edu/>
- **Library Support:** <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using libraries or finding resources.
- **Teaching Center, Broward Hall:** 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- **Writing Studio, 302 Tigert Hall:** 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- **Student Complaints On-Campus:** <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>
- **On-Line Students Complaints:** <http://distance.ufl.edu/student-complaint-process/>

### Weekly Tentative Course Schedule

The course schedule below is tentative and might change based on the pace of the lectures and student needs; however, changes will be announced through CANVAS. The instructor bears no responsibility for announcing the changes to each individual student. All times are in Eastern Standard Time (EST).

### CRITICAL DATES & UF OBSERVED HOLIDAYS

- September 4: Labor Day (Monday)
- October 6: Homecoming (Friday)
- November 10: Veteran’s Day (Friday)
- November 20-24: Thanksgiving Break (Wednesday – Saturday)
- Complete list available here: <https://catalog.ufl.edu/UGRD/dates-deadlines/2023-2024/#fall23text>

### Weekly Course Schedule

Units	Dates	Readings	Assignments
		<b>Module 1: Overview</b>	
#1	8-22 to 8-25	Course Introduction  WDW Environments pgs. 7-20	<b>Due: Sun, Aug 25 at 11:59 pm</b> <ul style="list-style-type: none"> <li>• Unit Discussion Board: Introduce Yourself and Share Why You Have Chosen to Take This Course</li> </ul>
#2	8-26 to 9-1	Character Development vs Behavior Management  WDW Environments pgs. 7-20	<b>Due: Sun, Sep 1 at 11:59 pm</b> <ul style="list-style-type: none"> <li>• Unit Live Digital Lecture &amp; Questions</li> </ul> <b>Begin:</b> <ul style="list-style-type: none"> <li>• Unit 2 VoiceThread</li> </ul> <b>Due: Sun, Sep 8 at 11:59 pm</b> <b>Due: Sun, Sep 1 at 11:59 pm</b> <ul style="list-style-type: none"> <li>• Unit Discussion Board: “Sports Build Character?!”: Opinion on this question/2 positive/negative qualities/behaviors of a coach/leader that impacted you.</li> </ul>
#3	9-2 to 9-8	Introduction to What Drives Winning Environments  WDW Environments pgs. 7-20	<b>Due: Sun, Sept 8 at 11:59 pm</b> <ul style="list-style-type: none"> <li>• Unit Live Digital Lecture &amp; Questions</li> </ul> <b>Continue:</b> <ul style="list-style-type: none"> <li>• Unit 3 VoiceThread</li> </ul> <b>Due: Sun, Sept 8 at 11:59 pm</b> <b>Due: Sept 8 at 11:59 pm</b> <ul style="list-style-type: none"> <li>• Unit Discussion Board: “Pro and Antisocial Behaviors in Sport: The Role of Coaching Style, Autonomous vs. Controlled Motivation, and Moral Disengagement” – Discuss a coach’s role in both and provide examples you have experienced.</li> </ul> <b>Due: Sun, Sept 8 at 11:59 pm</b> <ul style="list-style-type: none"> <li>• Module Assignment: What has caught you off-guard?: Interview/Reflection with 2 coaches/leaders about the question and how they might manage differently in hindsight. How do you personally relate to the situations they discussed?</li> </ul>

			<p><b>Due: Sun, Sept 8 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Module 1 VoiceThread Log Assignment (Units 2-3)</li> </ul>
		<p><b>Module 2: Define</b></p>	
#4	9-9 to 9-15	<p>What We Learned in Kindergarten /Building Foundations</p> <p>WDW: Environments pgs. 21-40</p>	<p><b>Due: Sun, Sept 15 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Live Digital Lecture &amp; Questions</li> </ul> <p><b>Begin:</b></p> <ul style="list-style-type: none"> <li>Unit 4 VoiceThread</li> </ul> <p><b>Due: Sun, Sept 29 at 11:59 pm</b></p> <p><b>Due: Sun, Sept 15 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Discussion Board: Collaborate with a classmate to create your first team meeting, including images and metaphors.</li> </ul> <p>"Getting Them on the Same Page: Strategies for Enhancing Coordination and Communication in Sports Teams"</p>
#5	9-16 to 9-22	<p>Standards vs. Rules/ Developing Your Team Identity/ Building Your How U Curriculum</p> <p>WDW: Environments pgs. 21-40</p>	<p><b>Due: Sun, Sept 22 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Live Digital Lecture &amp; Questions</li> </ul> <p><b>Continue:</b></p> <ul style="list-style-type: none"> <li>Unit 5 VoiceThread</li> </ul> <p><b>Due: Sun, Sept 29 at 11:59 pm</b></p> <p><b>Due: Sun, Sept 22 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Discussion Board: "Organizational Socialization in Team Sport Environments"/Bill Belichick video: Integrate the parallels in the article and video.</li> </ul>
#6	9-23 to 9-29	<p>Becoming a Master Teacher/ Measuring Understanding</p> <p>WDW: Environments pgs. 21-40</p>	<p><b>Due: Sun, Sept 29 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Live Digital Lecture &amp; Questions</li> </ul> <p><b>Continue:</b></p> <ul style="list-style-type: none"> <li>Unit #6 VoiceThread</li> </ul> <p><b>Due: Sun, Sept 29 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>1<sup>st</sup> Coaching Lab Reflection</li> </ul> <p><b>Due: Sun, Sept 29 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Discussion Board: Video – Austin’s Butterfly: Strategies of Master Teachers</li> </ul> <p><b>Due: Sun, Sept 29 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Module Assignment: Create your own How U of team standards.</li> </ul> <p><b>Due: Sun, Sept 29 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Module 2: Units #4, #5, &amp; #6 VoiceThread Log Assignment</li> </ul>
		<p><b>Module 3: Manage – Catching Above the Line Behavior</b></p>	

#7	9-30 to 10-6	Management Overview/ Philosophy on Praise/Catch the Right Things /Hoarders /Perfectionism  WDW: Environments pgs. 41-62	<p><b>Due: Sun, Oct 6 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Live Digital Lecture &amp; Questions</li> </ul> <p><b>Begin:</b></p> <ul style="list-style-type: none"> <li>Unit #7 VoiceThread</li> </ul> <p><b>Due: Sun, Oct 29 at 11:59 pm</b></p> <p><b>Due: Sun, Oct 6 at 11:59 pm</b> Unit Discussion Board: "Sport Coaching and Leadership - Five Principles of Reinforcement": Self-evaluation on use of reinforcement</p>
#8	10-7 to 10-13	Winning Plays/Praise the Model/Build an Identity  WDW: Environments pgs. 41-62	<p><b>Due: Sun, Oct 13 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Live Digital Lecture &amp; Questions</li> </ul> <p><b>Continue:</b></p> <ul style="list-style-type: none"> <li>Unit #8 VoiceThread</li> </ul> <p><b>Due: Sun, Oct 29 at 11:59 pm</b></p> <p><b>Due: Sun, Oct 13 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Discussion Board: Pair with a classmate to discuss pros and cons of team leadership models</li> </ul>
#9	10-14 to 10-20	Orchestrate Peer Recognition/ Behavioral Streaks/Express Appreciation  WDW: Environments pgs. 41-62	<p><b>Due: Sun, Oct 20 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Live Digital Lecture &amp; Questions</li> </ul> <p><b>Continue:</b></p> <ul style="list-style-type: none"> <li>Unit #9 VoiceThread</li> </ul> <p><b>Due: Sun, Oct 29 at 11:59 pm</b></p> <p><b>Due: Sun, Oct 20 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Discussion Board: Video - An Experiment in Gratitude: Execute an appreciation assignment and reflect on its effects on both you and the recipient.</li> </ul> <p><b>Due: Sun, Oct 20 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Module Assignment: "An Exploration of the distractions inherent to social media use among athletes" and watch either "The Social Dilemma" or "Fake Famous" and respond to survey about social media usage</li> </ul> <p><b>Due: Sun, Oct 20 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Module Units #7, #8, &amp; #9 VoiceThread Log Assignment</li> </ul>
		<b>Module 4: Converting Below the Line Behavior</b>	
#10	10-21 to 10-27	Converting Below the Line /Competitive Maturity/The Different Tool Belts  WDW: Environments pgs. 63-80	<p><b>Due: Sun, Oct 27 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Live Digital Lecture &amp; Questions</li> </ul> <p><b>Begin:</b></p> <ul style="list-style-type: none"> <li>Unit #10 VoiceThread</li> </ul> <p><b>Due: Sun, Nov 10 at 11:59 pm</b></p> <p><b>Due: Sun, Oct 27 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Discussion Board: Competitive Maturity: Defining, What Prevents It, Examples in Media "An exploration of the distractions inherent to social media use among athletes"</li> </ul>

#11	10-28 to 11-3	Next-Play Mentality/ Facilitate Self- Coaching/Align Self-Interest  WDW: Environments pgs. 63-80	<b>Due: Sun, Nov 3 at 11:59 pm</b> <ul style="list-style-type: none"> <li>Unit Live Digital Lecture &amp; Questions</li> </ul> <b>Continue:</b> <ul style="list-style-type: none"> <li>Unit #11 VoiceThread</li> </ul> <b>Due: Sun, Nov 10 at 11:59 pm</b>  <b>Due: Sun, Nov 3 at 11:59 pm</b> <ul style="list-style-type: none"> <li>Unit Discussion Board: Role Play Case Studies with a Classmate on Team Management</li> </ul>
#12	11-4 to 11-10	Develop Middle Management/ Reteach/Win 'Em Over, Weed 'Em Out  WDW: Environments pgs. 63-80	<b>Due: Sun, Nov 10 at 11:59 pm</b> <ul style="list-style-type: none"> <li>Unit Live Digital Lecture &amp; Questions</li> </ul> <b>Continue:</b> <ul style="list-style-type: none"> <li>Unit #12 VoiceThread</li> </ul> <b>Due: Sun, Nov 10 at 11:59 pm</b> <ul style="list-style-type: none"> <li>2<sup>nd</sup> Coaching Lab Reflection</li> </ul> <b>Due: Sun, Nov 10 at 11:59 pm</b> <ul style="list-style-type: none"> <li>Unit Discussion Board: Finding real-world examples of the 3 management strategies and how they transfer to your own environment.</li> </ul> <b>Due: Sun, Nov 10 at 11:59 pm</b> <ul style="list-style-type: none"> <li>Module Assignment: "Talented But Disruptive: An Exploration of Problematic Players in Sports Teams" /Interview a coach/leader regarding letting someone go</li> </ul> <b>Due: Sun, Nov 10 at 11:59 pm</b> <ul style="list-style-type: none"> <li>Module 4: Units #10, #11, &amp; #12 VoiceThread Log Assignment</li> </ul>
<b>Module 5: Modeling</b>			
#13	11-11 to 11-17	Can't See the Label/Action Alignment/The Leader's Example  WDW: Environments pgs. 81-103	<b>UF Holiday: Veterans Day Mon, Nov 11</b> <b>Due: Sun, Nov 17 at 11:59 pm</b> <ul style="list-style-type: none"> <li>Unit Live Digital Lecture &amp; Questions</li> </ul> <b>Begin:</b> <ul style="list-style-type: none"> <li>Unit #13 VoiceThread</li> </ul> <b>Due: Sun, Dec 8 at 11:59 pm</b>  <b>Due: Sun, Nov 17 at 11:59 pm</b> <ul style="list-style-type: none"> <li>Unit Discussion Board: Coach/Leader Audit and Presentation of Findings</li> </ul>
#14	11-18 to 11-24	Mixed Signals/Losing Perspective/Drop the Salt  WDW: Environments pgs. 81-103	<b>Due: Mon, Nov 24 at 11:59 pm</b> <ul style="list-style-type: none"> <li>Unit Live Digital Lecture &amp; Questions</li> </ul> <b>Continue:</b> <ul style="list-style-type: none"> <li>Unit #14 VoiceThread</li> </ul> <b>Due: Sun, Dec 8 at 11:59 pm</b>  <b>Due: Sun, Nov 24 at 11:59 pm</b> <ul style="list-style-type: none"> <li>Discussion Board: Chris Petersen: "Desperate to Quit: A Narrative Analysis of Burnout and Recovery in High Performance Sports Coaching" and "The Football Coach Who Walked Away"/Reflection on protecting the joy in high performance</li> </ul> <b>Due: Sun, Nov 24 at 11:59 pm</b> <ul style="list-style-type: none"> <li>Module VoiceThread Log Assignment</li> </ul>

	11-25 to 11-29		<b>Thanksgiving Holiday</b>
#15	12-1 to 12-4	Goal vs. Purpose/The Game Plan/The Road Map  WDW: Environments pgs. 81-103	<p><b>Due: Mon, Nov 27 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>• Unit Live Digital Lecture &amp; Questions</li> </ul> <p><b>Continue:</b></p> <ul style="list-style-type: none"> <li>• Unit #15 VoiceThread</li> </ul> <p><b>Due: Sun, Dec 8 at 11:59 pm</b></p> <p><b>Due: Sun, Dec 8 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>• Unit Discussion Board: Interview/Reflection with a coach/leader on tangible game plan to anchor into your values</li> </ul> <p><b>Due: Sun, Dec 8 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>• Module Assignment: Create your own mission statement with roles</li> <li>• Module Units #13, #14, &amp; #15 VoiceThread Log Assignment</li> </ul>
	12-4 to 12-8	Course Conclusion	<p><b>Due: Sun, Dec 8 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>• 3rd Coaching Lab Reflection Paper</li> <li>• Final Reflection Position Paper</li> </ul>