

# HPC: Exploring Team Dynamics

## What Drives Winning Teams *Connect with SPM*

PET5186 | Section OS15/SM46

Class # 24791

3 Credits | Spring 2025



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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

Virtual office hours via Zoom by appointment.

#### COURSE ACCESS

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

Course URL: <https://ufl.instructure.com/courses/526578>

### COURSE DESCRIPTION

Students will analyze research focused on identifying and managing barriers that prevent the maximization of team performance in high-performance environments. Students will assess how human-related issues negatively impact team performance. Students will create structure, systems, and content to provide teams with platforms to manage those issues.

### PREREQUISITES

- There are no prerequisites for this course.

### MATERIALS/TEXTBOOKS

- Ledbetter, B. (2019). *What Drives Winning Teams*. WDW Publishing.
- Other required readings and videos are posted on the course website.
- There are no supply or material fees for this course.
- Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor. The instructor is only responsible for these instructional materials.

### 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.
- **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. Create a system to identify the issues negatively impacting team performance.
2. Assemble a PGM (personal growth meetings) playbook to collect relatable and creative assets for use in character development team meetings.
3. Develop facilitation skills for team presentations.
4. Design creative sessions for engagement in a team setting.
5. Develop a plan to brand, reinforce, and check for understanding, along with a self-feedback plan for PGMs.

## COURSE GRADING

The table below provides an outline of course assessments.

Course Assessments	Points Per Assessment	% of Total Grade
Module Assignments (4)	40 pts each = 160 pts	160/830 = 19%
Unit Live Digital Lectures & Questions or Unit Recorded Lectures & Questions (14)	10 pts each = 140 pts	140/830 = 17%
Unit Discussion Boards (14)	15 pts each = 210 pts	210/830 = 26%
Module Voice Thread Response Logs (4)	25 pts each = 100 pts	100/830 = 12%
Coaching Lab Reflection Papers (3)	20 pts each = 60 pts	60/830 = 7%
Character Skill Grading Grid	60 pts each = 60 pts	60/830 = 7%
PGM Asset Playbook	100 pts each = 100 pts	100/830 = 12%
	<b>Total = 830 pts</b>	<b>Total = 100%</b>

**Module Assignments (4 x 40 pts = 160 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 within their own environment or with peers from the class. Practice facilitations are a large part of these assignments. Module Assignments will be due at the conclusion of each of the four modules. Refer to the grading rubric below.

**Module Assignments Grading Rubric**

Criterion				Score
	<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) - (14 x 10 pts = 140 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 that students may encounter in team settings. 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**

Criteria				
	<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**

Criteria				
	<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 (14 x 15 points = 210 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**

Criterion				
	<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	One post is completed by Friday 11:59 pm EST prior to the due date and	Two posts are not completed by Friday 11:59 pm EST prior to	___/5 pts

	are both at least 150 words each.	one post is at least 150 words but not both.	the due date and both posts are fewer than 150 words.	
				<b>Total ____/15 pts</b>

**Module VoiceThread Logs (4 x 25 pts = 100 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>	<b>___/25</b>

**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>	<b>___/20</b>



**Character Skill Grading Grid (1 x 60 pts = 60 pts):** Students will choose three performance and three relational skills to track for 12 weeks. Students will provide a self-evaluation grade each week, along with advice for the upcoming week.

**PGM Asset Playbook (1 x 100 pts = 100 pts):** Students will create a prioritized curriculum with a variety of character skills based on their *Creating your Curriculum* exercise. Students will collect three assets (quotes, pictures, videos, movies, etc.) to add to each character skill for use with future team discussions.

## 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](https://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

- January 20: MLK Day (Monday)
- March 17-21 Spring Break (Monday – Friday)
- April 23 Last Day of Classes (Wednesday)
- Complete list available here: <https://catalog.ufl.edu/UGRD/dates-deadlines/2023-2024/#fall23text>

### Weekly Course Schedule

Units	Dates	Readings & Videos	Assignments
		<b>Module 1</b>	
#1	1-13 to 1-22	<b>What Drives Winning Teams Introduction</b> WDW <i>What Drives Winning Teams pp.1-29</i> Expectations for engagement for lectures and discussions	<b>Due: Sun 1-22 at 11:59 pm</b> <ul style="list-style-type: none"> <li>• Unit Live Digital Lecture &amp; Questions</li> </ul> <b>Due: Sun 1-22 at 11:59 pm</b> <ul style="list-style-type: none"> <li>• Unit Recorded Lectures &amp; Questions</li> </ul> <b>Due: Sun 1-22 at 11:59 pm</b> <ul style="list-style-type: none"> <li>• Unit Discussion Board: What role do you currently serve in as a leader and how long have you been in it? What was your motivation to pursue that role?</li> </ul>
#2	1-20 to 1-26	<b>What Gets In the Way</b> WDW <i>What Drives Winning Teams pp.1-29</i> Expectations for engagement for lectures and discussions	<b>Due: Sun 1-26 at 11:59 pm</b> <ul style="list-style-type: none"> <li>• Unit Live Digital Lecture &amp; Questions</li> </ul> <b>Begin (to turn in at end of Module 1)</b> <ul style="list-style-type: none"> <li>• Unit #2 Voicethread</li> </ul> <b>Due: Sun 1-26 at 11:59 pm</b> <ul style="list-style-type: none"> <li>• Unit Recorded Lectures &amp; Questions</li> </ul> <b>Due: Sun 1-26 at 11:59 pm</b> <ul style="list-style-type: none"> <li>• Unit Discussion Board: When you lead with questions, what messages does that signal? What are the biggest challenges for coaches/leaders to ask questions?</li> </ul>
#3	1-27 to 2-2	<b>What's the Solution</b> WDW <i>What Drives Winning Teams pp.1-29</i>	<b>Due: Sun 2-2 at 11:59 pm</b> <ul style="list-style-type: none"> <li>• Unit Live Digital Lecture &amp; Questions</li> </ul> <b>Begin (to turn in at end of Module 1)</b> <ul style="list-style-type: none"> <li>• Unit #3 VoiceThread</li> <li>• Unit Recorded Lectures &amp; Questions</li> </ul> <b>Due: Sun 2-8 at 11:59 pm</b>

		Expectations for engagement for lectures and discussions <i>“A Focus on What Really Matters”</i>	<ul style="list-style-type: none"> <li>Unit Discussion Board:</li> <li>Watch Sue Enquist, UCLA softball, video on failure recovery. Give a specific example of what you would want to teach your team and how you would do it.</li> </ul>
#4	2-3 to 2-9	<b>When Is It the Hardest</b> WDW <i>What Drives Winning Teams pp.1-29</i> Expectations for engagement for lectures and discussions <i>“A Focus on What Really Matters”</i>	<p><b>Due: Sun 2-9 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Live Digital Lecture &amp; Questions</li> </ul> <p><b>Begin (to turn in at end of Module 1)</b></p> <ul style="list-style-type: none"> <li>Unit #4 VoiceThread</li> </ul> <p><b>Due: Sun 2-9 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Recorded Lectures &amp; Questions</li> </ul> <p><b>Due: Sun 2-9 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Discussion Board: Top 5 characteristics of best leader you most admire. Fill out worksheet on When is it the Hardest to embody those characteristics? Reflect on what that tells you about yourself.</li> </ul>
#5	2-10 to 2-16	<b>PGM Playbook</b> WDW <i>What Drives Winning Teams pp.1-29</i> Expectations for engagement for lectures and discussions <i>“A Focus on What Really Matters”</i>	<p><b>Due: Sun 2-16 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Live Digital Lecture &amp; Questions</li> </ul> <p><b>Due: Sun 2-16 Module 1 VoiceThread Log</b></p> <ul style="list-style-type: none"> <li>Section 1-4</li> </ul> <p><b>Due: Sun 2-16 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Recorded Lectures &amp; Questions</li> </ul> <p><b>Due: Sun 2-16 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Discussion Board: Read <i>“A Focus on What Really Matters”</i> and watch the two videos interviewing Travis Knight. What do you expect to be your biggest challenges with PGM delivery and what do you see as the biggest values of PGMs with your team?</li> </ul> <p><b>Due: Sun 2-16 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Module 1 Assignment: Creating your own curriculum facilitation. Reflection on your facilitation along with outcomes of your curriculum.</li> </ul> <p><b>Due: Sun 2-16 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Module 1: Units #2, #3, #4, &amp; #5 VoiceThread Log Assignment</li> </ul>
<b>Module 2</b>			
#6	2-17 to 2-23	<b>First Visit: PGMs</b> <i>What Drives Winning Teams pp. 43-89</i> <i>“Team Dynamics: A Social Network Perspective”</i>	<p><b>Due: Sun 2-23 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Live Digital Lecture &amp; Questions</li> </ul> <p><b>Begin: (to turn in at end of Module 2)</b></p> <ul style="list-style-type: none"> <li>Unit #6 VoiceThread</li> </ul> <p><b>Due: Sun 2-23 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Recorded Lectures &amp; Questions</li> </ul> <p><b>Due: Sun 2-23 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Discussion Board: Which PGM presented so far resonated most with you and why? List at least 3 observations from the presentation that you chose.</li> </ul>

			<p><b>Due: Sun 2-23 at 11:59 pm</b> <b>Coaching Lab Reflection 1</b></p>
#7	2-24 to 3-2	<p><b>Second Visit:</b> <b>F.A.M.I.L.Y.</b> <i>What Drives Winning Teams pp. 43-89</i> “Team Dynamics: A Social Network Perspective”</p>	<p><b>Due: Sun 3-2 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Live Digital Lecture &amp; Questions</li> </ul> <p><b>Begin (to turn in at end of Module 2)</b></p> <ul style="list-style-type: none"> <li>Unit #7 VoiceThread</li> </ul> <p><b>Due: Sun 3-2 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Recorded Lectures &amp; Questions</li> </ul> <p><b>Due: Sun 3-2 at 11:59 pm</b> Unit Discussion Board: Put yourself in the role of the facilitator. If you were going to show UF softball’s FAMILY video, what would you plan to ask your team and where would you hope to guide the conversation?</p>
#8	3-3 to 3-9	<p><b>Third Visit:</b> <b>Water the Bamboo</b> <i>What Drives Winning Teams pp. 43-89</i> “Team Dynamics: A Social Network Perspective”</p>	<p><b>Due: Sun 3-9 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Live Digital Lecture &amp; Questions</li> </ul> <p><b>Begin: (to turn in at end of module 2)</b></p> <ul style="list-style-type: none"> <li>Unit #8 VoiceThread</li> </ul> <p><b>Due: Sun 3-9 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Recorded Lectures &amp; Questions</li> </ul> <p><b>Due: Sun 3-9 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Discussion Board: Watch Brett Ledbetter interview about facilitating PGMs. Respond to the prompts: What makes a good question build? What would you consider in choosing an asset to share? What questions do you have about facilitation in general?</li> </ul> <p><b>Due: Sun 3-9 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Module2: Units #6, #7, &amp; #8 VoiceThread Log Assignment</li> </ul> <p><b>Due: Sun 3-9 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Module 2 Assignment: Facilitate your first PGM. Repeat one that you have already seen presented. Submit a Zoom link of the presentation, your PGM planner, and a reflection of the experience.</li> </ul>
<b>Module 3</b>			
#9	3-10 to 3-16	<p><b>Oregon: PhD in Team</b> <i>What Drives Winning Teams pp. 101-133</i> “The role of empathy in intergroup relations”</p>	<p><b>Due: Sun 3-16 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Live Digital Lecture &amp; Questions</li> </ul> <p><b>Begin: (to turn in at end of Module 3)</b></p> <ul style="list-style-type: none"> <li>Unit #9 VoiceThread</li> </ul> <p><b>Due: Sun 3-16 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Recorded Lectures &amp; Questions</li> </ul> <p><b>Due: 3-16 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Discussion Board: Branding your PGMs: Come up with what you would call your PGMs along with a pitch that you would use to sell the idea to a coach or leader.</li> </ul> <p><b>Due: Sun 3-16 at 11:59 pm</b> Second Coaching Lab Reflection</p>
#10	3-24 to 3-30	<p><b>First Weekend:</b> <b>Assurance</b> <i>What Drives Winning Teams</i></p>	<p><b>Due: Sun 3-30 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Live Digital Lecture &amp; Questions</li> </ul> <p><b>Begin: (to turn in at end of Module 3)</b></p>

		pp. 101-133 “The role of empathy in intergroup relations”	<ul style="list-style-type: none"> <li>Unit #10 VoiceThread</li> </ul> <b>Due: Sun 3-30 at 11:59 pm</b> <ul style="list-style-type: none"> <li>Unit Recorded Lectures &amp; Questions</li> </ul> <b>Due: Sun 3-30 at 11:59 pm</b> <ul style="list-style-type: none"> <li>Unit Discussion Board: Watch the documentary <i>Free Solo</i>. Make a list of 5 questions you would use with your team along with topics upon which you would hope to guide the conversation.</li> </ul> <b>Due: Sun 3-30 at 11:59 pm</b> Second Coaching Lab Reflection
#11	3-31 to 4-6	<b>Second Weekend: What Breaks You</b> <i>What Drives Winning Teams</i> pp. 101-133 “The role of empathy in intergroup relations”	<b>Due: Sun 4-6 at 11:59 pm</b> <ul style="list-style-type: none"> <li>Unit Live Digital Lecture &amp; Questions</li> </ul> <b>Begin: (to turn in at end of Module 3)</b> <ul style="list-style-type: none"> <li>Unit #11 VoiceThread</li> </ul> <b>Due: Sun 4-6 at 11:59 pm</b> <ul style="list-style-type: none"> <li>Unit Recorded Lectures &amp; Questions</li> </ul> <b>Due: Sun 4-6 at 11:59 pm</b> Unit Discussion Board: Watch the Leo DiCaprio interview on the making of <i>The Revenant</i> . If a coach asked you to use this for a PGM with their team, what 3 questions would you ask to build the discussion?
#12	4-7 to 4-13	<b>Third Weekend: Rise Above</b> <i>What Drives Winning Teams</i> pp. 101-133 “The role of empathy in intergroup relations”	<b>Due: Sun 4-13 at 11:59 pm</b> <ul style="list-style-type: none"> <li>Unit Live Digital Lecture &amp; Questions</li> </ul> <b>Begin: (to turn in at end of Module 3)</b> <ul style="list-style-type: none"> <li>Unit #12 VoiceThread</li> </ul> <b>Due: Sun 4-13 at 11:59 pm</b> <ul style="list-style-type: none"> <li>Unit Recorded Lectures &amp; Questions</li> </ul> <b>Due: Sun 4-13 at 11:59 pm</b> <ul style="list-style-type: none"> <li>Unit Discussion Board: Post a live link to an asset that you could use with your team to create discussion around the concept of Play Green. Discuss why you chose this asset.</li> </ul> <b>Due: Sun 4-13 at 11:59 pm</b> <ul style="list-style-type: none"> <li>Module 3 Assignment: Present your second PGM to a group or class member. Submit your Zoom video, your PGM planner and a reflection on the experience.</li> </ul> <b>Due: Sun 4-13 at 11:59 pm</b> <ul style="list-style-type: none"> <li>Module 3: Units #9, #10, #11, &amp; #12 VoiceThread Log Assignment</li> </ul>
<b>Module 4</b>			
#13	4-14 to 4-20	<b>Oregon Epilogue: Everglow</b> NY Times: “Baylor denies Gonzaga a perfect season” Player’s Tribune: “Dear Oregon”	<b>Due: Sun 4-20 at 11:59 pm</b> <ul style="list-style-type: none"> <li>Unit Live Digital Lecture &amp; Questions</li> </ul> <b>Begin: (to turn in at end of Module 4)</b> <ul style="list-style-type: none"> <li>Unit #13 VoiceThread</li> </ul> <b>Due: Sun 4-20 at 11:59 pm</b> <ul style="list-style-type: none"> <li>Unit Recorded Lectures &amp; Questions</li> </ul> <b>Due: Sun 4-20 at 11:59 pm</b> <ul style="list-style-type: none"> <li>Unit Discussion Board: Watch the <i>Everglow</i> feature on Oregon women’s basketball. List your biggest takeaways and how you would use this feature with your team.</li> </ul>



#14	4-21 to 4-27	<p><b>Gonzaga Epilogue: Players' Perspective</b>          NY Times: <i>"Baylor denies Gonzaga a perfect season"</i>          Player's Tribune: <i>"Dear Oregon Basketball"</i>          Thanksgiving</p>	<p><b>Due: Sun 4-27 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Live Digital Lecture &amp; Questions</li> </ul> <p><b>Begin: (to turn in at end of Module 4)</b></p> <ul style="list-style-type: none"> <li>Unit #14 VoiceThread</li> </ul> <p><b>Due: Sun 4-27 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Recorded Lectures &amp; Questions</li> </ul> <p><b>Due: Sun 4-27 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Discussion Board: Read NY Times <i>"Baylor denies Gonzaga a perfect season"</i>. Now that you have watched and delivered multiple team session, how would you describe the importance of facilitation skills (as opposed to presentation skills) to coaching? What improvements to this class would you suggest to help develop the skills of creating and delivering PGMs?</li> </ul> <p><b>Due: Sun 4-27 at 11:59 pm</b>          Third Coaching Lab Reflection</p>
		Course Conclusion	<p><b>Due: Wed 4-30 at 11:59 pm</b></p> <p>Module 4 Assignment: Deliver your final PGM. For this assignment, you will create an original PGM where you choose the asset, questions, etc. Submit your zoom recording along with your PGM planner and a reflection of the experience.</p> <p><b>Due: Wed 4- 30 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>PGM Asset Playbook</li> <li>Character Skill Grading Grid</li> </ul>