

What Drives Winning Athletes

SPM4905 | Section SM70

Class # 22239

3 Credits | Spring 2023

Connect with SPM



www.facebook.com/UFSPM/



<https://www.instagram.com/ufspm/>



<https://twitter.com/ufspm>



<https://www.linkedin.com/school/ufspm/>

COURSE INFORMATION

Instructor Becky Burleigh, MS
Office: FLG 301
Email: 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 Flexible by appointment, drop-ins welcome.

Course Access Access course through Canvas on UF e-Learning (<https://elearning.ufl.edu/>)
Course URL: <https://ufl.instructure.com/courses/472748>

Course Description

This course will be built around answering the question: “Can you take character development into the high pressure and paid-to-win world of athletics?” Focusing on the development of the person first can help mitigate the pressures and collateral damage of high performance. This course will focus on the fundamentals of character development on the individual level and repurposing the sport experience to create a Person>Player mindset.

Prerequisite Knowledge and Skills

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

Required Materials / Textbooks

- Book: *What Drives Winning* available for purchase at:

<https://whatdriveswinning.com/product/book/>

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

COURSE DESIGN

What Drives Winning is designed to be a hands-on/real-world course that will give students the tools to see themselves as a person AND an athlete. Discussions will be based around understanding how to develop both performance and relational character skills. Through practice and feedback, students will design effective ways to repurpose the sport experience to teach character. Through critical thinking, students will develop strategies to integrate character-based decision making into their daily schedule. This class will also focus on communication with other athletes, both within the class and outside of it, to share experiences and best practices.

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

Course Objectives

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

1. Understand the socialization for outcomes from an early age.
2. Define and identify performance and relational character.
3. Analyze the relationship of results, process and character.
4. Self-evaluate what holds back you back in high performance.
5. Identify and manage the sources of athletes tying performance to their identity.
6. Describe a plan to gain buy-in to character development through sport.
7. Identify the signals sent/received that make athletes feel valued as a player first and a person second.

8. Identify and communicate to your inner circle.
9. Create a board of directors to help influence your future career.
10. Identify the performance and relational skills you would like to be known for.
11. Identify and articulate a plan for accountability to your values.
12. Build your inner coach by identifying strong and weak thoughts.
13. Practice converting potentially negative situations into opportunities.
14. Understand and manage the factors that are the enemies of confidence.
15. Explore your personal relationship with pressure.
16. Identify and manage the signals that undermine courage.
17. Explore ways to value courage over outcome.
18. Create a Failure Recovery System geared toward your environment.
19. Identify and manage signals that coaches send that discourage healthy competition.
20. Create awareness around forces that encourage selfishness.
21. Understand role of counterbalancing emotions in pressure situations.
22. Identify and manage what prevents trust on teams.
23. Create awareness around appreciation to entitlement ratio.
24. Gain an understanding of mastery v. relationally driven athletes.

COURSE FORMAT

The majority of this course is delivered online, and all class sessions (including lecture and discussion sessions) will be accessible through links posted on the course E-Learning site. Once we have surveyed the class, we will identify one day a month for an in-person class session. The course is organized around:

1. Module readings
2. Module assignments
3. Unit interviews/Quizzes
4. Unit VoiceThread videos with reflections
5. Unit Discussion Boards
6. Course Term Projects

Module Format

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

Module readings and videos: Each module has a set of associated readings and videos that students will synthesize into module assignments, discussion boards, reflection or reaction papers, and course term projects that span the semester. The readings are intended to introduce broader theory and concepts that are developed through examples depicted in the units.

Module assignments (5X40 points): Each module includes an assignment that requires students to synthesize the content from the module units and the module readings. The module assignments will help students take the concepts that are presented and apply them to themselves in their team environment. Finding examples from real-world scenarios, practicing your own interaction with coaches, mentors and athletes will make the presentations and readings come to life. The Module Assignments will be due at the conclusion of each module.

Module VoiceThread Logs (5 X 30 points): Students will log the responses to the unit VoiceThread questions in fillable worksheets provided. The unit worksheets are compiled and submitted as a Module Assignment at the conclusion of each module. There is no minimum word count for responses to the VoiceThread logs, but submissions are graded for their relevance and depth.

Unit Format

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

1. **Attend** the live digital unit lecture or **watch** the recording and take the quiz
2. **View** and **respond** to the questions in the unit VoiceThread and log your responses in the provided worksheets.
3. **Participate** in the unit Discussion Board on Canvas by posting and responding to your peers.

Unit Live Digital Interviews (15 X 15 points): Students will attend live digital unit lectures each week. Lectures will be recorded and posted to the unit page on Canvas by the following day. Most live digital interviews will revolve around experiences from members of the class. Some interviews will involve a guest speaker, which will allow for interaction from the class. Interviews will also present my experiences as a 30+ year coach/leader for discussion, Brett Ledbetter's subject matter expertise with practical (real-world) guidance on instances and issues that students may encounter.

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

Interview Quizzes (recovered points for missed interviews): Students who are unable to attend any interview at the designated time will have the opportunity to recover the 15 points awarded for participation in each lecture by taking an Interview Quiz. Quizzes are linked to the unit pages and can also be accessed via the Quiz page.

Unit Discussion Boards (15 X 15 points): Discussion boards are used to weave key concepts presented in the videos and readings into a purposeful discussion among student groups. Each board will present questions and/or tasks to post and progress as a dialogue between small groups of students. Full credit will be based on content, interaction with peers and timeliness.

Course Term Project

Final Reflection Position Paper (50 points): At the conclusion of the course, students will write a final reflection paper that synthesizes the course learning objectives into their own personal integration of the concepts presented.

Grading & Point Distribution

Module Assignments (40 points each X 5 assignments)	200 pts
Interview Participation/Quiz (15 points each X 15 lectures)	225 pts
Unit Discussion Boards (15 points each X 15 boards)	225 pts
VoiceThread Response Logs (30 points each X 5 modules)	150 pts
Final Reflection/Position Paper	60 pts
Total Points	860 pts

Grading Scale

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

STUDENT SUPPORT

People learn best when they are encouraged to ask questions and express their diverse opinions on course content which may include images, texts, data, or theories from many fields. This is especially true in courses that deal with provocative or contemporary issues. UF offers many such courses, in which students encounter concepts of race, color, sex, and/or national origin. We teach these important issues because understanding them is essential for anyone who seeks to make economic, cultural, and societal contributions

to today's complex world. With this in mind, we do not limit access to, or classroom discussion of, ideas and opinions—including those that some may find uncomfortable, unwelcome, disagreeable, or even offensive. In response to challenging material, students and instructors are encouraged to ask honest questions and thoughtfully engage one another's ideas. But hostility, disruptive and disrespectful behavior, and provocation for provocation's sake have no place in a classroom; reasonable people disagree reasonably. These guidelines can help instructors and students as they work together to fulfill the mission of the University of Florida, which includes the exploration of intellectual boundaries, the creation of new knowledge, and the pursuit of new ideas.

Honor Code Policy

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

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

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

University Policy on Academic Misconduct

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>. The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the instructor in this class.

Changing Name Displays in Canvas

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
- Dr. Cyntrice Thomas, SPM Graduate Coordinator, cthomas10@ufl.edu
- Dr. Cynthia Willming, SPM Undergraduate Coordinator, willming@hhp.ufl.edu

University Policy on Accommodating Students with Disabilities

Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams.

Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

University Policy on Illness/Family Emergencies

A student experiencing an illness should visit the UF Student Health Care Center or their preferred healthcare provider to seek medical advice and obtain documentation. If you have an illness, family emergency or death, please contact the Dean of Students Office (www.dso.ufl.edu) and follow the DSO Care Team procedures for documentation and submission of a request for make-up assignment (<https://care.dso.ufl.edu/instructor-notifications/>). The DSO will contact the instructor. Alternatively, in the case of illness and family emergency other forms of documentation such as a medical appointment notice or funeral notice are acceptable. For UF related excused absences such as athletics, conference attendances emails and letters from team officials and other academic supervisors are acceptable.

Attendance and Make Up Policy

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

Getting Help

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

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