Fundamentals of Coaching: Managing Yourself

PET 3181

Class # 24162

3 Credits | Fall 2025

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Course Information

INSTRUCTOR	**Holly Hesse** Office: Virtual Phone: 417-234-8451 (Text to set up scheduled calls.) **Email: h.hesse @ufl.edu** Preferred Method of Contact: **UF Email\Text message** *Expect a response within 24 hours M – F, 48 hours after 4pm Fri, and 48 hours on Sat or Sun.*
OFFICE HOURS	By appointment.
MEETING TIME/LOCATION	This course does **not** have scheduled meeting times. Access course through Canvas on UF e-Learning (https://elearning.ufl.edu/) & the Canvas mobile app by Instructure.

COURSE DESCRIPTION

- Students focus on the fundamentals of self-awareness along with the personal and professional skills necessary to begin in the coaching profession. It is designed to give students foundational knowledge to increase self-confidence and competence within the coaching profession.

PREREQUISITE KNOWLEDGE AND SKILLS

- SPM 2000

RECOMMENDED MATERIALS

- **Textbook**: Slater, C. (2020) Managing Yourself Workbook 1. True North Sports Consulting, LLC. ISBN #979-8-218-96548-8.
- **Textbook:** O'Sullivan, J. (2019) Every Moment Matters: How the World's Best Coaches Inspire Their Athletes and Build Championship Teams. Amazon ISBN-10 173432609

MATERIALS AND SUPPLY FEES
There are no supply or material fees for this course.

COURSE LEARNING OBJECTIVES:
By the end of this course, students should be able to:
- Evaluate personal life story and its impact on leadership style
- Identify constraints in personal and professional settings.
- Analyze the effects of communication styles on coaching and leadership
- Identify values impacting decision making in professional settings
- Describe systems and processes for organizational effectiveness
- Analyze levels of emotional control for effective leadership
- Evaluate coaching philosophies
- Create a coaching philosophy based on personal reflection and growth

COURSE FORMAT
- **Instructional Methods:** This course consists of asynchronous 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.
- **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 the lectures and complete weekly assignments and discussions based on assigned due dates. Students should read the textbook prior to watching the lectures.

Grading
The table below provides an outline of all the course components.

Evaluation Components	Points Per Component	% of Total Grade
Video and Readings Quizzes (4)	25 pts each = 100 pts	100/850 = 12%
Canvas Discussion Boards (13)	20 pts each = 260 pts	260/850 = 31%
Workbook Assignments (15)	10 pts each = 150 pts	150/850 = 18%
Draft Final Project (1)	90 pts = 90 pts	90/850 = 10%
Final Project (1)	250 pts = 250 pts	250/850 = 29%
	850 points possible	**100%**

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

Video and Readings Quizzes (4 x 25 pts = 100 pts): Students are required to complete quizzes and turn them in by the assigned due date. Quizzes will cover the key concepts from the lectures and required course textbook*s*.

Canvas Discussion Boards (13 x 20 pts = 260 pts): Students are required to participate in all discussion board assignments. Discussion boards will be based on videos and readings to further develop an understanding of team culture and ways coaches can be intentional about building it. Each board will present questions and/or further information to consider and progress as a dialogue between small groups of students. Discussion boards will involve students posting one response (#1) to the prompt on specified days and times and two additional responses (#1 & #2) to two other students' posts on specified days and times, totaling three posts per discussion board.

- Each of the three posts per discussion board must be between **100 to 200 words**.
- Include a Word Count in every discussion post.
- Refer to the grading rubric below.

Discussion Board Grading Rubric

Exceeded Expectations 20-18	•Posts comprehensively address the discussion with stimulating posts. •Posts in-depth, insightful reflections that demonstrate critical thinking and share real-world experiences and examples. •Well-written posts made within the required time limit. •No grammatical or spelling errors. 3 posts are at least 100 words and include word counts for each post.
Met Expectations 17-16	•Posts are on topic and contain original content. •Posts elicit reflections from and/or build on ideas from others, showing evidence of knowledge and understanding of content with occasional examples. •Posts use complete sentences and rarely have grammatical errors. 3 posts are at least 100 words but does not include word counts for each post.
Emerged Toward Expectations 15-14	•Posts are on topic but lack originality and/or fail to elicit reflections from or fail to build on ideas of others. •Examples might be made but may be irrelevant or unclear how they connect with course content. •Posts may contain multiple grammatical and spelling errors. 2 posts are at least 100 words but do not include word counts for each post.

Below Expectations 13-0	•Posts do not contain enough reference back to the original topic or may not address the issue at hand successfully. •Little evidence of knowledge or understanding of course content is shown and examples are missing. •Posts contain incomplete sentences and/or may not adhere to Standard English and grammar. 1 post is at least 100 words but does not include word counts for each post.

Workbook Assignments (15 x 10 pts = 150 pts): Students are required to complete all assignments. Assignments will be a mix of exercises meant to deepen the understanding of the key concepts needed to build a high performing team culture.

Workbook Assignment Grading Rubric

Exceeded Expectations 14-15	•Assignment answers comprehensively address the questions and/or directions given. •Answers demonstrate critical thinking and share a thorough understanding for the material. •Well-written answers made within the required timeframe. •No grammatical or spelling errors.
Met Expectations 11-13	•Assignment answers are on topic and contain original content. •Answers demonstrate an understanding for the material covered. •Assignment answers contain complete sentences and rarely have grammatical errors.
Emerged Toward Expectations 9-10	• Assignment answers are on topic but lack originality and/or fail to elicit reflections from or fail to build on ideas of others. •Answers may contain multiple grammatical and spelling errors.
Below Expectations 0-8	•Answers do not serve to answer questions or demonstrate knowledge of course content or may not address the issue at hand successfully. •Little evidence of knowledge or understanding of course content is shown and examples are missing. • Assignment answers contain incomplete sentences and/or may not adhere to Standard English and grammar.

Draft of Final Project (90 pts): Prepare a rough draft of a paper or presentation creating a coaching philosophy based on personal reflection and self-growth.

Exceeded Expectations 80-90	•Final project draft addresses all the questions in Chapter 11 of the course workbook plus four questions laid out in final project assignment to convince the committee you are the right person for this job. •Final project draft includes a picture, phrase, or diagram tied to your philosophy.

	•Philosophy has contextual structure and is laid out in a visual appealing manner - image with labels, organized slide deck, or some portable concept with which to hold the concepts. •No grammatical or spelling errors in what is put forward.
Met Expectations 70-79	•Final project draft addresses most of the questions in Chapter 11 of the course workbook plus four questions laid out in final project assignment to convince the committee you are the right person for this job. •Final project draft includes a picture, phrase, or diagram tied to your philosophy. • Philosophy has contextual structure and is laid out in an organized manner but is only marginally visually appealing - image with labels, organized slide deck, or some portable concept with which to hold the concepts. •Final project draft contains only rare misspellings or grammatical errors.
Emerged Toward Expectations 40-69	•Final project draft addresses half of the questions in Chapter 11 of the course workbook plus four questions laid out in final project assignment to convince the committee you are the right person for this job. •Final project draft fails to connect coaching philosophy with a portable mental model to carry their philosophy to others in a memorable way. •Philosophy exists but is not laid out in and organized manner or is not yet visually appealing - image with labels, organized slide deck, or some portable concept with which to hold the concepts. •Final project draft may contain multiple grammatical and spelling errors.
Below Expectations 0-39	•Final project draft addresses only a few or none of the questions in Chapter 11 of the course workbook plus four questions laid out in final project assignment to convince the committee you are the right person for this job. •Final project draft fails to connect coaching philosophy with a portable mental model to carry their philosophy to others in a memorable way. •Philosophy is unorganized and not yet visually appealing - image with labels, organized slide deck, or some portable concept with which to hold the concepts. •Final project draft contains incomplete sentences and/or may not adhere to Standard English and grammar.

Final Project (250 pts): Submit a paper or presentation creating a coaching philosophy based on personal reflection and self-growth and then submit a video presentation of the philosophy.

Exceeded Expectations 200-250	•Final project addresses all the questions in Chapter 11 of the course workbook plus four questions laid out in final project assignment to convince the fictional hiring committee you are the right person for this job. •Final project is accompanied by a video of student presenting their coaching philosophy The video is between 5 – 12 minutes in length and contains students articulating their philosophy as if they are interviewing

	for a new coaching job. They present it in an enthusiastic, concise, clear, and professional manner. •Final project includes a personalized structure, phrase, image to hold their coaching philosophy in a creative manner. •Final project is accompanied by a video of student presenting their philosophy is between 5 – 12 minutes in length contains students articulating their ideas as if presenting them to their team as they take over a new program in an enthusiastic, concise, and clear manner. •Philosophy has contextual structure and is laid out in a visual appealing manner - image with labels, organized slide deck, or some portable concept with which to hold the concepts. •No grammatical or spelling errors in what is put forward.
Met Expectations 150-199	•Final project addresses most of the questions in Chapter 11 of the course workbook plus four questions laid out in final project assignment to convince the committee you are the right person for this job. •Final project is accompanied by a video of student presenting their coaching philosophy The video is not between 5 – 12 minutes in length or does not contain students articulating their philosophy as if they are interviewing for a new coaching job. They present it in an enthusiastic, concise, clear, and professional manner. •Final project includes a personalized structure, phrase, image to hold their coaching philosophy but is only marginally creative. •Philosophy has contextual structure and is laid out in an organized manner but is not visually appealing or creative. •Final project draft contains only rare misspellings or grammatical errors.
Emerged Toward Expectations 75-149	•Final project addresses half of the questions in Chapter 11 of the course workbook plus four questions laid out in final project assignment to convince the committee you are the right person for this job. •Final project is accompanied by a video of student presenting their culture is not between 5 – 12 minutes in length and it does not contain students articulating their ideas in an enthusiastic, concise, and clear manner. •Philosophy exists but is not laid out in an organized manner or is not visually appealing. •Final project draft may contain multiple grammatical and spelling errors.
Below Expectations 0-74	•Final project addresses only a few or none of the questions in Chapter 11 of the course workbook plus four questions laid out in final project assignment to convince the committee you are the right person for this job. •Final project draft does not connect team culture with a portable mental model to hold their team culture ideas. •Final project is not accompanied by a video of student presenting their philosophy. •Portfolio is unorganized and is not visually appealing. •Final project draft contains incomplete sentences and/or may not adhere to Standard English and grammar.

GRADING SCALE

- Grades will be posted in the CANVAS gradebook. Grades are dependent on the student's performance measured by assignments, discussion boards, quizzes, etc. 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/

Letter Grade	Percent of Total Points Associated with Each Letter Grade	GPA Impact of Each Letter Grade
A	100% - 93.00%	4.0
A-	92.99% - 90.00%	3.67
B+	89.99% - 87.00%	3.33
B	86.99% - 83.00%	3.0
B-	80.00% - 82.99%	2.67
C+	79.99% - 77.00%	2.33
C	76.99% - 73.00%	2.0
C-	70.00% - 72.99%	1.67
D+	69.99% - 67.00%	1.33
D	66.99% - 63.00%	1.0
D-	60.00% - 62.99%	0.67
E	0-59.99%	0

Course & University Policies

ATTENDANCE POLICY

There is no attendance policy for this course.

COURSE INFORMATION

Students should be aware that online learning is different than a traditional classroom experience and can present unique challenges, particularly to individuals who do not possess good time management skills. The online classroom is available to you 24 hours a day. Unlike traditional instructional settings in which each student gets the same class at a set time and day, the online setting gives students the opportunity to tailor the class to their learning style. You should note, however, that this course is not completely self- paced. As listed on the class calendar, there are select times during which units and course materials will be available and are due. You can view each unit's lectures at any time during the dates on which that specific unit is open. Please note that all quizzes, exams, assignments, discussion

posts, etc. must be completed and submitted by the due date listed on the syllabus. Quizzes and exams will only be available to you on the date(s) and time(s) listed on the syllabus. Since we will not have in-class meeting times for me to remind you of critical dates, it is essential to familiarize yourself with the course schedule, deadlines, and due dates.

PERSONAL CONDUCT POLICY

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

ACADEMIC INTEGRITY POLICY

- All students must adhere to university regulations regarding academic integrity. Any form of academic dishonesty (including but not limited to any form of cheating, plagiarism, misrepresentation, etc.) will not be tolerated. Any student guilty of academic dishonesty will receive a failing grade (E) for the course, and the matter will be forwarded to the Dean of Students Office.
- *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. If applicable, upload assignments to CANVAS using Word and following **APA guidelines** (https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html). Points are deducted if appropriate grammar, spelling, punctuation, and sentence structure are not used. Proofread all assignments. Include citations if you are citing someone else's work.
- Points are deducted from assignments that do not follow the above guidelines.
- Technology problems are not acceptable excuses for late assignments or missed exams.
- Refer to the Course Schedule and/or Canvas for assignment due dates.

MAKE-UP POLICY

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

- If technology becomes an issue in submitting assignments or other work to E-learning, 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.

COMMUNICATION AND QUESTIONS:

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

You may email me through the Canvas course site with any questions or concerns you have, and I will attempt to respond to your emails within 48 hours (typically sooner). If you have an urgent issue, please call or text my cell at 414-234-8451 and/or email h.hesse@ufl.edu

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

ACCOMMODATING STUDENTS WITH DISABILITIES

- Accommodating students with disabilities is 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 online at https://disability.ufl.edu/get-started/, call them at 352-392-8565, or visit the Dean of Students Office. Once registered, please visit me to discuss your needs within the first two weeks of class or send an email to provide me with your accommodation letter. It is my goal to provide you with the tools necessary to ensure you are successful in the classroom.

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.

CIVILITY, ACCESIBILITY AND COMMUNITY RESOURCES

- If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it. I, like all of you, am hungry to learn so I can do better.
- In addition to being passionate about the subject matter of this course, I care deeply about each student's learning experience. It is my goal to help you get the most out of this course. Please know that I am here to listen and offer help if you have questions or difficulties with the course.

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."

GRADE APPEAL

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

COPYRIGHT STATEMENT

- The materials used in this course are copyrighted. The content presented is the property of UF and may not be duplicated in any format without permission from the College of Health and Human Performance and UF and may not be used for any commercial purposes.
- Content includes but is not limited to syllabi, videos, slides, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy or distribute the course materials, unless permission is expressly granted. Students violating this policy may be subject to disciplinary action under the UF Conduct Code.

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

Getting Help

STUDENT SUPPORT
- **U Matter, We Care:** If you or a friend is in distress, please contact 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.
- **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.

ACADEMIC SUPPORT
- **E-learning Technical Support:** The UF Computing Help Desk is available to assist students with technical issues. If you have any issues accessing the online course material, you must contact the UF Computing Help Desk immediately for assistance and obtain a case number. I will not accept late assignments, or change any course dates, due to technology difficulties if you do not have a case number prior to the due date for the assignment. 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 1: Labor Day (Monday)
- October 17: Homecoming (Friday)
- November 11: Veteran's Day (Tuesday)
- November 24-30: Thanksgiving Break (Monday - Sunday)

Module 1	**Big Picture of Coaching & You Knowing YOU**		Units 1-3 Weeks 1-3
Unit 1 August 21 -24	Class Welcome and Introduction: The Big Picture of Coaching	Workbook Introduction Take intro survey Complete activities/assignments on Canva Discussion Board Post 1-2 Minute Intro Video	Due: Aug 24
Unit 2 August 25 –31	Self-Awareness	Read Chapter 1 Watch Videos Complete activities/assignments on Canvas Discussion Board	Due: Aug 31
Unit 3 Sept 2 - 7	Values and Strengths & Areas for Growth	Read Chapter 2 Watch Videos Complete activities/assignments on Canvas Discussion Board **Quiz #1**	Due: Sept 7
Module 2	**Mission, Values, and Creating Trust & Open Communication**		Units 4-7 Weeks 4-8
Unit 4 Sept 8 - 14	Your WHY Developing your mission statement	Read Chapter 3 Watch Videos Complete activities/assignments on Canvas Discussion Board	Due: Sept 14
Unit 5 Sept 15 - 21	Values Based Organization & Decision Making in Coaching	Read Chapter 4 Watch Videos Complete activities/assignments on Canvas Discussion Board	Due: Sept 21
Unit 6 Sept 22 - 28	Trust Thyself – Understand the Impact of Trust in Coaching	Watch Videos Complete activities/assignments on Canvas Discussion Board	Due: Sept 28
Unit 7 Sept 29 – Oct 5	Communicating and Feedback with Staff and Players	Watch Videos Complete activities/assignments on Canvas Discussion Board	Due: Oct 5
Module 3	**Professionalism & Program Organization**		Units 8-10 Weeks 8-10
Unit 8 Oct 6 - 12	Creating Effective Systems and Processes for Maximum Results	Read Chapter 5 Watch Videos Complete activities/assignments on Canvas Discussion Board	Due: Oct 12
Unit 9 Oct 13 - 19	Professionalism	Read Chapter 6 Watch Videos Complete activities/assignments on Canvas Discussion Board	Due: Oct 19

Unit 10 Oct 20 - 26	Creating Your Coaching Village	Watch Videos Complete activities/assignments on Canvas Discussion Board **Quiz #2**	Due: Oct 26
Module 4	**Your Whole Self**		Units 11-12 Weeks 11-12
Unit 11 Oct 27 – Nov 2	Well-Integrated Life	Read Chapter 7 Watch Videos Complete activities/assignments on Canvas Discussion Board	Due: Nov 2
Unit 12 Nov 3 - 9	Mindfulness and Emotional Control	Read Chapter 8 Watch Videos Complete activities/assignments on Canvas Discussion Board **Quiz #3**	Due: Nov 9
Module 5	**Coaching Mission Statement & Philosophy**		Unit 13-16 Weeks 13-15
Unit 13 Nov 10 - 16	Developing a Coaching Mission Statement	Read Chapter 9 Watch Videos Complete activities/assignments on Canvas Discussion Board	Due: Nov 16
Unit 14 Nov 17 -23	Sample Coaching Philosophies	Read Chapter 10 & 11 Watch Videos Complete activities/assignments on Canvas Discussion Board **Quiz #4**	Due: Nov 23
Unit 15 Dec 1 - 7	Articulating Your Coaching Philosophy & Putting it All Together	Read Chapter 12 Watch Videos Complete activities/assignments on Canvas Discussion Board	Due: Dec 7
Dec 8 - 12	**Final Project Due**		Due: Dec 12