

# Fundamentals of Coaching: Managing Your Program

**PET 3182**

**Class # 21277**

**3 Credits | Summer 2025**

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## Course Information

### INSTRUCTOR

**Holly Hesse**

Office:

Phone: 417-234-8451 (Text to set up scheduled calls.)

**Email: [h.hesse@ufl.edu](mailto:h.hesse@ufl.edu)**

Preferred Method of Contact: **Text or UF Email**

*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

Online: Access course through Canvas on UF e-Learning

### TIME/LOCATION

(<https://elearning.ufl.edu/>) & the Canvas mobile app by Instructure.

## COURSE DESCRIPTION

When we speak of Managing a Program, we are talking about managing two things:

1. The tasks to be completed
2. The people completing those tasks

We are talking about creating the required systems and processes to get tasks done and training, motivating, and communicating with the people in your program to get those tasks done in a manner that achieves the standards of excellence and program philosophy YOU set as the manager/coach.

Below are the pieces that make up our “Managing Your Program Pyramid.” Each piece represents a person, or groups of people for which I have developed a management and leadership plan.

## SELF: THE BEDROCK

Each year the magic starts with me. I am the foundation for success and have a plan to manage and lead myself. This is the first piece that must be put into place. As I rise in my management, organizational and leadership skills, the program rises with me.

## STAFF & SUPPORT STAFF: THE CORNERSTONES

My staff and support staff are the program's cornerstones. Next, I must get everyone on the same page and go in the same direction. Clarifying their roles, responsibilities, and contributions is key to managing and leading the next two groups.

## TEAM: THE CENTERPIECE

Everything we -- myself, the staff and the support staff do revolve around helping the players and the team learn, grow, and develop and thus become more effective and successful in their performance. Most of preparing, planning, and organizing each year is devoted to managing and leading this group.

## LEADERS: THE KEY

Creating a culture of leaders is yet another sizable chunk requiring my careful management and leadership. Each player on the team has unlimited potential to develop his/her own leadership skills. When everyone has a leadership role and takes responsibility for the growth and success of the team, then everyone improves over time.

## THE REST: THE CONNECTED

The final piece refers to those who are just outside the team's immediate circle: recruits, parents, alumni, and the community. Recruits are the lifeblood of the program. Parents and alumni care deeply about the team's success and feel connected to the team. Engaging and serving the community gives us a larger purpose beyond the team's success. Each group requires special attention.

## PREREQUISITE KNOWLEDGE AND SKILLS

- SPM 2000.

## REQUIRED AND RECOMMENDED MATERIALS

- **Suggested Textbook:** Hesse H. (2020). *Managing Your Program*. (No Publisher or ISBN)
- Additional readings are posted in Canvas.

## MATERIALS AND SUPPLY FEES

There are no supply or material fees for this course.

## COURSE LEARNING OBJECTIVES:

*Upon completion of this course students are expected to successfully:*

- Build their personal and coaching mission statements, formulate a plan for self-renewal, and implement the skills for planning weekly and acting daily.
- Assemble and organize their staff through implementing a staff purpose statement, job responsibilities, a master task list, and purposeful staff meetings.
- Explore and identify effective delegation strategies to manage their support staff.

- Construct and implement a plan to intentionally develop a culture of leadership within their team.
- Assemble and organize their team through the development and implementation of a team mission statement, core values, standards of behaviors, smarter goal setting, and keystone habits.
- Relate, communicate, and connect with stakeholders, such as recruits, parents, alumni, and community.

Please carefully review the course syllabus. In the syllabus, you will find descriptions of the assignments: discussion boards, module activities, course quizzes, and other course assignments. The syllabus also details a weekly schedule, including readings and lectures in a course outline.

## COURSE FORMAT

- **Instructional Methods:** This course consists of asynchronous lectures, readings, and discussions to provide students with various 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 can meet 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>.

## Grading

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

Evaluation Components	Points Per Component	% of Total Grade
Canvas Discussion Boards (12)	20 pts each = 240 pts	240/1174 = 20%
Module Activities (7)	20 pts each = 140 pts	140/1174 = 12%
Unit Worksheet Assignments (12)	40 pts each = 480 pts	480/1174 = 41%
Module Quizzes (6)	24 pts = 144 pts	144/1174 = 12%
Final Project (1)	170 pts = 170 pts	170/1174 = 15%
	<b>1174 points possible</b>	<b>100%</b>

**Canvas Discussion Boards (12 x 20 pts = 240 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 managing your program and ways coaches can be intentional about building doing 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	<ul style="list-style-type: none"> <li>• Posts comprehensively address the discussion with stimulating posts.</li> <li>• Posts in-depth, insightful reflections that demonstrate critical thinking and share real-world experiences and examples.</li> <li>• Well-written posts made within the required timeframe.</li> <li>• No grammatical or spelling errors.</li> </ul>
Met Expectations 17-16	<ul style="list-style-type: none"> <li>• Posts are on topic and contain original content.</li> <li>• Posts elicit reflections from and/or build on ideas from others, showing evidence of knowledge and understanding of content with occasional examples.</li> <li>• Posts use complete sentences and rarely have grammatical errors.</li> </ul>
Emerged Toward Expectations 15-14	<ul style="list-style-type: none"> <li>• Posts are on topic but lack originality and/or fail to elicit reflections from or fail to build on ideas of others.</li> <li>• Examples might be made but may be irrelevant or unclear how they connect with course content.</li> <li>• Posts may contain multiple grammatical and spelling errors.</li> </ul>
Below Expectations 13-1	<ul style="list-style-type: none"> <li>• Posts do not contain enough reference back to the original topic or may not address the issue at hand successfully.</li> <li>• Little evidence of knowledge or understanding of course content is shown and examples are missing.</li> <li>• Posts contain incomplete sentences and/or may not adhere to Standard English and grammar.</li> </ul>
Cannot Judge 0	<ul style="list-style-type: none"> <li>• Student did not complete the discussion board question.</li> </ul>

***Module Activities (7 x 20 pts = 140) & Unit Worksheet Assignments (12 x 40 pts = 480):*** The module activities and unit worksheet assignments will be used to assess the student’s academic standing in this course. Assignments are in CANVAS and due on specified dates. The function of the assignments is to deepen the understanding of the key concepts needed to manage a program. **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>.

***Unit Worksheet Assignments and Module Activities Grading Rubric***

Exceeded Expectations  Unit Worksheet	<ul style="list-style-type: none"> <li>• Assignment answers comprehensively addresses the questions and/or directions given.</li> </ul>
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31-40 Module Activities 16-20	<ul style="list-style-type: none"> <li>·Answers demonstrate critical thinking and share a thorough understanding for the material.</li> <li>·Well-written answers made within the required timeframe.</li> <li>·No grammatical or spelling errors.</li> </ul>
Met Expectations Unit Worksheet 21-30 Module Activities 11-15	<ul style="list-style-type: none"> <li>·Assignment answers are on topic and contain original content.</li> <li>·Answers demonstrate an understanding for the material covered.</li> <li>·Assignment answers contain complete sentences and rarely have grammatical errors.</li> </ul>
Emerged Toward Expectations Unit Worksheet 11-20 Module Activities 6-10	<ul style="list-style-type: none"> <li>·Assignment answers are on topic but lack originality and/or fail to elicit reflections from or fail to build on ideas of others.</li> <li>·Answers may contain multiple grammatical and spelling errors.</li> </ul>
Below Expectations Unit Worksheet 1-10 Module Activities 1-5	<ul style="list-style-type: none"> <li>·Answers do not serve to answer questions or demonstrate knowledge of course content or may not address the issue at hand successfully.</li> <li>·Little evidence of knowledge or understanding of course content is shown and examples are missing.</li> <li>·Assignment answers contain incomplete sentences and/or may not adhere to Standard English and grammar.</li> </ul>
Cannot Judge 0	*No assignment submitted.

**Module Quizzes (6 x 24 pts = 144 pts):** Students are required to complete quizzes by the due date assigned. Quizzes will cover the key concepts from the course workbook *Managing Your Program*.

**Final Project Team Mission Board and Report Day Activity (170 pts):** Your final project will require you to submit a mission board comprised of the following:

- Mission Statement
- Core Values
- Championship Standards
- Team Milestones
- Standards of Behaviors
- Keystone Habits

Your final project will also include a Report Day Activity to introduce your team's mission, core values, standards of behavior, championship standards, feedback, mental outlook, and work ethic.

Instructions for the Final Project are detailed on the corresponding assignment page. Students will have the opportunity to present drafts of the segments of the Final Project throughout the semester.

***Final Project Grading Rubric***

Exceeded Expectations 141-170	<p>*Final project includes a personalized structure, phrase, <b>and</b> image to present the mission statement in a creative way.</p> <p>*Final project addresses all six aspects of a mission board.</p> <p>*Final project is graphically presented in an appealing and inspiring way.</p> <p>*Final project is accompanied by a report day that presents all six aspects in an EPIC way to their team.</p> <p>*No grammatical or spelling errors in what is presented.</p>
Met Expectations 101-140	<p>*Final project includes a personalized structure, phrase, or image to present the mission statement in a creative way.</p> <p>*Final project addresses four or five aspects of a mission board.</p> <p>*Final project is graphically presented but lacks appeal and inspiration.</p> <p>*Final project is accompanied by a report day that presents four or five aspects in an EPIC way to their team.</p> <p>*Contains rare grammatical or spelling errors in what is presented.</p>
Emerged Toward Expectations 51-100	<p>*Final project includes a personalized structure, phrase, or image to present the mission statement in a creative way.</p> <p>*Final project addresses two or three aspects of a mission board.</p> <p>*Final project exists graphically but is not laid out in appealing and inspiring way.</p> <p>*Final project is accompanied by a report day that present two or three aspects in an EPIC way to the team.</p> <p>*Multiple grammatical and spelling errors in what is presented.</p>
Below Expectations 1-50	<p>*Final project includes a personalized structure, phrase, or image to present the mission statement in a creative way.</p> <p>*Final project address only one aspect of a mission board.</p> <p>*Final project is not graphically presented.</p> <p>*Final project is not accompanied by a report day or presents only one aspect in an EPIC way to their team.</p> <p>* Multiple grammatical or spelling errors in what was presented.</p>
Cannot Judge 0	<p>*No project was submitted.</p>

**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	59.99% & below	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 in 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.

- **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.

- 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:
- <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

## 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](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 before 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 3182 – First name, Last name - ...” Email use does not relieve students from the responsibility of confirming the communication with the instructor. Always sign your email – do not 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 417-234-8451 and/or email [h.hesse@ufl.edu](mailto: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 valuable 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 [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/), 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.

### **ACADEMIC INTEGRITY**

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 UF Office Student Affairs and the Dean of Students.

### **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](http://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**

- I hope to create a learning environment for all students that supports diversity of thoughts, perspectives, and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) I (like many people) continue to learn about and best accommodate diverse perspectives and identities, and this will be imperfect in my delivery of materials at times. 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. I will work hard to ensure that lectures and materials presented have a diversity of materials and ways for you to engage with them, and that you have a variety of ways to get frequent feedback about your learning. Please know that I am here to listen and offer help if you have questions or difficulties with the course.
- For suggestions or concerns related to IDEA, please reach out to any of the following:
  - 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 can 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 instruct 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.

## 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

- **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 before the assignment's due date. UF HELP Desk - 352-392-4357 (select option 2) or e-mail to [Learning-support@ufl.edu](mailto: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>. Several 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/>

### 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 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.

### **Weekly 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**

- Complete list available here: <https://catalog.ufl.edu/UGRD/dates-deadlines/2024-2025/>

<b>Module 1</b>	<b>Introduction &amp; Managing the Self: The Bedrock</b>		<b>Units: 1 &amp; 2 May 12-25</b>
Unit 1 May 12-18	Welcome & Course Overview  Chapter 1: Managing the Self: The Bedrock  Personal Mission Development	Read Workbook PDF Pages 4-31 Module Activity Post 1–2-minute video: <ul style="list-style-type: none"> <li>introduce yourself (include name, year in school, hometown, favorite social media app and talk about what you want to get out of the course</li> </ul> Unit 1 Worksheet Unit 1 Discussion Board	Due: May 18
Unit 2 May 19-25	Chapter 1: Managing Self: The Bedrock Self-Leadership	Read Chapter 1 pages: 32-40 PDF Unit 2 Worksheet Unit 2 Discussion Board	Due: May 25
TBA	Live Zoom Call #1 Optional	Time and day TBA via announcements on Canvas Overview of the Diamond of Success	
<b>Module 2</b>	<b>Managing Your Staff &amp; Support Staff: The Cornerstones</b> <b>Note: Memorial Day Holiday May 26</b>		<b>Units: 3</b>
Unit 3 May 26-June 1	Managing Your Staff  Managing Your Support Staff	Read Chapter 2 pages: 43-75 PDF Read Chapter 3 pages: 76-84 PDF Module Activity Unit 3 Worksheet Unit 3 Discussion Board <b>Quiz #1</b>	Due: June 1
<b>Module 3</b>	<b>Managing Your Team: The Centerpiece</b>		<b>Unit: 4</b>
Unit 4 June 2-8	Managing Your Team: The Centerpiece Introduce Final Project	Read Chapter 4, pages 85-93 PDF Module Activity Unit 4 Worksheet Unit 4 Discussion Board <b>Quiz #2</b>	Due: June 8
TBA	Live Zoom Call #2 Optional	Time and day TBA via announcements on Canvas Introduction of Final Project	
<b>Module 4</b>	<b>Managing Your Team: The Centerpiece</b>		<b>Unit 5 &amp; 6</b>
Unit 5 June 9-15	Managing Your Team: The Centerpiece	Read Chapter 4, pages 94-101 PDF Module Activity Unit 5 Worksheet Unit 5 Discussion Board	Due: June 15
Unit 6 June 16-22	Managing Your Team: The Centerpiece Mental Toughness Training	Read Chapter 4, pages 102-115 PDF Module Activity Unit 6 Worksheet Unit 6 Discussion Board <b>Quiz #3</b>	Due: June 22
<b>Week 7 June 23-June 29: Summer Break</b>			

<b>Module 5</b>	<b>Managing Your Team: The Centerpiece</b> <b>Note: Holiday July 4 &amp; 5</b>		<b>Unit 7</b>
Unit 7 June 30-July 6	Managing Your Team: The Centerpiece Creating Culture PGMs	Read Chapter 4 pages 115-136 PDF Module Activity Unit 7 Worksheet Unit 7 Discussion Board <b>Quiz #4</b>	Due: July 6
TBA	Live Zoom Call #3 Optional	Time and day TBA via announcements on Canvas Questions & Answers	
<b>Module 6</b>	<b>Managing Your Leadership: The Key</b>		<b>Units: 8 &amp; 9</b>
Unit 8 July 7-13	Managing Your Leadership: The Key Leadership Model Self-Leadership Model & Mentor	Read Chapter 5, pages 137-147 PDF Module Activity Unit 8 Worksheet Unit 8 Discussion Board	Due: July 13
Unit 9 July 14-20	Managing Your Leadership: The Key Leadership Loop Collective Leadership Super Leadership	Read Chapter 5, pages 147-158 Module Activity Unit 9 Worksheet Unit 9 Discussion Board <b>Quiz #5</b>	Due: July 20
<b>Module 7</b>	<b>Managing The Rest: The Connected</b> <b>Other Key Managing Skills</b>		<b>Units: 10-11</b>
Unit 10 July 21-27	Managing the Rest: The Connected Recruiting Parents	Read Chapter 6, pages 161-194 PDF Module Activity Unit 10 Worksheet Unit 10 Discussion Board Final Project Work	Due: July 27
Unit 11 July 28-Aug 3	Other Key Managing Skills Tough Conversations Ethical Decision Making	Read Chapter 7, pages 195-234 PDF Module Activity Unit 11 Worksheet Unit 11 Discussion Board <b>Final Project Due</b> <b>Quiz #6</b>	Due: Aug 3
<b>Module 8</b>	<b>Other Key Managing Skills</b>		<b>Units: 12</b>
Unit 12 August 4-8	Other Key Managing Skills Emotional Intelligence Managing Up	Read Chapter 7, pages 235-257 PDF Read Chapter 8, pages 260-266 Unit 12 Worksheet Unit 12 Discussion Board	Due: Aug 8