

What Drives Winning

SPM5936 | Section OS14

Class # 17256

3 Credits | Fall 2022

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COURSE INFORMATION

Instructor Becky Burleigh, MS
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Email: beckyb@gators.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/466189>

Course Description

This course will be built around answering the question: “Can you take character development into the paid-to-win world of athletics and/or high performance?” 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 environment.

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 create a person-first environment. Discussions will be based around understanding 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 and research on coaching and coaching pedagogy, students will develop strategies to integrate character-based coaching into the daily schedule of a sports team by creating a roadmap of activities. This class will also focus on the collection and development of relatable assets that will be the beginning of a character development program.

- **Instructional Methods:** This course consist 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 pre-recorded lectures and complete weekly assignments and discussions based on assigned due dates. Students should follow along in the 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 performance and relational character.
3. Analyze the relationship of results, process and character.
4. Evaluate what holds back the athletes on your team.
5. Identify the sources of athletes tying their performance to their identity.
6. Describe a plan to gain buy-in to character development through sport.
7. Create a system to teach human-related issues in your sport context.
8. Identify the signals sent/received that make athletes feel valued as a player first and a person second.
9. Identify and communicate to your inner circle.

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

COURSE FORMAT

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. The course is organized around:

1. Module readings
2. Module assignments
3. Unit lectures/Quizzes
4. Unit VoiceThreads
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, as well as provide research to frame the unit work.

Module assignments (5 module X 40 points=200 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 a team environment. Finding examples from real-world scenarios, practicing your own interaction with coaches and athletes will make the presentations and readings come to life. The Module Assignment will be due at the conclusion of each module.

Module VoiceThread Logs (140 points total/module points vary): Students will log the responses they submit to the unit VoiceThread questions (posts) in the 'What Drives Winning' worksheets (PDF). The unit PDFs are compiled and submitted as a Module Assignment.

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 unit lecture or **watch** the recording and take the quiz.
2. **View** and **respond** to the unit VoiceThread and log your responses in the provided PDF.
3. **Participate** in the unit Discussion Board in Canvas.

Unit Lectures (15 lectures X 10 points=150 points): Students will attend unit lectures each week, time dependent upon guest/topic; lectures will be recorded and posted to the unit page in Canvas usually by the next day. Most lectures will involve a guest speaker in an interview format, which will allow for interaction from the class. Lectures 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 will encounter as a coach/leader of a team/staff.

*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.

Lecture Quizzes (recovered points for missed lectures): Students who are unable to attend any lecture at the designated time will have the opportunity to recover the 10 points awarded for participation in each lecture by taking a lecture quiz. Lecture quizzes are open to take for at least a week for those students who were not able to attend the unit lecture. Quizzes are linked to the Module pages and can be accessed via the Lecture Quiz page.

Unit Discussion Boards (15 weeks X 15 boards=225 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. Be sure to post twice per week to get full credit for each discussion board.

Course Term Projects

Students will complete three projects that span the semester, incorporating unit and module content into their final submission for each project assignment.

Coaching Lab Reflection Papers (3 lab attendance X 20 points=60 points): Students are required to attend three ‘What Drives Winning’ Coaching Labs and write a reflection paper on each lab (three reflection papers total). One of the coaching labs will be recorded and can count as one of your lab experiences.

Character Development Playbook (120 points): The Character Development Playbook (CDP) assignment is an accumulation and organization of the assets collected. It will consist of 20 character skills with 3 assets each that will be the beginning of your library of character development assets.

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 a position paper on what philosophies and systems the student will create in their own environment to repurpose the sport experience.

Grading & Point Distribution

Module Assignments (40 points each X 5 assignments)	200 pts
Lecture Participation/Quiz (10 points each X 15 lectures)	150 pts
Unit Discussion Boards (15 points each X 15 boards)	225 pts
VoiceThread Response Logs	140 pts
Coaching Lab Reflection Papers (20 points each X 3 papers)	60 pts
Character Development Playbook	120 pts
Final Reflection/Position Paper	50 pts
Total Points	945 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>.

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.

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](#)