

What Drives Winning Environments

SPM5936 | Section OS15

Class # 22127

3 Credits | Fall 2022

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@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/466410>

Course Description

This course is designed to prepare students to build and manage an environment in which their team and staff can “do their best work.” The course platforms student to (a) explore and create systems that define team/organizational standards and expectations, (b) identify and manage “above the line” and “below the line” behaviors as they impact the team/organizational environment, and (c) model team/organizational standards and expectations as the leader.

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 and Recommended Materials

- Book: *What Drives Winning Environments* available for purchase at: <https://whatdriveswinning.com/product/what-drives-winning-environments/#buynow>
- 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 Environments is designed to be a hands-on/real-world course that will give students the tools to identify and define standards for the environment they lead. Through practice and feedback, students will design effective and creative ways to teach the standards they choose as foundational to the environments they lead. Through critical thinking and research on coaching and coaching pedagogy, students will develop strategies to recognize and reinforce above-the-line behavior, recognize and manage below-the-line behavior, and learn and practice leadership strategies that center on influence as opposed to power. Students will also learn the importance of modeling the behaviors they wish to see in their environment and put into place auditing systems to ensure their own ability to do so.

- **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:

- Contrast the difference between character development and behavior management
- Evaluate the role that coaches/leaders play in creating an environment where people can do their best work
- Create a list of what needs to be defined in their environment
- Delineate above- and below-the-line behaviors
- Identify and promote behaviors that are above-the-line
- Identify and manage behaviors that are below-the-line
- Discover creative and effective ways to teach, reinforce, create buy-in and evaluate desired standards
- Formulate team identity

- Dissect and focus on human behavior within a high-performance environment
- Apply ways to maintain the esteem of the team despite adversity
- Lead with influence instead of power by utilizing tools from the course
- Create systems for decision-making around personnel decisions
- Create self-awareness around personal behavior and message alignment

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: Each module has a set of associated readings that students will synthesize into module assignments, 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 modules 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/staff environment. Finding examples from real-world scenarios, practicing your own interaction with case studies and interviews with current coaches/leaders will help make the presentations and readings come to life. The Module Assignment will be due at the conclusion of each module.

Module VoiceThread Logs (5 Modules x 25 points=125 points): Students will log the responses they submit to the unit VoiceThread questions on the 'What Drives Winning Environments' worksheets (Downloadable PDFs provided). 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. **Participate** in the live digital lecture or watch the recording and take the quiz
2. **View** and **respond** to the unit VoiceThreads 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 can participate in the live digital lecture each week. Lectures will be recorded and posted to the unit page following the event for those who cannot attend live. A quiz about the lecture will be required to recoup the participation points. Most lectures will involve a guest speaker in an interview format, which will allow for interaction from the audience. Lectures will also present my experiences as a 30+ year coach/leader for discussion and 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 following the live lecture and will be available for at least one week to recoup the participation points.

Unit Discussion Boards (15 weeks x 15 points each=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. First posts to the discussion boards are due on Thursday of each unit, replies are due by Sunday.

Course Term Projects

Students will complete 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 each=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 labs will be recorded for students to watch and can be used as one of the three lab experiences.

Final Reflection Position Paper (60 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 students will choose to guide how they construct a team/staff environment.

Grading & Point Distribution

Module Assignments (40 points each X 5)	200 pts
Lecture Participation/Quiz (10 points each X 15)	150 pts
Unit Discussion Boards (15 points each X 15)	225 pts
VoiceThread Response Logs (X 5 modules)	125 pts
Coaching Lab Reflection Papers (20 pts X 3 lab experiences)	60 pts
<u>Final Reflection</u>	<u>60 pts</u>
Total points	820 points

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](#)