

**Annette Caldwell Simmons School of Education and Human Development
Department of Applied Physiology, Sport Management and Wellness
Sport Performance Leadership (SPL) Concentration**

APSM 2340: Coaching and Leadership for Performance
May Term 2017 Syllabus

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Office Hours: By appointment

Course Overview:

This course is designed to introduce students to what coaches do, the qualities of expert coaches, strategies for effective and cohesive programs, developing a sound coaching philosophy, and gaining an understanding of the art and science of coaching.

Instructor Bio:

David Bertrand, M.S.Ed., is a Clinical Assistant Professor in the Applied Physiology & Wellness Department. David was appointed the first Director of the Sport Performance Leadership (SPL) concentration in 2013. The mission of the SPL program is to provide students with academic and experiential training pertinent to the leadership and instruction of sport. David is a practicing endurance and triathlon coach, with his interest and involvement in the endurance sports community spanning over a decade. He is a frequent speaker of various coaching and leadership topics at professional conferences across the nation. Most recently, he presented at National Strength and Conditioning Association's (NSCA) Endurance Clinic on "Managing an Athlete from A to Z" and at USA Triathlon's International Art & Science Symposium on "Coaching Powerfully: The Greatest Coaching Minds of our Time".

How you as a student will benefit:

Students will:

1. Describe the various styles of successful coaches.
2. Identify a successful coaching mentor and pertinent philosophy.
3. Formulate a personal philosophy in the context of teaching or coaching sport.
4. Describe and discuss their personal strengths and how it relates to their overall mission.
5. Identify and analyze leadership concepts associated with coaching.

Students receive an Oral Communication (UC) proficiency for taking this course.

University Curriculum Student Learning Outcomes:

1. Students will be able to select, organize and use appropriate evidence or information to suit a specific or targeted audience.
2. Students will be able to use appropriate vocal and visual cues to deliver a presentation to a specific or targeted audience.

Course Content – APSM 2340: Coaching & Leadership for Performance – May Term 2017 - Bertrand

Date	Day	Topic/Content	Assignments/Assigned Readings <u>Due By This Date</u>
5/18	Th	Course Intro / Best Coach Developing Your Coaching Philosophy Current Events in Coaching / Syllabus	Martens Ch 1, Maxwell Ch 1, Wooden Ch 11 Best Coach Worksheet
5/19	F	Determining your Coaching Objectives Selecting your Coaching Style	Martens Ch 2 & 3, Wooden Ch 7, Maxwell Ch 9
5/22	M	Coaching for Character / Integrity 7 C's of Coaching Credibility	Martens Ch 4 Strengths Finder
5/23	Tu	Communicating with Your Athletes Group Work, Test #1 Review	Martens Ch 6, Maxwell Ch 10
5/24	W	Conversations with Coaches Practice Visit & Analysis	Dean Smith Ch 4
5/25	Th	Exam #1 Conversations with Coaches Current Events / Public Speaking prep 'What Drives Winning' activity	
5/26	F	Current Events in Coaching, Groups 1 & 2 Drugs and Sport – 9.79*	Martens Ch 17 Interview Questionnaires (2)
5/29	M	Current Events in Coaching, Groups 3 & 4 Leader Development: Strengths Finder & Interviews	
5/30	Tu	Motivating Your Athletes Managing Athlete Behavior Conversations with Coaches	Martens Ch 7 & 8 Bring 1-2 pages of PPP draft to class Personal Profile Paper, due by 8:00pm
5/31	W	Teaching Technical Skills; Teaching Tactical Skills – Ironman; Planning for Teaching	Martens Ch 10, 11 & 12, Wooden Ch 6 Skill Acquisition
6/1	Th	Coach Introductions Exam #2 Review	
6/2	F	Managing Your Team Captains Panel, Jeopardy Review Final Exam	Martens Ch 18 Critical Factors to creating the right team culture

Grading Criteria

A. Leadership Behavior (Participation)	15%
B. Speaking & Presentation Skills	30%
a. Coach Introductions – 15%	
b. Group Current Events – 15%	
C. Leader Development Portfolio	20%
a. Best Coach – 2.5%	
b. Strengths Finder – 2.5%	
c. Interview Questionnaires (2) – 5%	
d. Personal Profile Paper – 10%	
D. Assessments	35%
a. Exam #1 – 15%	
b. <u>Final Exam - 20%</u>	
	100%

Required Text and Readings:

1. Martens, R. (2012). *Successful Coaching*, 4th edition. Champaign, IL: Human Kinetics. (**ISBN-13:** 978-1450400510)
 2. Rath, T. (2007). *Strengths Finder 2.0*. New York, NY: Gallup Press. (**ISBN-13:** 978-1595620156)
- NOTE: Do NOT buy a USED version of this book as it will not provide you with the necessary access code.**

Recommended Readings:

1. Wooden, J. and Jamison, S. (2005). *Wooden on Leadership*. New York: McGraw-Hill. (**ISBN-13:** 978-0071453394)
2. Maxwell, J. (2007). *The 21 Irrefutable Laws of Leadership*. Nashville, Tennessee: Thomas Nelson, Inc. (**ISBN-13:** 978-0785288374)
3. Waitzkin, Josh. (2008). *The Art of Learning: An Inner Journey to Optimal Performance*. New York, NY: Free Press. (**ISBN-13:** 978-0-7432-7746-4)
4. Lombardi, V. and Vince Lombardi Jr., (2012). *What it takes to be #1: Lombardi on Leadership*. Nashville, Tennessee: Thomas Nelson, Inc. (**ISBN-13:** 978-1-4003-1997-8)

Attendance

Class is held from 9:00AM-12noon and 1:00PM-4:00PM. 100% punctual attendance is expected and will be rewarded. Students should be prepared for class. To pass the class, you cannot miss more than ½ a day of class due to illness or any other reason (University-excused functions do not apply). It is your responsibility to keep track of your absences.

ASSIGNMENTS

Interview Questionnaires (complete TWO interviews)

Pick a family member, friend, or a former coach/teacher -- anyone who may be a “Huge Fan of YOU” - a supporter, a backer, someone who is fully committed to your success and who is NOT afraid to tell you the truth. Complete the interview questionnaire with this person. (Most interviews take anywhere between 30-60 minutes). DO NOT email the questions to the interviewee and ask them to fill in the blanks and then send back to you...it doesn't work that way. Record the interviewee's answers and upload to Canvas.

Strengths Finder

To complete this assignment online, use the unique access code provided by the *Strengths Finder 2.0* book you have purchased. Please do not share your access code with anyone.

- STEP 1: You will then take the Clifton Strengths Finder questionnaire to discover your “Top 5” themes of talent.
- STEP 2: Print out your “**Strengths Insight and Action Planning Guide**” report, which will feature insights and strategies customized to your Signature Themes.

Current Events in Coaching - Group Presentations

You will be assigned to a group to give a 35 minute presentation using current events in coaching. Find a current event or issue that involves coaches and/or the coaching profession. The presentation should connect with major takeaways from the readings and other examples from modern-day coaches and real-world application. Your grade will be determined from two sources: 1) peers from your designated group and 2) your instructor. See handout for more details.

Coach Introductions (speech)

Part of being a coach is motivating, inspiring, and leading others to a place that they otherwise cannot get on their own. Prepare and present in front of your classmates a 3 to 5 minute speech where you are addressing a team **for the very first time** (i.e., the players have never met you or been coached by you before this moment). Be sure to communicate philosophy, procedures, and any other team rituals or expectations. Create an interest for the work ahead and the upcoming season.

Often times the best speeches are the ones that get off to the best START. Tell a story the audience can relate to, share a related factoid that shocks the audience, or ask a question that matters to the audience. To learn more about how to successfully start a talk, view this helpful video - <https://youtu.be/w82a1FT5o88>.

General grading rubric for speeches:

- A's – superior speeches; clear, thoughtful, meaningful, engaging, content-rich, and impactful; no need to read word-for-word from your paper as you know your message by heart; your energy and enthusiasm are obvious and contagious; you make eye contact and use gestures effectively; great usage of intonation and voice; it's clear you have practiced and that you care; you stay within the time parameters; you give ultimate respect to your peers and demonstrate active listening during their speeches
- B's – above average speeches; clear and thoughtful but fails to engage the audience in a meaningful way; good use of eye contact and gestures but room for improvement in regards to being extremely effective; good content and easy to follow; speech is within time parameter
- C's – average speeches; generally not engaging and leaves the audience wishing for more; poor use of voice or enunciation, lacking in energy, etc.; reading from notes most of the time with minimal eye contact; it's questionable or unclear if the content of your talk addresses the given prompt; speech difficult to follow; speech is within time limit or falls short of time parameter
- D's or below – you try to wing it and speech greatly lacks substance; meaningful content and sufficient preparation is obviously absent; show no care or concern for assignment or for the audience's time; mostly reading from your notes; almost no eye contact or enthusiasm; it's clear you are not taking the assignment seriously; speech may be within time parameter or fall drastically below; a clear and blatant disrespect to your classmates by talking or using your electronic device during a speech

Personal Profile Paper

In lieu of all the great leaders and coaches you will have studied about and learned from, through panels, books, and personal experiences, and in light of recent discoveries through the self-concept exercises (i.e., Personal Strengths and Interview Questionnaire), write a 3-page (double-spaced, 12 point font, 1 inch margins) paper describing and unpacking your personal coaching philosophy. Be sure to describe a successful coach that you have had in the past and include the pieces of the coach's strengths and philosophies that you plan to adopt from him/her. Other items you might address/cover include: coaching style, communication, motivation, managing a team, training, fueling, teaching methodologies, expectations, etc.

Quizzes

I may give quizzes to ensure you are keeping track with the readings and to assess learning. Some will be announced and occasionally I will give a pop quiz. Refer to your syllabus for content you will be responsible for. There are no make-up quizzes (exception: University-excused functions).

Exams

The course will include two tests. Each test will be based on textbook assignments, reading material and lecture content from guest speakers and the professor. Prepare for true/false, multiple choice, fill-in-the-blank, short answer, and essay questions.

Final Exam

Our Final Exam is on Friday, June 2nd.

Grading Scale:

94-100 = A	90-93.9 = A-	87-89.9 = B+	84-86.9 = B
80-83.9 = B-	77-79.9 = C +	74-76.9 = C	70-73.9 = C-
67-69.9 = D+	64-66.9 = D	60-63.9 = D-	Below 59.9 = F

Professionalism: Present the very best “you” each and every day in class. All electronic devices are to remain off during class unless otherwise needed for the class. Students are responsible for checking SMU email on a daily basis for messages from the university or from instructors. Refer to below rubric.

Due Dates: All assignments must be turned in at the beginning of class on the date listed in the syllabus. The score of a late assignment will be reduced by 25% for each day late for an assignment. 1sec to 24hr = 1 day late. Absence from class does not constitute notification about a late assignment. If an absence is unavoidable, the student is responsible for emailing the assignment to the instructor on time. Computer/printer failures are not acceptable reasons for late assignments.

Quality of Work: All papers must be typed (unless otherwise indicated) and must meet the high quality standards expected of an outstanding student and future professional.

Requests for Help with Assignments: Students should feel free to talk to the instructor, or email the instructor about any assignment. However, the student should always make an effort to begin the assignment before asking for help. Emailing the instructor the night before a long-term assignment is due is not an optimal time for questions.

Written Papers	Exemplary	Accomplished	Developing	Beginning
Content	Addressed all points in a complete manner	Addressed some or most points in a complete manner	Addressed about half of the points in a complete manner	Addressed very few points in a complete manner
Organization	Content is very well organized	Content is mostly well-organized	Content is lacking organization	Content is mostly lacking
Style & Grammar	There are no errors	There are minimal errors	There are many errors	The paper is riddled w/ errors
Assignment visual Presentation:	Entire paper is neatly presented and easy to read	Most of the paper is neat and pleasing to read	About half of the paper is neat and pleasing to read	Very little of the paper is neatly presented and easy to read

Leadership Behavior (participation) scoring rubric

A – Takes ULTIMATE responsibility	B – Takes acceptable responsibility	C, D – Takes sporadic responsibility	D,F – Does not take responsibility
14-15 points	12-13 points	9-11 points	8 points or less
Thoughtful, well-articulated, frequent contributions to class discussions.	Sometimes contributes to class discussions.	Contributes to class discussions on a rare or infrequent basis.	“Contribution? What?”
Early to class and ready to go – clearly indicates interest in his/her learning & demonstrates the highest respect for the classroom environment.	Shows adequate respect for the classroom environment. Most of the time is ready to go at the top of the hour.	Being ready is not a priority but is pulled off some of the time. Little regard for ensuring an optimal learning platform for self or others.	“Do I have to be here?”
Prepared, alert, and engaged. Makes eye contact.	Most of the time prepared, alert, and engaged.	Rarely prepared, alert, and engaged.	“Can I finish eating my Chick-fil-A and then come a little after?” Sleeping in class.
Outstanding group member – perfect scores all around.	Mostly perfect scores on group project.	Room for improvement on group dynamics / interaction.	“My group sucked.”
Outstanding classroom conduct. Never disruptive to teacher or classmates.	Acceptable classroom conduct.	Lackluster classroom conduct. Has hard time focusing and sometimes even disruptive.	Complete nuisance to the teacher and to classmates.
Professional demeanor. Upbeat. I never see a cell phone, laptop, etc.	Acceptable demeanor.	Decent behavior and demeanor but often times immature.	Unprofessional.
High integrity, honesty with all assignments. Original work.			Dishonest. Lack of integrity.
Asks meaningful questions to guest speakers and is supremely alert.	Might ask a question or two and listens in class for the most part.	No questions asked and generally listens but other times tunes out.	Disrespects a guest.
Uses clean language and exudes excellence in behavior.	Uses clean language and exudes excellence most of the time.	Loose language or uncaring attitude at times in class.	Uses profanity and exhibits behavior that is not upstanding.

Oral Presentation Rubric			
Criteria	Exemplary	Developing	Beginner, Needs Improvement
Presenter Engagement with Audience	Presentation is on topic, interactive and engages the audience.	Presentation is on topic, fails to engage the audience in meaningful interaction.	Low engagement with the audience; no opportunity for interaction.
Presenter's Voices, Diction and Grammar	Presenter's voices had the appropriate volume, enunciated all words well and used proper grammar throughout the presentation.	Presenter's voices were somewhat audible, did not enunciate all words and used proper grammar half of the time.	Presenter's voices were either too loud or barely audible, barely enunciated any words and the improper use of grammar is very evident throughout the entire presentation.
Presenter Body Language	Presenter used eye contact with audience and had no distracting extraneous bodily actions.	Presenter used some eye contact with audience and demonstrated a few distracting bodily actions.	Presenter used no eye contact with audience and demonstrated many distracting bodily actions.
Presentation's Content	Content of presentation relates directly to the appropriate game situation, highlighting content thoroughly and succinctly.	Content of presentation covers partially the presenters' appropriate game situation and is somewhat succinct.	The content of the presentation barely highlights the appropriate game situation and is not succinct.
Presentation's Clarity and organization	The presenter's content is organized and easy to follow and understand.	Presenter's content is somewhat clear and somewhat easy to follow and understand.	Presenter doesn't demonstrate any organization and very difficult to follow.

Disability Accommodations: Students needing academic accommodations for a disability must first register with Disability Accommodations & Success Strategies (DASS). Students can call 214-768-1470 or visit <http://www.smu.edu/Provost/ALEC/DASS> to begin the process. Once registered, students should then schedule an appointment with the professor as early in the semester as possible, present a DASS Accommodation Letter, and make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement.

Religious Observance: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9)

Excused Absences for University Extracurricular Activities: Students participating in an officially sanctioned, scheduled University extracurricular activity will be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue).

Valuing Diversity. The diversity students bring to this class is a valuable resource because varied backgrounds and opinions enhance discussion. Research suggests that learning is improved by exposure to diversity in the classroom. It is the professor's intent to present materials and activities that utilize and are respectful of diversity: gender, sexual orientation, disability, age, socio-economic status, ethnicity, race, culture, perspective, and other background characteristics. The professor welcomes and appreciates students' suggestions about how to improve the value of diversity in this course. Students should feel free to let the professor know of ways to improve the effectiveness of the course for them or for other students or student groups.

Peer Review for Group Presentations

PARAMETER	<i>Exemplary</i>	<i>Accomplished</i>	<i>Developing</i>	<i>Beginning</i>	<i>Total</i>
<i>Role</i>	Group member completed role in an impressive manner.	Group member completed role in a satisfactory manner.	Group member completed role with a great deal of difficulty.	Group member did not complete role within group.	
<i>Cooperation</i>	Group member was a major asset to the group.	Group member was relatively easy to work with most of the time.	Group member was difficult to work with at times.	Group member was consistently difficult to work with.	
<i>Time on Task</i>	Group member lead group through most tasks.	Group member was on-task throughout the project.	Group member was off-task regularly.	Group member was regularly off-task and distracted others throughout the project.	
<i>Task Completion</i>	Group member completed assignments in an above average manner.	Group member completed assignments in a satisfactory manner.	Group member participated in a less than fully satisfactory manner.	Group member did not participate in assignments.	