Independent Study Course Syllabus

Course Number: ATH 903
Course Title: Coaching: Leadership and Team Cohesion

☐ Online  X Distance Learning

Instructor: Dennis Janzen, Ph.D.
Phone number: 559-287-8389
Email: djanzen@fresno.edu

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<thead>
<tr>
<th>Contact Website (Coaching Certificate):</th>
<th>Units: 3</th>
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<tr>
<td><a href="http://ce.fresno.edu/cpd/Certificates/">http://ce.fresno.edu/cpd/Certificates/</a></td>
<td>Grade Level: K-12</td>
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<td>Contact Website…under construction (Instructor):</td>
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<td><a href="http://www.eliteperformance21st.com/">http://www.eliteperformance21st.com/</a></td>
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<tr>
<td>Contact Address: 5478 Night Heron Drive, Blaine, WA. 98230</td>
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Course Description
Any coach or athlete who achieves success in the arena of competitive sport does so because of a level of mastery in the mental aspects of athletic performance. Crucial to the success of any team is the role of the coach in the areas of leadership and team unity. Successful sport performance is intrinsically tied to the psychological dimension of achievement. Typically, the level of understanding by the coach or teacher, and subsequent application of sound psychological principles with regard to competitive sport performance falls far below what is needed for optimum athletic achievement. This course offers the athletic coach and/or scholar the opportunity to learn and apply correct psychological principles within the competitive sport context. The assignments contained in this course are closely aligned to National Content Standards in Physical Education for grades Kindergarten through 12th grade.

Course Dates
Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

To register for courses go to http://ce.fresno.edu/cpd
Course Materials

Before beginning the course, you are to purchase the required textbook. All course materials other than the text and the booklets are contained in the course website. These include a set of selected readings plus complete descriptions of accompanying assignments and activities. The reading list for this course is designed to provide the student with the opportunity to be exposed to the basic array of elements that the coach will encounter in the profession relative to leadership development and team building. The readings will be provided through written material from Pro Active Coaching. The necessary booklets from Pro Active Coaching are as follows:

Required Text:
1. Teaching Character Through Sport: Developing a Positive Coaching Legacy by Bruce Brown, Pro Active Coaching.

Required Booklets depending on the reading selected (Note: each is obtained through www.proactivecoaching.info).

2. Teach Attitude First
3. Life Lessons for Athletes – Lessons athletes should learn from sport
4. Captains, Seven Ways to Lead Your Team
5. First Steps to Successful Teams –Core Covenants
6. Athletic Traditions
7. The Impact of Trust
8. Team Stories – Short Stories Encouraging Athletes to Focus on Team
9. Turning Around Athletic Programs

NOTE – OBTAINING NECESSARY READING MATERIALS

Ordering the required text (Teaching Character Through Sport: Developing a Positive Coaching Legacy) plus the selected readings booklets should be done through the following website:

www.proactivecoaching.info

NOTE: The student is encouraged to obtain and read all reading selections listed even though they may not be required for completion of the course. Great coaches never stop seeking to improve and learn. I highly recommend each Pro Active Coaching booklet or text for your continued professional development and effectiveness.

Please note also that you may order other materials at any time from Pro Active Coaching LLC for personal professional development.
**Technology Requirements:** (For online and web-based courses)

In order to successfully complete the course requirements, course participants will need Internet access, be able to send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet.

Please remember that the instructor is not able to offer technical support. In the event that you need technical support, please contact your Internet Service Provider.

**Moodle:**

This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. with an easy to learn and use interface. To learn more about Moodle go to: ([http://docs.moodle.org/en/Student_tutorials](http://docs.moodle.org/en/Student_tutorials)). There are some student tutorials on the Center for Online Learning website at Fresno Pacific University – [http://col.fresno.edu/student](http://col.fresno.edu/student).

**Getting Help with Moodle:**

If you need help with Moodle, please contact the Center for Online Learning (COL), by telephone 1-559-453-3460. Help by phone is available Mon-Thurs 8:00 am to 8:00pm and on Fridays from 8:00 am to 5:00 pm, or by filling out a “Request Services” form at [http://col.fresno.edu/contact/request-services](http://col.fresno.edu/contact/request-services). Please identify that you are with the Continuing Education/Independent Studies department.

**Course Requirements**

In addition to the SHAPE, NSSC, and NBPTS standards mentioned in the STANDARDS-BASED INSTRUCTION section, the following assignments strongly support the California State Board of Education Physical Education Framework related to Leadership and team building.

**Leadership defined is simply behavior that influences.**

*Dr. Dennis Janzen*

The Physical Education Framework places a strong emphasis on maintaining a positive self-image and helps students strive to become the best that they can be through planned physical activities. In the area of social development, the framework advocates "students develop appropriate social behaviors by working independently and with others during planned activities.

This course is comprised of the following possible activities.

1. **ANALYSIS-REACTION PAPERS** - Select 5 reading assignments from text sources relative to each course area. Each reading will focus on a specific, practical subtopic typically encountered within the athletic coaching world relative to issues of character.
building through sport. Each subtopic will be developed with an emphasis on real world analyses and application of current sport psychology literature.

a) Each selected reading will be responded to via a 2 page "Analysis-Reaction" paper. Each A-R paper will include a summary and application-based reaction to the topic of character education and formation.

After completion of the selected readings and corresponding Analysis-Reaction papers, the student may select and complete any two of the following activities

1. **JOURNAL** - Maintenance of a journal for 10 days of observing team practices, competitions, and/or other direct team experiences and interactions. This can be with your own team or someone else's team. Please, as a matter of protocol, be sure to seek a coach's permission prior to observing/studying his/her team if you plan to not use your own team.

   a) Minimum daily entry length will be approximately 1 page. Please type, if possible, though not required. The student is encouraged to use a word processor in order to allow for additional editing if desired at a later date.
   b) Journal entries must be limited to topics relevant to the specific topic of character.
   c) Observation days need NOT be consecutive.
   d) Reference to selected readings will be encouraged within the text of your journal entries. References, if used, must include the author's name, book/journal title, year published, and page reference (e.g. Le Unes and Nation, Sport Psychology, p. 274, 1996). References to research studies mentioned within the selected readings must include only the mentioned researcher's name and year of study (e.g. Smith, 1986).
   e) The daily "journaling" experience will be intended to develop a more developmental, analytical, and reflective approach to the application of sound character formation principles in successful coaching.
   f) Daily journal entries will be presented within a lightly structured framework designed to help guide the student in their evaluative and reflective processes.

"Good coaches understand the game. Great coaches understand the game and their athletes and how to teach both."

**Bruce Brown**

2. **Player Sociogram** - To systematically determine the feelings athletes have for one another within a variety of athletic and non-athletic settings. These feelings are often termed "team morale", which generally is a reflection of how a team gets along with each other socially as well as when they are performing together athletically. The typical assumption is that the more "together" the team is, the better they will be able to cooperate in attempting to achieve the goals set out by and/or for the team. Interestingly, togetherness off the court/field may not always equate to togetherness on the court/field.
3. **Player-Competitive Scenario Sociogram** - This exercise is useful for discerning player relationships/group dynamic issues in a competitive team environment. Every experienced coach understands that social dynamics are very situation-specific, and that particularly under the pressures of highly stressful competitive situations, insights into teammate social relationship dynamics is very important information for the coach to understand. The Player-Competitive Scenario Sociogram has been used by numerous highly successful national and world-class coaches to derive insights into team cohesion/dynamics in competitively crucial situations.

4. **Coach Interview** - Interview a coach who has been coaching at least 5 years. Attempt to locate a coach whom you feel has been successful. Analyze the coach's responses to your questions in light of the readings you have done for this course on leadership and team cohesion. Observe the coach in action for at least 1 practice session or game. Since many coaches do not have an accurate perception of their practice or game behaviors, see if any inconsistencies exist between the coaches self-perceptions of behavior as indicated from their interview, and their observed behavior in a practice or game setting. Also, identify the coach’s strengths in terms of developing and/or exhibiting leadership and team cohesion within their athletes.

Develop a list of 10 questions related to leadership and team cohesion in terms of the coach’s role in developing these characteristics within their individual athletes and the team as a whole. Ask the coach each of these 10 questions from three different perspectives: 1) When they first were an athlete, 2) When they first started coaching, and 3) now as a more experienced coach.

5. **Staff Cohesion Activities** (note: The student will select any 2 of the below activities. Completion of the 2 activities is considered 1 activity.)
   a. Personal Inventory Exercise - Goals, Skills, Assets, Liabilities, Priorities, Commitments.
   b. Qualities of a Coach Questionnaire
   c. Worst/Best Moment Exercise
   d. Crisis Simulation Exercise
   e. Team Captain Qualification Exercise

"Sport does not provide us with many answers to the issues of life, but rather provides us with one of the richest fields for asking the questions."

_Drew Hyland_

**National Content / Common Core Standards**

The assignments contained in this course are closely aligned to National Content Standards in Physical Education for grades Kindergarten through 12th grade.

"Standards are an enduring commitment, not a passing fancy."

- California State Board of Education
Society of Health and Physical Educators (SHAPE) (www.shapeamerica.org/)

The following content standards listed by the Society of Health and Physical Educators SHAPE are addressed throughout this course. Specific standards are identified with various assignments presented in the course materials.

SHAPE appointed the Outcomes Committee to answer the question, "What should students know and be able to do?" The Outcomes Project culminated in the development of a definition of the physically educated person. This definition included five major focus areas:

- Has learned skills necessary to perform a variety of physical activities
- Is physically fit
- Does participate regularly in physical activity
- Knows the implications of and the benefits from involvement in physical activities
- Values physical activity and its contribution to a healthful lifestyle

*Education has for its object the formation of character.*

- Herbert Spencer

Student Learning Objectives / Outcomes (SLO)

The athletic coach and/or scholar will engage in the following learning outcomes in a manner consistent with Standards 5 and 6 as prescribed by the SHAPE. The following prescribed domains and associated standards from the National Standards for Sport Coaches (NSSC) are also reflected in the following SLO’s:

1) The athletic coach and/or scholar will analyze and apply correct principles of performance psychology within the competitive sport context as these elements relate to the dynamics leadership and team unity.

2) The learner will identify and analyze crucial factors involving the elements of three sport-context models of leadership: the Multidimensional, Mediational, and Normative models of leadership.

3) The learner will identify and analyze the relationship between task success and group cohesion relative to the success for both the participant and the team.

4) The learner will identify and analyze the topic of team cohesion as discussed from the positions of desire for group success, group motive, and group performance relative to team cohesion. These will be investigated both in theory and through practical interaction and observations within a real athletic context.

5) The learner will develop an understanding that utilizes sound psychologically-based leadership principles as useful vehicles not only for the purpose of improving athletic performances but also general human performance enhancement.
Schedule of Topics and Assignments

This course is constructed as follows:

1. **ANALYSIS-REACTION PAPERS** – Read 4 selected reading assignments from the book entitled “Teaching Character Through Sport: Developing a Positive Coaching Legacy” by Bruce Brown, Pro Active Coaching “plus any four of the eight listed Pro Active Coaching booklets. Each reading will focus on a specific, practical subtopic typically encountered within the athletic coaching world. Each subtopic will be developed with an emphasis on real world analyses and application of current sport psychology literature.

   a. Each selected reading from the book “Teaching Character Through Sport: Developing a Positive Coaching Legacy” by Bruce Brown, Pro Active Coaching “plus the four selected booklets from Pro Active Coaching will be responded to via a 2 page "Analysis-Reaction" paper. Each A-R paper will include a summary and application-based reaction to the topic of leadership or team cohesion.

   b. After reading the four readings in the “Teaching Character…” text, read any four of the following booklets obtained from Pro Active Coaching LLC. These booklets are to also be written up following the assignment guidelines of the Analysis-Reaction paper.

   Required Booklets depending on the reading selected (Note: each is obtained through www.proactivecoaching.info).

   a. Teach Attitude First
   b. Life Lessons for Athletes – Lessons athletes should learn from sport
   c. Captains, Seven Ways to Lead Your Team
   d. First Steps to Successful Teams –Core Covenants
   e. Athletic Traditions
   f. The Impact of Trust
   g. Team Stories – Short Stories Encouraging Athletes to Focus on Team
   h. Turning Around Athletic Programs

   Each booklet is written by Bruce E. Brown, Director of Pro Active Coaching LLC. To order the booklets, go to www.proactivecoaching.info. Each booklet is $5.00.

   Please note also that you may order other materials at any time from Pro Active Coaching LLC for personal professional development.

   **Plus any three of the following assignments:**

   2. **JOURNAL** - Maintenance of a journal for 10 days of observing team practices, competitions, and/or other direct team experiences and interactions. This can be with your own team or someone else's team. Please, as a matter of respect, be sure to seek a coach's permission prior to observing/studying his/her team if you plan to not use your own team.
a. Minimum daily entry length will be 1 to 2 pages. Please type, if possible, though not required. The student is encouraged to use a word processor in order to allow for additional editing if desired at a later date.

b. Journal entries must be limited to topics relevant to the topic of motivation.

c. Observation days need NOT be consecutive.

d. Reference to selected readings will be encouraged within the text of your journal entries. References, if used, must include the author's name, book/journal title, year published, and page reference (e.g. Le Unes and Nation, Sport Psychology, p. 274, 1996). References to research studies mentioned within the selected readings must include only the mentioned researcher's name and year of study (e.g. Smith, 1986).

e. The daily "journaling" experience is intended to develop a more analytical, and reflective approach to the application of motivation relative to psychological principles present in successful coaching.

f. Daily journal entries will be presented within a lightly structured framework designed to help guide the student in their evaluative and reflective processes. See "Daily Journal Content Guidelines" on page 6 for content and format guidelines.

2. **Player Sociogram** - To systematically determine the feelings athletes have for one another within a variety of athletic and non-athletic settings. These feelings are often termed "team morale", which generally is a reflection of how a team gets along with each other socially as well as when they are performing together athletically. The typical assumption is that the more "together" the team is, the better they will be able to cooperate in attempting to achieve the goals set out by and/or for the team. Interestingly, togetherness off the court/field may not always equate to togetherness on the court/field.

3. **Player-Competitive Scenario Sociogram** - This exercise is useful for discerning player relationships/group dynamic issues in a competitive team environment. Every experienced coach understands that social dynamics are very situation-specific, and that particularly under the pressures of highly stressful competitive situations, insights into teammate social relationship dynamics is very important information for the coach to understand. The Player-Competitive Scenario Sociogram has been used by numerous highly successful national and world-class coaches to derive insights into team cohesion/dynamics in competitively crucial situations.

4. **Coach Interview** - Interview a coach who has been coaching at least 5 years. Attempt to locate a coach whom you feel has been successful. Analyze the coach's responses to your questions in light of the readings you have done for this course on leadership and team cohesion. Observe the coach in action for at least 1 practice session or game. Since many coaches do not have an accurate perception of their practice or game behaviors, see if any inconsistencies exist between the coaches self-perceptions of behavior as indicated from their interview, and their observed behavior in a practice or game setting. Also, identify the coach’s strengths in terms of developing and/or exhibiting leadership and team cohesion within their athletes.

Develop a list of 10 questions related to leadership and team cohesion in terms of the coach’s role in developing these characteristics within their individual athletes and the
team as a whole. Ask the coach each of these 10 questions from three different perspectives: 1) When they first were an athlete, 2) When they first started coaching, and 3) now as a more experienced coach.

5. **Staff Cohesion Activities** (note: The student will select any 2 of the below activities. Completion of the 2 activities is considered 1 activity.)
   a. Personal Inventory Exercise - Goals, Skills, Assets, Liabilities, Priorities, Commitments.
   a. Qualities of a Coach Questionnaire
   b. Worst/Best Moment Exercise
   c. Crisis Simulation Exercise
d. Team Captain Qualification Exercise

**Evidence of Learning**
This section describes what the instructor will be looking for in the student’s work to determine whether or not they achieved the course objectives.

<table>
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<tr>
<th>Number of the Student Learning Outcome (SLO)</th>
<th>What assignments will be used to ensure that students have the opportunity to learn this?</th>
<th>How will you assess how well your students learned this?</th>
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| 1                                           | Analysis-Reaction papers (8); 10-day Journal; Player Sociogram; Player Competitive Scenario Sociogram; Successful Coach Interview; Staff Cohesion Activities | Based on:  
   1. Written review, reaction, and reflection to assigned readings that discuss the leadership and group cohesion in sport.  
   2. Responses to interview questions from experienced coaches on leadership and group cohesion in sport.  
| 2                                           | Analysis-Reaction papers (8); 10-day Journal; Player Sociogram; Player Competitive Scenario Sociogram; Successful Coach Interview; Staff Cohesion Activities | Based on:  
   1. Written review, reaction, and reflection to assigned readings that discuss the three leadership theories related to sport.  
   2. Responses to interview questions from experienced coaches on the three leadership theories related to sport.  
   Synthesis of the three leadership theories related to sport. |
3  Analysis-Reaction papers (8); 10-day Journal; Player Sociogram; Player Competitive Scenario Sociogram; Successful Coach Interview; Staff Cohesion Activities  Based on:
1. Written review, reaction, and reflection to assigned readings that discuss task success and group cohesion in sport.
2. Responses to interview questions from experienced coach’s task success and group cohesion in sport.

4  Analysis-Reaction papers (8); 10-day Journal; Player Sociogram; Player Competitive Scenario Sociogram; Successful Coach Interview; Staff Cohesion Activities  Based on:
1. Written review, reaction, and reflection to assigned readings that discuss team cohesion as discussed from the positions of desire for group success, group motive, and group performance.
2. Responses to interview questions from experienced coaches on the team cohesion as discussed from the positions of desire for group success, group motive, and group performance.

5  Analysis-Reaction papers (8); 10-day Journal; Player Sociogram; Player Competitive Scenario Sociogram; Successful Coach Interview; Staff Cohesion Activities  Based on:
1. Written review, reaction, and reflection to assigned readings that discuss the relationship between effective leadership and performance psychology.
2. Responses to interview questions from experienced coaches on the relationship between effective leadership and performance psychology.

Grading Policies and Rubrics

350 total points possible
350 – 315 = A
314 – 280 = B or Credit Grade
Below 280 points = no credit

- The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see assignment rubrics).
- Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.
- All assignments must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.
Major Assignments

1. Analysis-Reaction Papers (8 x 25 pts. ea.)  200 points
2. 10-day Journal  50 points
3. Player Sociogram  50 points
4. Player Competitive Scenario Sociogram  50 points
5. Successful Coach Interview  50 points
6. Staff Cohesion Activities  50 points

Rubric for Evaluating Assignments

1. Analysis-Reaction Paper
   - Provided a complete and thorough review of the important elements of the reading selection.
   - Personal position is identifiable, reasonable, and sound.
   - Review showed strong understanding of attitudes, values, and beliefs expressed in the article.
   - Synthesis of information demonstrates critical thinking.

   Comments:

2. 10 Day Journal
   Presentation represents a high-quality graduate level work.
   - Observations are recorded and relevant to the topic.
   - Followed required format of presentation.
   - Position is one chosen/researched from a sound perspective that integrates the topic of moral and character formation.

   Comments:

3. Player Sociogram
   Presentation represents a high-quality graduate level work:
   - Writer’s voice is distinctive while being appropriate to task and audience.
   - Followed required format of presentation.
   - Each required section was adequately presented and developed.
   - Content provided practical examples that give the reader a clear sense of your position.
   - Thesis supported by a variety of relevant facts, examples, & illustrations from experience, references to related readings, etc.

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<th>4. Player Competitive Scenario Siciogram</th>
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<th>5. Successful Coach Interview</th>
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A score of 25 (Analysis-Reaction Paper); 50 (10 Day Journal, Player Sociogram, Player Competitive Scenario Sociogram, Coaches Interview, Staff Cohesion); indicates my work is distinguished: all elements thoroughly detailed, clearly explained, and coherently presented.

A score of 20 (Analysis-Reaction Paper); 40 (10 Day Journal, Player Sociogram, Player Competitive Scenario Sociogram, Coaches Interview, Staff Cohesion) indicates my work is proficient: all elements detailed, explained, and presented; few formatting errors present.

A score of 15 (Analysis-Reaction Paper); 30 (10 Day Journal, Player Sociogram, Player Competitive Scenario Sociogram, Coaches Interview, Staff Cohesion) indicates my work is adequate: elements somewhat vague or not completely explained; some formatting errors present.

A score of 10 (Analysis-Reaction Paper); 20 (10 Day Journal, Player Sociogram, Player Competitive Scenario Sociogram, Coaches Interview, Staff Cohesion) indicates my work is limited: missing key elements; numerous errors distracted from paper’s clarity and content.

A score of 5 (Analysis-Reaction Paper); 10 (10 Day Journal, Player Sociogram, Player Competitive Scenario Sociogram, Coaches Interview, Staff Cohesion) indicates my work is inadequate: I did not complete the task as assigned; errors block paper’s understanding.

**Instructor/Student Contact - Distance Learning Courses:**

1. Student makes contact with the instructor upon receipt of all course materials.
2. Student is to contact the instructor at any time during the course to answer questions or to discuss any point found interesting relative to the specific assignments.
3. Student is to contact the instructor upon completion of the Analysis-Reaction Papers and prior to beginning the final assignments to answer questions or to discuss any point found interesting relative to the specific assignments.
4. All assignments are sent to the instructor upon completion of the course.

These contacts are designed to offer an opportunity for the student and instructor to discuss aspects of the course content. Contact can be via email, posted on a web discussion board (if included in the course), or phone.

**Grading Options**

Course participants have the option of requesting a letter grade or a credit/no credit when submitting the online grade form. Students will submit grade form when coursework has been completed. The instructions for submitting the online grading form are as follows:

**Final Course Grade and Transcripts**

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (http://ce.fresno.edu/cpd) to “Submit Grade Form”. Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were
sent to you when you received your course materials, or in your online course. They are available, also at [http://ce.fresno.edu/cpd](http://ce.fresno.edu/cpd) - under General Information > CPD Policies.

Once you have completed the course, you may either mail all completed assignments to the following address:

Dr. Dennis Janzen  
Fresno Pacific University  
5478 Night Heron Drive  
Blaine, WA. 98230

Or email all of your completed work once everything is completed to:  
djanzen@fresno.edu  (PREFERRED)

**Distance Learning Courses:** A requirement from many districts across the nation is instructor/student contact. A minimum of three contacts between the instructor and student be required as part of the course assignments. These contacts should be designed to offer an opportunity for the student and instructor to discuss aspects of the course content by providing prompts for students to respond to. Contact can be via email, posted on a web discussion board, or phone. Describe requirements for meaningful student contact for your distance learning course.

**References/ Resources – Sport Leadership and Team Building**


[www.proactivecoaching.com](http://www.proactivecoaching.com)

See how the list compares with your all-time favorite books. And, if there are any on the list you haven't yet gotten to, consider reading them soon.

**TOP 14 BOOKS THAT HAVE IMPACTED YOU AS A COACH**

The Top 14 recommended books are listed in reverse order of the number of total votes received:

14. **The Carolina Way - Dean Smith, Gerald Bell & John Kilgo**

   Legendary UNC Coach Dean Smith teams up with leadership expert Dr. Jerry Bell to share their principles on leadership for sport and business teams.

13. **Sacred Hoops - Phil Jackson**

   Zen master Phil Jackson shares his tips for taming and transforming individual superstars into teams that win championships.
12. Anything by John Maxwell

Prolific leadership guru John Maxwell has a ton of books on leadership, team building, and motivation - all of which are sensational. The two most frequently mentioned by you were The 21 Irrefutable Laws of Leadership and The 17 Indisputable Laws of Teamwork.

11. The Bible - Enough said.

10. 7 Habits of Highly Effective People

Stephen Covey shares his seven success principles that apply to sports, business, and life. The book provides a cogent and solid framework for personal, professional, and family success.

9. The Winner Within - Pat Riley

An oldie but a goodie, Pat Riley shares his philosophy of leadership and team building when he was the coach of the ’80's Showtime Lakers with Magic, Kareem, and Worthy.

8. They Call Me Coach - John Wooden

Venerable sage and former UCLA men's basketball coach John Wooden gives a personal account of his life and coaching in this autobiography.

7. The Team Captain's Leadership Manual - Jeff Janssen

This book provides coaches and captains with a 10-week leadership development program to create more effective team captains and leaders.

6. Success is a Choice - Rick Pitino

Success is a Choice covers Coach Pitino's thoughts on motivation and is a great book for helping you motivate your players.

If you liked Success is a Choice, I also highly recommend Pitino's follow up called Lead to Succeed.

5. Reach for the Summit - Pat Summitt

Legendary Tennessee women's basketball coach Pat Summitt details her Definite Dozen System for creating winners on and off the court. Although the media likes to portray her intense and intimidating side, you will see that she has a warm and caring side too which is also a big key to her success.
4. Wooden - John Wooden

One of my all-time favorites, this beauty of a book shares Coach Wooden's simple yet profound wisdom on coaching, leading, and living. There is almost something on every page that you can use to motivate yourself and/or your team.

3. The Seven Secrets of Successful Coaches - Jeff Janssen and Greg Dale

Being privileged to interview many of sport's most respected and successful coaches (Mike Krzyzewski - Duke men's basketball, Mike Candrea - Arizona Softball, Mary Wise - Florida Volleyball, Jerry Yeagley - Indiana men's soccer, Roy Williams - North Carolina men's basketball, Pat Summitt - Tennessee women's basketball, etc.), we offer seven principles that will help you get the most out of your athletes and team--and be a coach of success and significance.

2. Championship Team Building - Jeff Janssen

With 38 practical team building ideas and activities, this book shares a wealth of strategies and stories for building better teamwork and team chemistry.

1. Leading with the Heart - Mike Krzyzewski

Coach K's book Leading with the Heart gives you a behind the scenes look at what has made Duke men's basketball one of the most respected programs in all of sport.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL http://www.fresno.edu.

CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

<table>
<thead>
<tr>
<th>CE 1.</th>
<th>Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.</th>
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<tr>
<td>CE 2.</td>
<td>Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.</td>
</tr>
<tr>
<td>CE 3.</td>
<td>Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.</td>
</tr>
<tr>
<td>CE 4.</td>
<td>Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.</td>
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To register for courses go to http://ce.fresno.edu/cpd
CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.

CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

| Student Learning Outcomes Oral Communication | Students will exhibit clear, engaging, and confident oral communication – in both individual and group settings – and will critically evaluate content and delivery components. |
| Written Communication | Students will demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others. |
| Content Knowledge | Students will demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts. |
| Reflection | Students will reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and vocational improvement. |
| Critical Thinking | Students will apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to new situations. |
| Moral Reasoning | Students will identify and apply moral reasoning and ethical decision-making skills, and articulate the norms and principles underlying a Christian world-view. |
| Service | Students will demonstrate service and reconciliation as a way of leadership. |
| Cultural and Global Perspective | Students will identify personal, cultural, and global perspectives and will employ these perspectives to evaluate complex systems. |
| Quantitative Reasoning | Students will accurately compute calculations and symbolic operations and explain their use in a field of study. |
| Information Literacy | Students will identify information needed in order to fully understand a topic or task, explain how that information is organized, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information. |