PHYED 58 Course Outline as of Fall 2011

CATALOG INFORMATION

Dept and Nbr: PHYED 58   Title: INTRO TO LEADERSHIP PRIN
Full Title: Intro to Leadership Principles, Team Building & Coaching
Last Reviewed: 2/10/2003

Units			Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00		Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00		Lab Scheduled	0	17.5	Lab Scheduled	0
			Contact DHR	0		Contact DHR	0
			Contact Total	3.00		Contact Total	52.50
			Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00   Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable
Grading: Grade or P/NP
Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP
Also Listed As:
Formerly: PE 76

Catalog Description:
An introduction to successful leadership principles, skills and philosophies, coaching
effectiveness and team-building dynamics.

Prerequisites/Corequisites:

Recommended Preparation:

Limits on Enrollment:

Schedule of Classes Information:
Description: An introduction to successful leadership principles, skills and philosophies,
coaching effectiveness and team building dynamics. (Grade or P/NP)
Prerequisites/Corequisites:
Recommended:
Limits on Enrollment:
Transfer Credit:
Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	**Area**	Effective:	Inactive:
CSU GE:	**Transfer Area**	Effective:	Inactive:
IGETC:	**Transfer Area**	Effective:	Inactive:

CSU Transfer: Effective: Inactive:

UC Transfer: Effective: Inactive:

CID:

Certificate/Major Applicable:
Major Applicable Course

COURSE CONTENT

Outcomes and Objectives:
The student will accomplish the following objectives by the end of the semester.
I. Analyze leadership, coaching and team building principles.
II. Analyze their own leadership beliefs, behaviors and methods.
III. Evaluate the importance of productive leadership/coaching principles in education, athletics, business and society.
IV. Discuss, participate and evaluate team building dynamics and techniques.
V. Compare and evaluate a variety of instructors, coaches and leaders that have demonstrated success in their field.
VI. Research and study successful behaviors, attitudes and methods in leadership development, team building, dynamics and coaching effectiveness.
VII. Experience and evaluate "guest speakers and educators" in various fields.

Topics and Scope:

I.   Introduction and historical background
II.   Awareness training for leaders
   a. Effective models
   b. Relationships
   c. Techniques
   d. Action steps
III. Behavioral styles and effective habits
   a. Perception
   b. Style characteristics
   c. Action steps
IV. Vision, imagination, expectations
   a. Vision statements
   b. Communications

  c. Developing a personal vision statement
V. Understanding your culture
  a. Competition
  b. Asking the right questions
  c. Understand rules
VI. Teamwork principles
  a. Definition of teams
  b. Fundamentals
  c. Trust and teamwork
  d. Listening skills
VII. Accountability
  a. Choice
  b. Responsibility
  c. Power of one
VIII. Empowerment
  a. Definition of empowerment
  b. Benefits
  c. Questions and action items
IX. Leading through change
  a. Resistance
  b. Creating change
  c. Flexibility
X. Coaching feedback
  a. What is a coach?
  b. Appreciation and feedback
  c. Coaching principles
XI. Shadow of the leader
  a. The shadow concept
  b. Leading the culture
  c. Influence and integration
XII. Pressure, performance and time management
  a. Priorities
  b. Focus
  c. Awareness
  d. Planning
  e. Doing

Assignment:

1. Written journal and homework assignments
2. Midterm written assignment and/or project
3. Interviews w/leaders, mentors and coaches
4. Final projects
5. Final written assignment

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written homework	Writing 20 - 40%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Exams	Problem solving 10 - 30%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None	Skill Demonstrations 0 - 0%

Exams: All forms of formal testing, other than skill performance exams.

Multiple choice, True/false, Matching items, Completion	Exams 20 - 45%

Other: Includes any assessment tools that do not logically fit into the above categories.

ATTENDANCE	Other Category 25 - 40%

Representative Textbooks and Materials:
"Team Building Dynamics and Coaching Effectiveness"
"Coaching for Development", Marianne Minor & Associates, 1996