

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