

KIN 586 Coaching Effectiveness

ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

COURSE INFORMATION

Course Title	Course Code Number	Credit Value
Coaching Effectiveness	KIN 586	3 credits

COURSE DESCRIPTION

This course focusses on the key attributes of effective coaching practices; a better understanding of the key coaching functions and core coaching skills; the importance and awareness of athlete development models and the associated physical, psychological, technical and tactical development of athletes; and the importance of developing a personal coaching philosophy.

CONTACTS

Course Instructor(s)	Contact Details	Office Location	Office Hours
Gord Collings, Adjunct Professor, School of Kinesiology	Phone: 604-377-5896	N/A	By appointment
	Email: gord.collings@ubc.ca		

COURSE STRUCTURE

This course will be delivered in person and synchronously on the UBC Point Grey campus. The online learning system [Canvas](#) will provide links to course descriptions, syllabus, readings, assessment feedback, and other course materials.

SCHEDULE OF TOPICS

Week	Topics
1	Introductions and Discussion questions Course outline and expectations Review UBC plagiarism policies Examine the importance of mentorship/sharing and relationships in coaching

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	Examine the Habits of Highly Effective People/Coaches (Covey) Reflective practice
2	Explore the Inside-Out Coaching Philosophy Compare/Contrast Transformational vs Transactional Coaching Better understand what influences our perceptions Enhance our understanding of Emotional Intelligence and how it influences our coaching philosophy Explore "the Why" of coaching Examine skills necessary for effective coaching Examine how values influence our coaching philosophy
3	Review expectations for Presentation 1 Examine The Coaching Role Explore the 4 Cs Examine Coaching Ethics Examine the philosophies and "the why" of selected "Philosopher Coaches"
4	Coaching Philosophy, Influential coaches, The <i>Why</i> Outline expectations for Paper # 1: Coaching Values and Philosophy Active Listening Skills - presentation and activities
5	Outline Presentation #1: due dates, submission, peer review and questions. Observe and assess a varsity team practice and debrief. Review topics from last class. Wade Gilbert's <i>Coach Better for Every Season</i>
6	<i>Key Coaching Functions</i> <i>Coaches as Leaders</i> <i>Building Relationships</i> <i>How data analytics determine training methodology: considerations from a team perspective.</i> Debrief Presentation #1 process
7	Core Coaching Skills (Teaching, Leadership, Management, Analytical) Activity involving core coaching skills and how they apply to specific sports Self-assessment
8	Athlete Development Models Physical Development of Athletes - How coaches need to balance the art and science of coaching to optimize athlete physical development Examine the use of analytical data to assist UBC Varsity athletes with their physical development (guest speaker tba)
9	Psychological and Social Development of Athletes Explore in detail how to assist athletes (and coaches) with mental skills training activities such as deep breathing and relaxation, goal setting, self-talk, visualization/imagery, focus, conflict resolution, shared reflection. Review expectations for Presentation #2 and Paper #2

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10	Athletes' Motor Skills and recognizing importance in developmental levels Technical and Tactical Development of Athletes
11	Coaches panel. Guest UBC varsity coaches share: 1.) their personal coaching philosophy 2.) how they develop a positive team culture 3.) mental training skills they use 4.) how they address mental health issues (stress, anxiety, adjusting to physical injuries,) 5.) other insights Debrief and discuss the coach's role in developing a positive team culture
12	Career Decision Making in Coaching Continuing Education in Coaching Mindfulness and Meditation activities Course wrap-up

LEARNING OUTCOMES

- enhance self-awareness and reflect on the importance of core values
- appreciate the coaching role
- explore coaching ethics and safe sport expectations
- appreciate the contributions of successful coaches to modern day coaching
- develop a personal coaching philosophy
- better understand key coaching functions and core coaching skills
- explore program management and athlete development models
- better understand the psychological and social development of athletes
- appreciate and understand the importance of team culture and group dynamics, autonomy and feedback
- better understand the physical development of athletes and motor skills
- explore technical and tactical development of athletes
- appreciate the use of technology to enhance learning
- consider career decision making in coaching and continuing education in coaching

LEARNING ACTIVITIES

Each week, students will be assigned a set of readings and/or videos, podcasts. These materials are intended to provide a background overview of the themes and concepts for the course and must be read in preparation for class discussions. Students are expected to participate in roundtable discussions/activities and provide personal examples based on their sport experience.

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LEARNING MATERIALS

Required Textbook: Sport Coaches' Handbook
ICCE: International Council for Coaching Excellence, 2021 Edition
Editors: Dan Gould and Cliff Mallett, ISBN 978-1-4925-1580-7
UBC Bookstore (<https://shop.bookstore.ubc.ca/courselistbuilder.aspx>)
Chapters/Indigo (not available in stores)
Estimated cost \$54

On-line learning management system: Canvas

Readings consist of book chapters and research articles from related fields.

ASSESSMENTS OF LEARNING

An overview of assignments: additional information, expectations and due dates for each assignment will be provided through the ASSIGNMENTS link in Canvas.

Assessment	Grading
Presentation #1 - A Successful Coach and Their Philosophy	15%
Paper #1 - Coaching Values and Philosophy	25%
Presentation #2 - Coaching Concept Important to Coaching Success	15%
Paper #2 – Self-reflection and Improvement Plan	25%
Class participation and weekly reflections	20%

Reflections are due Sunday before 11:59 pm each week.

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GRADING SYSTEM – FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

PERCENTAGE (%)	LETTER GRADE
90-100	A+
85-89	A
80-84	A-
76-79	B+
72-75	B
68-71	B-
64-67	C+
60-63	C
0-59	F (Fail)

A minimum mark of 68% must be obtained in all courses taken by a student enrolled in a doctoral program.

The minimum passing grade in any course taken by a student enrolled in a master's program is 60%. However, only 6 credits of courses with grades in the C to C+ range (60-67%) may be counted towards a master's program. For all other courses, a minimum of 68% must be obtained.

[Academic progress and grading practices](#) are outlined on G+PS policies and procedures website.

UNIVERSITY POLICIES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on [the UBC Senate website](#).

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LEARNING ANALYTICS

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using Canvas to capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, analytics data will to:

- View overall class progress
- Track your progress in order to provide you with personalized feedback
- Review statistics on course content being accessed to support improvements in the course
- Track participation in discussion forums
- Assess your participation in the course

UBC POLICY ON PLAGIARISM

All students should be aware of and follow [UBC's Guidelines regarding Plagiarism](#). Please read and familiarize yourself with these guidelines. These policies are taken seriously by course instructors and program administrators.

POLICY ON LATE ASSIGNMENTS

Students are required to notify instructors at least 24 hours in advance if they are unable to meet deadlines for assignments. Students must then negotiate with the instructor a reasonable deadline for completion of course work.

ETHICAL AND PROFESSIONAL CONDUCT

Students are expected to adhere to standards of professional practice and ethics in their interactions with faculty, peers, and the public.

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ACADEMIC INTEGRITY

Students are expected to follow UBC policies for academic integrity and academic misconduct, which includes practices around plagiarism, referencing and citation, and copyright. For more see, UBC's [Learning Commons Academic Integrity resources](#) and graduate student misconduct in [Graduate and Postdoctoral Studies](#).

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POLICY ON TEXT-MATCHING SOFTWARE

UBC subscribes to Turnitin, an online system that compares written material with the Web and with other material submitted to its database. Faculty, staff and students can upload submissions and check for duplication of material in other sources and possible plagiarism.

ACCESSIBILITY

If you have any challenges accessing materials that will impact your success in this course, UBC's Centre for Accessibility can support your needs by providing appropriate accommodations to support you.

- Web: [UBC's Centre for Accessibility website](#)
- Email: accessibility@ubc.ca

RESOURCES

Students requiring counselling services may contact [UBC counselling services](#)

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