DOUGLAS COLLEGE

BACHELOR OF PHYSICAL EDUCATION & COACHING

SPSC 1200 - FIELDWORK II

PLAR RESOURCE PAGES

BPEC FIELDWORK SPSC 1200 – Assignment #2

BACHELOR OF PHYSICAL EDUCATION & COACHING (BPEC)
<u>Fieldwork – Goleman's Leadership Styles</u>

Of the six leadership styles identified by Goleman (2000) in a study based on the emotional intelligence concept, four were found to have an overall positive effect. This study was based on successful business organizations, but in the absence of similar studies in sport we will extrapolate the results.

PART A:
Goleman's (2000) six styles, and their characteristics are:

STYLE	LONG TERM OVERALL IMPACT	DESCRIPTION	USES	DISADVANTAGES
COERCIVE	Negative	Dictatorial, leader tells everyone what's good for them and then tells everyone what to do	Emergencies or high risk situations, short term	Wears thin fast, creates discord
AUTHORITATIVE	Positive	Visionary and enthusiastic leader with heart, good motivator, sets clear standards and gives clear feedback, uses new paradigms, inclusive style	In almost any situation this style can be used effectively, especially in high achievement situations	A highly skilled and motivated group may find the leader a bit over the top
AFFILIATIVE	Positive	Relationship building and communication are key components, harmony and synergy are developed, the people are the most important resource	Group building and team building, creates a "whole" that is greater than the sum of the parts, increases the morale of the group	Tends to over gloss over the negative things, may appear to have no real direction
DEMOCRATIC	Positive	Leader gathers input and gets to a consensus on action steps and direction, participant input is both valued and utilized	Works well to create ownership within participants, creates lots of new ideas to contribute to a vision	Needs skilled and informed participants, may turn into popularity contest
PACESETTING	Negative	Leader has high expectations of participants and is very demanding, doesn't provide much else	Works well if participants are highly skilled, highly motivated and very competent	No trust shown in participants leads to lack of respect and loss of trust in leader
COACHING	Positive	Personal coaching of individuals and groups in growth and development, examines strengths and weaknesses and plans for changes, use instruction and feedback	Advising and facilitating growth of an individual, mentoring and being a catalyst for personal and social responsibility within the person	If the leader lacks skills or is a poor role model then it fails, it fails if too much advice is given, and not enough nurturing and delegation

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PART B:
Let's examine the four positive styles in the context of sport/education leadership:

1. The Authoritative Style can best be described in coaching as a visionary and inspirational, as it describes a coach who can inspire and motivate, and who has a clear vision of what causal motivation can do for a group. The group's input is valued and utilized within that framework.

2. The Affiliative Style can best be described in coaching as relationship building, as it describes a coach who is good with people and good at building relationships and harmony.

3. The Democratic Style can best be described in coaching as collaborative and synergistic, as it describes a coach who can foster participation by the group and create a synergistic environment.

4. The Coaching Style can best be described in coaching as coaching personal and social responsibility, as it describes a coach who can foster the growth and development of the participants to help them achieve their potential (individually and as a group).

Note: Top coaches likely use a mix of all the styles to create the best possible outcome and best possible experience for the participants.

PART C:
The chart below gives 'tips' on how to use each style within the physical education/coaching/ teaching leadership situation:

STYLE	ACTIVITIES	COMPETITIVE SITUATIONS (MINI GAMES, ROUTINES, RACES)
Authoritative	-learning progressions -guided discovery	-whole part whole -trying new concepts -brainstorming session in class
Affiliative	-planned, purposeful communication while waiting a turn or working in pairs or groups -PSF between participants while in pairs or waiting a turn	-use time outs or breaks to build relationships - take time to find out students opinions and backgrounds
Democratic	-try activities, meet and change, try again -problem solving, challenges, in groups	-use breaks to make adjustments to class routines or learning activities - encourages group set goals and visions and illustrates everyone's part is succeeding
Coaching	-self coaching time, personal goals -task coaching, individual plans -reflection on individual action to the bigger picture	-plan for roles within group, then carry out and evaluate -create good citizens in the class/gym

REFERENCES:
1. Adapted from Tim Frick Class Notes: Douglas College SPSC 1241, Fall 2004
2. Goleman, D. (2000) Leadership That Gets Results. *Harvard Business Review.* Vol. 78 (2), 78-90.

SPSC 1200 ASSIGNMENT #3
ACTIVITY PLANNING CHEAT SHEET - FIELDWORK
Adapted From Ed Lunn, SPSC Activity Methods Course Pack, 2007

<u>TEACHING METHODS:</u> the content that an instructor is delivering to participants can be organized in a variety of ways.

1. Learning Progression (part practice)
- 6-10 drills/activities that eventually leads an athlete to performing a skill under "game" conditions.
- Progresses from simple to complex.
- Teaches a "part" and then repeats that "part" and more, in the next progression.
- Very effective in skills where fear is an issue, i.e.: gymnastics, swimming etc.

2. Forward Chaining (part practice)
- Like building the" links of a chain".
- Break skill down into its component "parts"
- Practice 1st part of skill alone.
- Then practice 1st and 2nd part together.
- Then practice 1st, 2nd and 3rd part as a sequence and so on until the skill action is complete

3. Backward Chaining (part practice)
- Break skill down into its component parts
- Decide that the end of the skill is the most critical, therefore start teaching backwards.
- The athletes may be more motivated and the critical part is practiced maximally.
- Practice the last part of skill 1st.
- Practice the last and the 2nd to last part together, then the 3rd last and so on

4. Whole –part-Whole (whole practice)
- Teach and practice the "whole" skill.
- Then teach a part until it is learned and then return to practicing the whole, a part, then whole again.
- The "part" you choose to practice may be:
  a) pre-planned based on common trouble spots.
  b) not pre-planned and based on current   observations and current difficulties.
  c) teach and practice the most important part 1st.

5. Simplification (whole practice)
- Change the conditions under which the skill is usually performed.
- Some changeable conditions may include:
  a) speed or difficulty of performance
  b) sport implement(s) utilized
  c) environment performing in
  d) standard, goal, purpose or evaluation

6. Positive Transfer (whole practice)
- The positive impact one previously learned skill can have on a subsequent skill.
- Determine the similarities b/w skills and explain them to athletes.
- Practice "old" skill and "new" skill for maximum results.
- Very applicable to the teaching of common tactics and strategies across team sport.

Adapted from: Christina, R. & Corcos, D, (1994). *Coaches Guide to Teaching Sport Skills.*
Champaign, IL: Human Kinetics

ACTIVITY PLANNING CHEAT SHEET - FIELDWORK

Adapted From Ed Lunn, SPSC Activity Methods Course Pack, 2007

OBJECTIVES/ GOAL: state what you want to accomplish in that activity or practice. Goals should be specific and measurable (include a number).

DESCRIPTION OF AN ACTIVITY this section should include:
- Number of player   e.g. 3 v 3; two lines of 5 players (account for all athletes)
- Play space   e.g. basketball key area; ½ basketball court space
- Game start   e.g. start with a free pass from out of bounds; coach feeds ball in
- Game finish   e.g. play ends when one team earns 3 points; each athlete gets 10 attempts
- Player exchange   e.g. replace winning team with waiting team; rotate lines and follow ball path
- Goal definition   e.g. goals are awarded when ball contacts pylons
- Scoring limitations   e.g. each player must contact the ball before a goal can be scored

TEACHING POINTS: For a skill, tactic or strategy, create 2-3 cues that will teach and remind participants of proper execution/performance. The cues should be short, memorable, age appropriate and clearly reinforce what is being taught
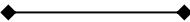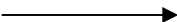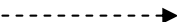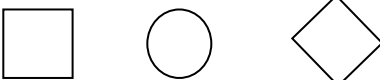
SCORING SYSTEM is a purpose given to an activity via an objective standard that participants strive for during the activity, i.e.: time? score?. The scoring system, outlined by the teacher prior to activity and recognized at the end of the activity, clearly reflects the objective and rewards the process.

Example: heading a lobbed soccer ball into a target, first pair to 10 points
- 1 point – leading with arm/leg
- 1 point - contacting hairline
- 1 point - hitting target

DIAGRAM: in planning activities and session use the symbols below:
- Accurately represent play space, goal/net/base orientations, and court lines
- Account for all athletes in activity
- Use the following standard symbols to illustrate the activity
  - offensive player   O
  - defensive player   X
  - goal (pick one of:)   ]   ⌣   Ø
  - net   ◆———————◆
  - base   □
  - sport object   ●
  - movement path of sport object   ——————▶
  - movement path of player   - - - - - - - - ▶
  - play space   ▢   ◯   ◇

VARIATIONS/ADAPTATIONS can be added to any type of drill/activity with the purpose of making it easier or more difficult for individuals or the whole group; without disrupting the 'flow' of the existing activity or drill. Choices are to change environment or change participant:

Change 'Environment' by:
- Adjust equipment – change equipment i.e. bigger, lighter, wider, two balls, smaller court etc.
- Adjust environment – change where/when skill is performed i.e.: to music, no defense, with socks on, in game situation etc.

Change 'Participant' by:
- Adjust action – single move only, slow motion, standing on chair, add more decisions etc.
- Adjust expectation – touch it only, no time limit, increase personal best, must hit top corner, compare to others

Examples that simplify within activity: Skill: Lay-up in Basketball
- Adjust Equipment – remove the ball and have participant do the actions of the skill
- Adjust Task –make the target hula hoop held by a partner in the air, instead of basketball hoop
- Adjust Participant Action - remove two step running approach by starting under the hoop
- Adjust Expectation(s) of Participant – introduce a scoring system: 1 point hit backboard, 2 point hit rim, 3 points through hoop

Examples that challenge within activity: Tactic: Drop shot in Badminton
- Adjust Equipment –play on half of the court only
- Adjust Task –drop shots must land cross court
- Adjust Participant Action - drop shots must be backhand drop shots
- Adjust Expectation(s) of Participant – every other shot drop shot

Adapted from National Coaching Certification Program: Introduction to Competition Part A & B: Reference Material (2003).

FEEDBACK/QUESTIONING should be delivered in a variety of ways, to individuals and groups, verbal and non-verbal and always positive and specific (PSF).

1. Positive Specific Feedback (PSF)
- positive and supportive
- brief, direct, and informative
- in advance plan positive specific feedback (PSF) and questioning that you will use to reward and direct participants toward your objective.
- example in volleyball "the height of your ball contact was perfect, now focus on a downward motion after contact".

2. Direct Questioning (also known as closed, or convergent)
- Used when answers are limited to a single or small number of correct responses.
- Assess lower level cognitive functions (i.e. remembering directions or instructions)
- Avoid direct questions that only require a 50/50 response (i.e. yes/no), such as in volleyball: Are you in the right defensive position?
- Instead, use a question that requires analysis, such as in volleyball: When the attacker is hitting from this position, where is the best place for you to be to see their hitting arm?

3. Indirect Questioning (also known as open, or divergent)
- Used when many answers are possible, but not single best answer.
- Assess higher level cognitive functions (i.e. reasoning, problem solving, creativity), such as in volleyball: How can we predict where the hitter is going to hit, so that we can get to our defensive position before the ball is contacted?

REVIEW / DEBRIEF is a way of concluding class by checking for learning. This information can assist the instructor in future planning and adjusting teaching methods.
- no more than 1-2 minutes
- review and conclude what was learned in activity and/or practice.
- involve students by making them think: ask questions, demo skill , error detect & correct etc.

SELF EVALUATION & RECOMMENDATIONS immediately after leading, reflect on your and the participants performance during the session
- Ask yourself, was your objective met, why or why not?
- write down positives and challenges of activities/session and improvements
- make recommendations for future changes and direction for future activities

REFERENCES

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Vickers, J.N., (1996). *Decision Training: A New Approach to Coaching*. Burnaby, BC: CABC.

BACHELOR OF PHYSICAL EDUCATION & COACHING (BPEC)
BPEC FIELDWORK II – SPSC 1200 ASSIGNMENT #3

INTRO ACTIVITY or WARMUP-COOLDOWN LEADERSHIP SCRIPT CHECKLIST

STUDENT NAME: _____   SITE SUPERVISOR: _____

INTRO ACTIVITY or WARMUP-COOLDOWN LEADERSHIP   / 10

- ❑ Plan prepared ahead of time, with time to review and discuss with Site Supervisor

- ❑ Arrived early and stayed late, so were available to participants

- ❑ If necessary, materials/equipment prepared ahead of time, appropriate and participant-centered

- ❑ Presence in front of participants – confident and professional

- ❑ Voice and non-verbal communication clear, enthusiastic and informative

- ❑ Management of participants was well thought out, logical and organized

- ❑ Content was appropriate and accurate

- ❑ Delivery of content : logical start and finish, good pace and allowed for questions

- ❑ Teaching/Coaching Methods: good use of cue words, demonstrated, participant centered and fun

    Other: _____

Total Score: _____ / 10   (This is an informal evaluation and is for student leadership development only)

Recommendations from Site Supervisor:

<u>Emotional Intelligence Overview: Adapted from Daniel Goleman: Working with Emotional Intelligence, 2006</u>

Success in the workplace takes more than intellectual or technical ability. Today's employee needs to demonstrate "portable skills", those personal and social qualities that make us and keep us employable. What was always referred to as "soft skills" or "character traits" or "competence abilities" have finally been documented and defined by Goleman in the research area of Emotional Intelligence.

In physical education, coaching and sport it is very important how you handle yourself, how you get along with people, how you lead and how you work in groups. Assignment #4 in ALL of your Fieldwork courses will teach you and challenge you to progress towards a new maturity level in all aspects of Emotional Intelligence (EI). If you want to make yourself employable, use the BPEC Degree to develop both your EI and your IQ!

1. Personal Competence – "Achievement Drive": Striving to improve or meet a standard of excellence. **People with this competence**:
- Are results-oriented, with a high drive to meet their objectives and standards
- Set challenging goals and take calculated risks
- Pursue information to reduce uncertainty and find ways to do better
- Learn how to improve their performance

Sample of a person with high "Achievement Drive" skills:
A FW student who receives their Site Supervisors Final evaluation and examines it for all areas that need improvement and then sets goals to change their behaviors, finally asks Supervisor "exactly what they meant and how can they improve?" and was not satisfied until their personal behaviors are changed so that they could be confident in their placement.

What made the student successful in her achievement drive? She strived to improve and worked to meet a specific high standard of FW performance. Her ultimate goal was to increase her confidence that she was performing well while at the site.

Quick Student Questionnaire: "Presently, at what level are your "Achievement Drive" skills? (high rating = high skill level)

a. Do you look for ways to improve yourself?		
3	2	1
always	sometimes	never

b. Would you and others describe yourself as a driven person?		
3	2	1
always	sometimes	never

c. When improvement is required by you, do you actively seek assistance and effectively make a plan to get better results?		
3	2	1
always	sometimes	never

2. Social Competence – "*Empathy*": Sensing others feelings and perspective, and taking an active interest in their concerns. People with this competence:
- Are attentive to emotional cues and listen well
- Show sensitivity and understand others. perspectives
- Help out based on understanding other people's needs and feelings

Sample of a person with high "*Empathy*" skills:
A coach that see that a player is visibly upset about her mistake in the previous shift in basketball and immediately gives her feedback, a pep talk and puts her on the court asap to allow her to improve on her error and to build her self confidence back up.

What made the coach successful in his empathy? He was looking for and observed the emotional cues of his players and realized she needed to have a second chance to prove to herself she could correct her errors.

Quick Student Questionnaire: "Presently, at what level are your "E*mpathy*" skills? (high rating =high skill)

a. Can you see situations from other people's point of view (the same and different than your own)?		
3	2	1
always	sometimes	never

b. Are you aware of other people's needs, concerns or emotions while interacting with them?		
3	2	1
always	sometimes	never

c. When you see someone struggling emotionally or professionally, are you able to act and help that person in that situation?		
3	2	1
always	sometimes	never