Course Syllabus

# EDMA 257

# Creating a Successful Football Coaching Legacy

## Drake University

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## Course Description:

In this course, students will learn the importance of building a solid foundational groundwork based on culture, core values and relationships.  Within this culture, students will create a plan that will give the program a clear direction.  Students will also learn to implement offensive, defensive and special teams systems that fit the personnel on a yearly basis within a systematic approach.  To support this systematic approach, students will learn to set up an individual program with individual roles within the program with clear expectations for all involved. In addition, students will learn to create a focused in and out of season plan for success based on the weekly opponent and the identified individual player improvement needs.

This course will be delivered online using the Blackboard Learning Management System and will be broken down into several components of study/analysis:

1. Text readings from:

Meyer, U. and Coffey, W. (2017) *Above the Line: Lessons in Leadership and Life from a Championship Program*. New York, New York: Penguin Publishing Group. ISBN: 978-1-101-98072-9

Jackson, Randy. (2016) *Culture Defeats Strategy: 7 Lessons on Leadership from a Texas High School Football Coach*. CreateSpace Independent Publishing Platform. ISBN: 978-1-5346-9654-9

1. Various video elements
2. Reflection on your current practices
3. Activities and assignments that support you in applying and extending your new knowledge.
4. Two virtual meetings with your instructor – one at mid-term, one at end of course

Learning Objectives:

As a result of participating in course reading, viewing, activities and assignments students will:

1. Refine or institute a culture that is based on relationships and guided by core values and procedures for success by eliminating grey unknown areas that confuse.

2. Create offensive, defensive and special teams systems to fit personnel and create systems that can withstand a variety of players.

3. Develop an off-season plan with a focus on player and program improvement.

4. Identify and incorporate how toughness is perceived and utilized in training today’s athlete.

5. Understand how to set up an individual program and individual roles within the program including players, coaches, parents, faculty, community.

6. Develop an in-season plan and organization for success.

7. Create a clear vision of your program’s direction and give everyone involved a clear objective and course of action for success.

## Course Expectations:

Complete all course work. The assignments in this course have been intentionally designed to contribute to your knowledge, understanding and ability to lead a football program through strong relationships and strategy that is reflective and intelligent.

Turn in all assignments using Blackboard. During Module 4 and toward the end of Module 8, reach out to schedule your virtual meeting with your instructor. **Our goal is to have everything for this course completed two week before the end date of the course. This includes all of your assignments as well as the Final Instructor Meeting.**

ASK for help if you are unclear!

## Course Content and Activities:

**Module 1:** Building YOUR program’s culture based on what’s really important

In this module, students will be able to examine and identify what is really important to them as individual coaches, and what they value. Students will create a brand, our how, our why, mission statement, vision statement, core values, and coaching philosophy.

Upon completion of this course, you will be able to:

* outline your program based on your philosophy as it pertains to your mission, vision and core values.

Activities/Assignments to be submitted for grading:

* Module 1 Reflection Journal 10
* Program Playbook Part 1 30

**Module 2:** Building relationships- the #1 factor in successful coaching

In this module, students will learn the #1 factor in successful coaching, building relationships. Relational coaches show appreciation and acknowledgment intentionally on a daily basis. The main purpose of building relationships is to build trust. This trust will allow coaches to push players to be their best.

Upon completion of this course, you will be able to:

* create a culture that is focused on building relationships.
* promote your program in order to create relationships.

Activities/Assignments:

* Module 2 Reflection Journal 10
* Program Playbook Part 2 30

Module 3: Creating “The Process”- Clear Roles and Procedures for Success

In this module, students will learn how to eliminate areas that cause confusion. They will learn how to teach starting with the Why and not the What. Students will understand that without clear roles and procedures complacency and confusion, both of which will destroy a program’s standards, are inevitable. Students will also learn by giving clarity and eliminating confusion, they are able to uphold their standards. This term is procedures for success. We have procedures for success with consequences to uphold these procedures.

Upon completion of this course, you will be able to:

* create roles and procedures to improve and guide your program and players to success.

Activities/Assignment:

* Module 3 Reflection Journal 10
* Program Playbook Part 3 30

**Module 4:** The Process- Off-Season Tools for Success

In this module, students will learn the essentials of an off-season plan as well as creating their own plan that they can implement in their own program.

Upon completion of this course, you will be able to:

* develop an off-season plan to implement in your own program.

Activity/Assignment:

* Module 4 Reflection Journal 10
* Mid-Term Instructor Meeting 10
* Program Playbook Part 4 30

**Module 5:** The Process- In-Season Tools for Success

In this module, students will learn the essentials of an in-season plan as well as creating their own plan that they can implement to their own program.

Upon completion of this course, you will be able to:

* develop an in-season plan to implement in your own program.

Activities/Assignments:

* Module 5 Reflection Journal 10
* Program Playbook Part 5 30

**Module 6:** Offensive System: Evaluate the Talent You Have

In this module, students will identify and establish an offensive system that fits their program and philosophy.

Upon completion of this course, you will be able to:

* write an offensive philosophy.
* create an offensive system.

Activities/Assignments:

* Module 6 Reflection Journal 10
* Program Playbook Part 6 30

**Module 7:** Defensive System

In this module, students will examine different defensive systems and establish the system that fits their philosophy and is flexible enough to defend any personnel or scheme.

Upon completion of this course, you will be able to:

* develop a defensive philosophy.
* create a defensive system to defend any personnel or scheme.

Activities/Assignments:

* Module 7 Reflection Journal 10
* Program Playbook Part 7 30

**Module 8:** Special Teams System

In this module, students will explore the often under-explored world of special teams. There are so many avenues to explore in this module that we will keep it fairly basic.

Upon completion of this course, you will be able to:

* establish a special teams philosophy.
* create a special teams system.

Activities/Assignments:

* Module 8 Reflection Journal 10
* Final Instructor Meeting 10
* Program Playbook Part 8 30
* Final Reflection 20

Evaluation Criteria:

Please review rubrics located in the Blackboard course related to each assignment to help guide your responses.

Be sure to:

* Respond with insight, clarity and precision (cite specific text/video examples)
* Respond in relevant illustrative detail (include specific, observable examples)
* Write competently at the graduate level (word-processed, proofread document, APA Format)

There will be 8 modules in this course worth a total of 360 points. Your final letter grade will be determined by the following percentages:

A 90-100%

B 80-89%

C 70-79%

D 60-69%

F 59% and lower

Accommodations Clause:

If you have a disability and will require academic accommodations in this course, please contact your instructor at the beginning of the course or prior to the first official day of class. Michelle Laughlin coordinates accommodations. Jean Hansen may assist as well. Their contact information is listed below:

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| --- | --- |
| Michelle Laughlin  Director of Student Disability Services  (515) 271-1835  [michelle.laughlin@drake.edu](mailto:michelle.laughlin@drake.edu) | Jean Hansen  School of Education  Senior Instructional Designer  (515) 271-3906  [jean.hansen@drake.edu](mailto:jean.hansen@drake.edu) |

Again, please be sure to make arrangements for accommodations prior to the start or at the beginning of the course.

## Statement of Plagiarism:

Academic dishonesty results in failure of this course. Consult the Drake Catalog (p. 26-28) for policies regarding plagiarism, academic dishonesty, and the severity of resulting consequences. Give credit where credit is due. Use the APA Publication manual to cite references when needed. Not crediting ideas or words of others is unacceptable scholarship as is submitting work that was done for a previous course or that is not your own origin in design or completion. Submit original assignments. In other words, do not submit work for this course that you have done for other courses.