

1. OVERVIEW

Subject area	Training of Elite Coaches
Degree	Bachelor's Degree in Exercise and Sport Sciences
School/Faculty	Faculty of Exercise and Sport Sciences
Year	Fourth
ECTS	6 ECTS
Type	Optional
Language/s	Spanish
Delivery Mode	On campus
Semester	First semester
Academic year	2024/2025
Coordinating professor	Rafael Manuel Navarro Barragán
Teacher	Rafael Manuel Navarro Barragán and Carlos Serrano Luengo

2. INTRODUCTION

This subject area helps students build the skills needed to work and develop professionally in the training of elite performance coaches. The aim is to identify one's own strengths, weaknesses and needs in order to manage the day-to-day running and situations of a team or club.

This includes changing habits and managing habits, as well as developing creativity.

Students will learn to create objectives and action plans and to use basic management tools (NLP, leadership, coaching, principles, values, skills and motivations) for excellent personal and professional development.

The subject area strengthens change management, communication skills, conflict resolution, motivation and the management of this information.

Lastly, students will develop the skills to manage social groups as a fundamental training process.

This is all delivered in relation to elite sport, therefore students must have first-hand experience of how elite competition works.

"I cannot teach anybody anything. I can only make them think."

Socrates

3. SKILLS AND LEARNING OUTCOMES

Basic skills (CB, by the acronym in Spanish):

- CB2: Students can apply their knowledge to their work or vocation in a professional manner and possess the skills which are usually evident through the forming and defending of opinions and resolving problems within their study area.
- CB3: Students have the ability to gather and interpret relevant data (usually within their study area) to form opinions which include reflecting on relevant social, scientific or ethical matters.

- CB4: Students can convey information, ideas, problems and solutions to both specialist and non-specialist audiences.

Cross-curricular skills (CT, by the acronym in Spanish):

- CT5: Ability to put knowledge into practice, using the skills acquired through the study of mock situations based faithfully on real life issues in the relevant profession.
- CT17: Teamwork: Ability to integrate and collaborate actively with other people, departments and/or organisations to reach common goals.

Specific skills (CE, by the acronym in Spanish):

Specific skills (CE, by the acronym in Spanish):

- CE1: Ability to design, develop and assess teaching/learning processes related to physical activity and sport, considering the individual characteristics and contexts of the people involved and adhering to the necessary educational, technical and curricular principles.
- CE8: Ability to design, plan, organise, implement and evaluate regular and/or one-off sport and recreation programmes, considering all factors that might affect these programmes in different professional, social and economic contexts.
- CE10: Ability to participate in the effective leadership and/or management of both private and public organisations that provide any type of physical activity service (recreation, health, sport, education, etc.); identifying, defining and systematising the necessary processes to meet the organisation's objectives.

Learning outcomes (RA, by the acronym in Spanish):

- RA1: To develop the interpersonal and intrapersonal skills needed in elite coaches.
- RA2: To understand key concepts related to the management of people and institutions, as well as the key theories of neurolinguistic programming applied to sport.
- RA3: To understand and master key concepts of coaching, teamwork, club management and oversight of team squads.
- RA4: To produce essays in order to study the different aspects of the subject.
- RA5: To produce in-depth analysis and summaries based on searches of key literature about the leadership and management of sports clubs and teams.

The following table shows how the skills developed in the course match up with the intended learning outcomes:

Skills	Learning outcomes
CB1, CB2, CB3, CT5, CT7, CE8, CE9	RA1, RA2, RA3, RA4, RA5
CE10	7. ASSESSMENT

4. CONTENTS

The subject is organised into six learning modules, which in turn are divided into topics:

Module 1: COACHING EXPERTISE

- Factors of excellence in coaches
- Communication skills in coaches
- Social skills
- Leadership skills in coaches

- Emotional factors in coaches

Module 2: TEAM MANAGEMENT

- Establishing roles. Democracy, discipline and shared functions.
- Communication and approaches in sports groups.
- Direct actions and instructions in competition. Talent management vs group management.
- Self-assessment and responsibility of the athlete and the coach.

Module 3: EMOTIONAL INTELLIGENCE/BUILDING VALUES

- Effective communication. Managing stress in elite sports.
- Professional development plan. Values in sport.
- Emotional intelligence in sports coaches. Self-management. Managing emotions.

Module 4: COACHING TOOLS APPLIED TO SPORTS TEAMS/CONCEPT OF FLOW IN SPORT

- Fundamental principles of coaching for athletes.
- Developing flow in elite sport.

Module 5: THE PHASES OF ELITE TEAMS

- Building the phases of elite teams.
- Teamwork: stages in the life cycle of teams.

Module 6: SPORTS TEAM MANAGEMENT/DECISION-MAKING

- Situational and transformative leadership.
- Making decisions associated with elite competition.
- Team analysis and assessment system: 360º Feedback
- Design of improvement plans.
- Self-knowledge

5. TEACHING/LEARNING METHODS

The types of teaching-learning methods are as follows:

- Lectures.
- Case studies
- Collaborative learning.
- Problem-based learning.
- Project-based learning.

6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

On campus:

Learning activity	Number of hours
Lectures	15 h
Case studies	29 h
Debates and discussions	10 h
Oral presentations	5 h

Tutorials	8h
Independent working	40h
Asynchronous lectures	8h
Case studies	35h
TOTAL	150 h.

7. ASSESSMENT

The assessment methods, plus their weighting in the final grade for the course, are as follows:

On campus:

Assessment system	Weighting
Understanding different biographic experiences of contrasting coaches	20
Understanding professional environments and analysing them	30
Participating in proposed events and activities in class	20
Presenting an interview with an elite coach	30

On the Virtual Campus, when you open the subject area, you'll find details of your assessment activities, including the submission dates and assessment procedures for each activity.

7.1. Ordinary exam period

To pass the subject area in the ordinary exam period, students must attend over 50% of the total number of classes in the semester. They must also achieve a final grade of at least 5.0, based on the sum of the grades achieved in the different assessable tasks, providing that they get a minimum of 5.0 out of 10.0 in each of the assessable tasks for the subject area.

ALL PROJECTS MUST BE PRESENTED AND DEFENDED IN PERSON OR ONLINE BEFORE THE TEACHER ON THE DATES SET ON THE SUBJECT AREA PORTAL.

7.2. Extraordinary exam period (resits)

To pass the subject area in the extraordinary exam period (resits), you must obtain a grade of 5.0 or more out of 10.0 in the final grade (weighted average) for the subject area.

Activities not passed in the ordinary exam period, or those not submitted, must be submitted after receiving the relevant corrections and feedback from the lecturer.

ALL PROJECTS MUST BE PRESENTED AND DEFENDED IN PERSON OR ONLINE BEFORE THE TEACHER ON THE DATES SET ON THE SUBJECT AREA PORTAL.

8. TIMELINE

This section presents the timeline and submission dates for the assessable tasks in this subject area.

Assessable tasks	Date
Presentation/Introduction	Week 1
Research interests/profiles	Week 1
Practical activity 1	
Self-leadership. Leadership and management of groups of people. Talent management.	Week 2
Practical activity 2	
Self-leadership. Leadership and management of groups of people. Talent management.	Weeks 2–3
Practical activity 3	
The coach and their work. Productivity. Change and continuous improvement.	Week 4
Practical activity 4	
The coach and their work. Productivity. Change and continuous improvement.	Weeks 4-5
Practical activity 5	
Social skills. Social and emotional intelligence (beliefs and emotions). Communication	Weeks 5–6
Practical activity 6	
Presentations	Assessment Week 7
Social skills. Social and emotional intelligence (beliefs and emotions). Communication	
Coaching practical activity.	Week 8
Practical activity 7	
Flow and phases in elite teams.	Week 9
Practical activity 8	
Working with talent. Building values.	Week 10
Practical activity 9	
Working with talent. Building values. Making decisions.	Week 11
Practical activity 10	
Conflict management. Elite teams.	Weeks 12–13
Practical activity 11	

Time management Phases in the life cycle of an elite team.	Week 14
Practical activity 12	
Presentations	Week 15 Assessment
Presentations	
Presentations	Week 16. Assessment

The timeline may be subject to change for logistical reasons related to the activities. Students will be informed of any changes in due time and course.

9. BIBLIOGRAPHY

The recommended bibliography is indicated below:

- Barret, L.F. y Gross, J.J. (2001). Emotional Intelligence. A process model of emotion representation and regulation. En T. J. Mayne y G.A. Bonano (Eds.). Emotions. Current issues and future directions. New York: The Guilford Press
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- Goleman, D. (1996). Inteligencia Emocional. Barcelona: Kairos.
- Salovey, P. (2001). Applied emotional intelligence: Regulating emotions to become healthy, wealthy and wise. En Ciarrochi, J., Forgas, J.P. y Mayer, J.D. (2001). Emotional Intelligence in Everyday Life. Philadelphia: Psychology Press.
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- Whitmore, J. (2003). Coaching: el método para mejorar el rendimiento de las personas. Barcelona: Paidós Ibérica.

La obra de referencia para el seguimiento de la asignatura es:

- Gross, J.J. (2002). Emotion regulation: Affective, cognitive, and social consequences. Psychophysiology, 39, 281–291.
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- Higgins, E.T., Grant, H. Y Shah, J. (1999). Self Regulation and quality of life: Emotional and non-emotional life experiences. En Kahneman, Diener y Schwarz (Eds.). Well-being : the foundations of hedonic psychology. New York : Russell Sage Foundation
- Mayer, J.D. (2001). A field guide to emotional intelligence. En Ciarrochi, J., Forgas, J.P. y Mayer, J.D. (2001). Emotional Intelligence in Everyday Life. Philadelphia: Psychology Press.
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10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

orientacioneducativa@universidadeuropea.es

11. STUDENT SATISFACTION SURVEYS

Your opinion matters!

Universidad Europea encourages you to complete our satisfaction surveys to identify strengths and areas for improvement for staff, degree courses and the learning process.

These surveys will be available in the surveys area of your virtual campus or by email.

Your opinion is essential to improve the quality of the course.

Many thanks for taking part.