

Unit 2

UNDERSTANDING OTHERS

Unit Outline

Total Workload <ul style="list-style-type: none">- Guided Learning Hours- Self-Directed Learning Hours- Practical Learning Hours	60 hours 15 hours 30 hours 15 hours
ECTS Credits	2 credits
EQF Level	EQF 5, 6, or 7
Basic Knowledge Requirements and Prerequisites	Participation in <i>Unit 1</i>
Key Competences	Empathy Cultural differences Communication Cooperation Leadership
Unit Description	<p>In order to understand others, one must first and foremost be able to communicate with one another. Therefore, communication bears a central role in this unit. Further, since the unit targets PE Teachers and Sports Coaches, leadership and corporation are foreseen as key characteristics in order for the professionals to lead and guide their group ensuring a great collaboration the pupils/athletes in-between. With competencies within communication, corporation and leadership, there is a solid foundation for showing empathy towards each other, understanding cultural differences and understanding one another.</p> <p>The communication competencies for this unit is based on motivational interviewing/the professional conversation theories. This competence is designed to produce rapid, internally motivated change by mobilizing the individual's own change resources (Miller and Rollnick, 1991). This competence involves expressing empathy, developing discrepancy, rolling with resistance and supporting self-</p>

	<p>efficacy. Participants receives tools within questioning techniques in a recognized approach to processes.</p> <p>The corporation aspect aims at having the students obtaining knowledge of the processes behind and the prerequisite for developing a team in bots sports and PE situations. Furthermore, gaining skills in reflecting on, planning, selecting and applying appropriate tools and strategies to guide and optimize performance on teams regardless of context is also included in the corporation aspect. A part of the cooperation aspect will be covered by doing a personality test developed to analyze team performances. By using that tool (e.g. the Whole Brain test) there is a basis for discussing differences and how to cope with them.</p> <p>The purpose of including leadership as a core competency is that PE Teachers/Sports Coaches can lead the social processes in and around their task of teaching or coaching – both in terms of leading themselves and in terms of leading others. If leading appropriately, the ethically (or any other varying) background should be an issue related to sports/PE activities.</p>
<p>Learning Outcomes (LOs)</p>	<p>By the end of this Unit, Physical Educators and Coaches should be able to:</p> <ol style="list-style-type: none"> 1) Be aware of, and respect, the background, attitudes, values, needs and behaviours of others. 2) Respectfully communicate and listen to others while considering differences within a group. 3) Have skills and knowledge to help them lead culturally diverse individuals and groups in a cohesive, positive, motivating way.
<p>Recommended Literature</p>	<p><u>Communication:</u> Miller W. R., & Rollnick S. (2002): <i>Motivational interviewing: preparing people for change</i> (Vol. 2). New York: The Guilford Press.</p> <p><u>Cooperation:</u> E.g. The Whole Brain Model – Hermann International. (Other personality tests could also be used).</p>

	<p>Kumar S., Deshmukh V. & Adhish V.S. (2014): <i>Building and Leading teams</i>. Indian J Community Med. 2014 Oct-Dec; 39(4): 208–213. doi: 10.4103/0970-0218.143020.</p> <p><u>Leadership:</u> Benson, D. (2015): <i>Creating your personal leadership philosophy</i>. Physician Leadership Journal.</p> <p>Blanchard, K. (2007): <i>Leading at a higher level</i>. Prentice Hall.</p> <p>Scouller, J. (2011): <i>The Three Levels of Leadership: How to Develop Your Leadership Presence, Knowhow and Skill</i>. Management Books 2000 Ltd.</p> <p>Smoll F.L. & Smith R.E. (1989): <i>Leadership Behaviors in Sport: A Theoretical Model and Research Paradigm</i>. Journal of Applied Social Psychology. December 1989. Vol. 19, Issue 18. Pp. 1522-1551. https://doi.org/10.1111/j.1559-1816.1989.tb01462.x.</p>
Teaching Methods	<p>Direct Instruction</p> <ul style="list-style-type: none"> • Lectures • Demonstrations • Questioning <p>Social Approaches</p> <ul style="list-style-type: none"> • Discussions • Cooperative Learning • Role Plays, Simulations and Games
Assessments	<p>Case analysis describing intercultural communication, cooperation and leadership related to the case.</p>

Sample Unit Class Schedule

#	Topics (and sub-topics)	Readings	Activities and Assignments
1	<p><i>Overall introduction to Unit 2</i></p> <ul style="list-style-type: none"> • Objective, approach, methods, assessment. • Topics (focusing on communication, corporation and leadership). • Introduction to understanding others in relation to ethnic minorities and how communication, corporation and leadership can contribute to a greater understanding of others. 	None	Primarily teaching.
2	<p><i>Cooperation</i></p> <ul style="list-style-type: none"> • Introduction to personality tests – how they can be used, what are the benefits. • Performing one such test (Whole brain test). • Discussing the test in relation to a team. 	Material of Whole Brain testing	Teaching, group discussions and practical assignments.
3	<p><i>Communication</i></p> <ul style="list-style-type: none"> • Introduction to motivational interviewing. • Go through the theory of motivational interviewing. 	Miller, W. R., & Rollnick, S. (2002): <i>Motivational interviewing: preparing people for change</i> (Vol. 2). New York: The Guilford Press.	Teaching and group discussions.
4	<p><i>Communication</i></p> <ul style="list-style-type: none"> • Practical experiences with performing motivational interviewing on each other. 	Miller, W. R., & Rollnick, S. (2002): <i>Motivational interviewing: preparing people for change</i> (Vol. 2). New York: The Guilford Press.	Practical assignments and case work.

	<ul style="list-style-type: none"> • Reflections on how to use the tool in practice – at what time is it sufficient to have motivational interviewing with the athletes/pupils? Who should perform the motivational interviews? 		
5	<p><i>Leadership – theories</i></p> <ul style="list-style-type: none"> • What is leadership in general? • How is leadership connected to inclusion of ethical minorities at a PE teacher and/or a coach? • Classify leadership theories and relate critically to them. 	<p>Benson, D. (2015): <i>Creating your personal leadership philosophy</i>. Physician Leadership Journal.</p> <p>Blanchard, K. (2007): <i>Leading at a higher level</i>. Prentice Hall.</p> <p>Scouller, J. (2011): <i>The Three Levels of Leadership: How to Develop Your Leadership Presence, Knowhow and Skill</i>. Management Books 2000 Ltd.</p> <p>Smoll F.L. & Smith R.E. (1989): <i>Leadership Behaviors in Sport: A Theoretical Model and Research Paradigm</i>. Journal of Applied Social Psychology. December 1989. Vol. 19, Issue 18. Pp. 1522-1551. https://doi.org/10.1111/j.1559-1816.1989.tb01462.x.</p>	Teaching, group discussions and practical assignments.
6	<p><i>Leadership – leading yourself</i></p> <ul style="list-style-type: none"> • “Creating” your personal leadership philosophy. • What is important for you and why? 	<p>Benson, D. (2015): <i>Creating your personal leadership philosophy</i>. Physician Leadership Journal.</p> <p>Blanchard, K. (2007): <i>Leading at a higher level</i>. Prentice Hall.</p> <p>Scouller, J. (2011): <i>The Three Levels of Leadership: How to Develop Your Leadership Presence, Knowhow and Skill</i>. Management Books 2000 Ltd.</p> <p>Smoll F.L. & Smith R.E. (1989): <i>Leadership Behaviors in Sport: A Theoretical Model and Research Paradigm</i>. Journal of Applied Social Psychology. December 1989. Vol. 19, Issue 18. Pp. 1522-1551. https://doi.org/10.1111/j.1559-1816.1989.tb01462.x.</p>	Teaching, group discussions and practical assignments.

7	<p><i>Leadership – leading others</i></p> <ul style="list-style-type: none"> • “Using” your personal leadership philosophy towards leading others. • How is your approach to leading others relevant in terms of including ethical minorities and ensuring an appropriate sports/PE environment in general? 	<p>Benson, D. (2015): <i>Creating your personal leadership philosophy</i>. Physician Leadership Journal.</p> <p>Blanchard, K. (2007): <i>Leading at a higher level</i>. Prentice Hall.</p> <p>Scouller, J. (2011): <i>The Three Levels of Leadership: How to Develop Your Leadership Presence, Knowhow and Skill</i>. Management Books 2000 Ltd.</p> <p>Smoll F.L. & Smith R.E. (1989): <i>Leadership Behaviors in Sport: A Theoretical Model and Research Paradigm</i>. Journal of Applied Social Psychology. December 1989. Vol. 19, Issue 18. Pp. 1522-1551. https://doi.org/10.1111/j.1559-1816.1989.tb01462.x.</p>	<p>Teaching, group discussions and practical assignments.</p>
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