

SIS - Sport, Fitness & Recreation Training Package

SIS20513—Certificate II in Sport Coaching

SIS30713—Certificate III in Sport Coaching

Unit

SISSSDE201

Communicate effectively with others
in a sport environment

This is not a complete document.

SAMPLE ONLY

Trainer/Teacher Manual



LANE

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STUDENT/TRAINEE DETAILS

Student/Trainee Name**Student/Trainee Email****Teacher / Trainer Name****School / Institution / Training Organisation / Employer**

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INTRODUCTION

This manual is developed to provide training content that addresses the specific 'Unit of Competency' as outlined on the following pages.

It provides the teacher and/or trainer with a document that includes all that the student and/or trainee manual content plus guidance notes as well as answers to the learning activities in the student/trainee manual.

This manual can be packaged with various manuals addressing other 'Units of Competency' in order to meet the 'Packaging Rules' of a particular Australian Training Package Qualification.

This resource has been designed to be delivered in a form that is conducive to the learning environment including:

- ☆ Online delivery
- ☆ Classroom delivery
- ☆ On the job training

The documents are designed in a 'landscape' format in order to make reading on a computer screen easier as well as reduces the need to scroll down pages. Documents can be easily printed if the learning environment requires the student or trainee to have hard copies of the learning materials.

INTRODUCTION—CONT'D

LEARNING ACTIVITIES

The learning activities in the student and/or trainee manuals are 'Form Enabled' so that if the resources delivered online, the activities can be filled in using the computer keyboard.

Each learning activity is identified with the following icon.

**Learning
Activity**

Learning activities come in the following forms.

- ☆ Questions
- ☆ Research
- ☆ Tasks
- ☆ Interviews

Questions

Questions would relate to the information presented on previous pages.

Research

This type of learning activity would require the student or trainee to locate information by using research methods. The information they would be required to locate would be in line and/or support the information that the manual had outlined in previous pages.

INTRODUCTION—CONT'D**Tasks**

This learning activity type would require the student/trainee to actually do or undertake something and would be reinforcing the knowledge they have gained from reading the manual's previous pages.

Interviews

This learning activity type would require the student/trainee to interview person(s) in an actual workplace environment or a person(s) who are experienced in the industry sector which the student/trainee is currently undergoing training.

The student/trainee is made aware of the type of learning activity by noting the learning activity type displayed under the learning activity icon.

**Learning
Activity**

Research

SELF ASSESSMENT

At the end of each manual is a series of questions that the student/trainee should review and answer.

This self assessment is to ensure in the student's or trainee's mind that they have reviewed and understood the information that was presented in their manual.

If they are unsure of their understanding in any of the topics reviewed, they are encouraged to go back and review the information again and/or seek the assistance of their teacher or trainer.

UNIT OF COMPETENCY OVERVIEW

The following pages are extracts from Training.gov.au website and outlines this specific 'Unit of Competency' including the 'Elements' and the 'Performance Criteria'. The content within this manual has been developed to address this unit.

SISSSDE201 - COMMUNICATE EFFECTIVELY WITH OTHERS IN A SPORT ENVIRONMENT

ELEMENT	PERFORMANCE CRITERIA
1. Develop effective working relationships.	<ul style="list-style-type: none"> 1.1 Identify own responsibilities and duties in relation to others and undertake activities in a manner that promotes cooperation and good relationships 1.2 Practise high standards of personal presentation according to organisational guidelines and specific requirements for particular duties or situations 1.3 Seek assistance from colleagues when required to fulfil responsibilities and duties 1.4 Offer assistance to colleagues when required 1.5 Encourage, acknowledge and act upon constructive feedback provided by others
2. Use a range of communication mechanisms.	<ul style="list-style-type: none"> 2.1 Conduct communication with others in a polite, professional and friendly manner 2.2 Use language and tone appropriate to a given situation in both written and spoken communication 2.3 Use appropriate non-verbal communication in all situations 2.4 Show sensitivity to cultural and social differences 2.5 Use active listening and questioning to facilitate effective two-way communication 2.6 Select appropriate medium of communication for the particular audience, purpose and situation, taking into consideration characteristics of each medium and relevant factors involved
3. Deal with issues and problems that arise.	<ul style="list-style-type: none"> 3.1 Respect differences in personal values and beliefs and their importance in the development of relationships 3.2 Identify any linguistic and cultural differences in communication styles and respond appropriately 3.3 Identify potential problems and conflict likely to be encountered in the sport environment and devise strategies to deal with these issues 3.4 Seek assistance from others when issues, problems and conflict arise and suggest possible ways of dealing with them or refer them to relevant others

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Section One

Develop Effective Working Relationships

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COMMUNICATE EFFECTIVELY WITH OTHERS IN A SPORT ENVIRONMENT

SECTION ONE—DEVELOP EFFECTIVE WORKING RELATIONSHIPS

INTRODUCTION

If you ever come across a sporting club or organisation that has a good reputation, everyone working there is happy as well as enthusiastic and the participants, players or athletes highly recommend it, you will find it is a club or organisation that has a culture of support and cooperation.

It thrives on good relationships with all involved in the organisation or club, both internally and externally.

This culture however, takes work to develop and this section reviews what makes up a culture of solid relationships, support and cooperation.

SECTION LEARNING OBJECTIVES

At the completion of this section you will learn information relating to:

- ☆ Identifying own responsibilities and duties in relation to others and undertaking activities in a manner that promotes cooperation and good relationships
- ☆ Practising high standards of personal presentation according to organisational guidelines and specific requirements for particular duties or situations
- ☆ Seeking assistance from colleagues when required to fulfil responsibilities and duties
- ☆ Offering assistance to colleagues when required
- ☆ Encouraging, acknowledging and acting upon constructive feedback provided by others



IDENTIFY OWN RESPONSIBILITIES AND DUTIES IN RELATION TO OTHERS AND UNDERTAKE ACTIVITIES IN A MANNER THAT PROMOTES COOPERATION AND GOOD RELATIONSHIPS

In the sport and recreation industry sector, just like any other industry, there is a significant amount of emphasis placed on the professionalism of those involved in the running of the organisation.

In sports in particular, those involved in any sporting organisation interact with a wide range of people, including those that work internally within the organisation as well as those external to the organisation.

Like any other business or organisation, for those working in the organisation whether they be employed or work as a volunteer, there is a need to have a clear understanding of what their roles and responsibilities are.

This is generally outlined in a document and can take the form of a job description or a volunteer role description.

Based on your understanding of your job, it is important you work as efficiently and effectively as possible.

In a basic job or role description the elements would include:

- ☆ Your tasks and responsibilities
- ☆ Required skills, qualifications and experience
- ☆ Your level of authority and those you report to
- ☆ The available tools or resources
- ☆ Remuneration (for employees)

A clear and detailed job or role description is essential if the sporting organisation is to work together as an efficient team.

A person needs to know what to do and what is expected of them for them to be an effective contributor to the sporting organisation.

Sporting organisations not spending the time to outline each role in the organisation will have conflicts arise and find it hard to hold on to talented people.



PERSONNEL INTERACTION

A sporting organisation can be a small local sporting club or a large professional sports organisation. Each will have an organisational structure in place that would have numerous roles. These roles (depending on the size of the organisation) could include:

- ☆ senior coaches
- ☆ other coaches
- ☆ club members
- ☆ board or committee members
- ☆ players
- ☆ assistants
- ☆ volunteers
- ☆ officials
- ☆ administrators
- ☆ sports trainers

As we learned on the previous page, an efficiently run sporting organisation will involve the efforts of staff and volunteers that are clear on each of their roles and responsibilities. As the list above shows, many of the roles clearly require a level of skill, training and experience.

Some of the skills will be focussed on elements of the sport such as coaching and support roles, other skills relate more to administrative and management experience.

A well run and efficient organisation would ensure each person in the organisation understands what he or she and others contributes to the organisation as well as cooperate and support each other.

For example, a coach in a local community sporting club would rely heavily on the club committee to ensure that the players have a place to train and have sporting equipment available, whereas the committee relies heavily on the skills and experience of the coach to help the club players achieve their sporting goals. Each relies, supports and cooperates with each to ensure the the common goals of the club are achieved.

CODE OF CONDUCT OR BEHAVIOUR

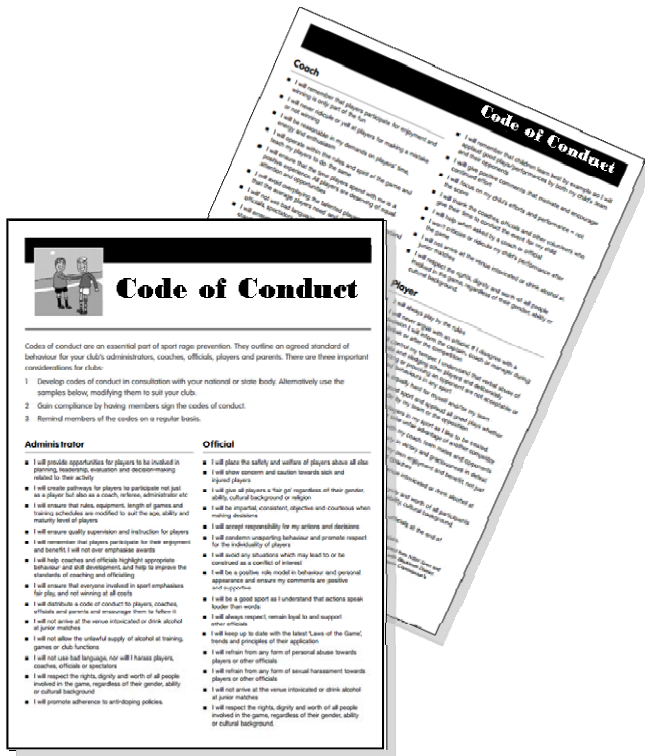
As part of clearly outlining the roles and responsibilities of each employee or volunteer there is also a need to understand and follow the industry's and the organisation's Code of Conduct or Code of Behaviour.

The Australian Sports Commission describes an organisation's Code of Conduct as:

“A code of conduct or behaviour can be described as a set of statements that set out what your club considers to be an acceptable standard of behaviour and conduct. These codes explain how your club expects its members and their guests to behave. Codes of conduct or behaviour provide a guide and basis of expectations for a club. They encourage commitment to ethical and professional behaviour and outline principles on which a club is based.”

Anyone involved in sport have a right to participate in a safe and supportive environment whether they are participants or club employees or volunteers. The Australian Sports Commission has developed the Codes of Behaviour to remind and encourage all Australians involved in sport to support the industry and those involved.

The Codes of Behaviour provide the basis for fair play for young and old, professional or amateur and encourage fair competition, fun, friends and safe sporting environments.





ORGANISATIONAL REQUIREMENTS RELATING TO HEALTH AND SAFETY

Every employee, volunteer and member of a sporting organisation would be required to follow the sporting organisation's health and safety policies and procedures.

Not only should this be a non-negotiable requirement of the organisation, it should be stressed to all involved in the organisation no matter how small or large, that it is the law.

As part of any organisations health and safety policy and procedures is the need to watch for, identify and assess any hazards as well as assess any risks those hazards may have.

This would require the communication, training and implementation of risk management procedures.

Everyone, would need to be committed to the health and safety standards of the organisation and support each other in hazard and risk control.

This would lead to a safer environment for all to work and play in.

So, if you are a coach or any person in the sporting organisation or club, it is important that you understand what role you play in upholding the health and safety standards of the club or organisation, including your own health and safety responsibilities.



ORGANISATIONAL REQUIREMENTS OF THE COACHING ROLE

As we learned earlier, a well run sporting organisation will involve employees and volunteers that are knowledgeable about their own various roles and responsibilities, as well as other individuals.

One of the most important roles in a sporting organisation is the coach. It is he or she that has the most interaction with club participants and members. Those involved as participants in the club have high expectations of the coach. They are relying on the coach to develop their skills in their chosen sport in a safe environment. This means that the coach in particular has to possess numerous skills and experience and these would include:

- ☆ **Advisor** - Advising athletes on the training to be conducted and suitable kit and equipment
- ☆ **Assessor** - Assessing athletes performance in training and in competition
- ☆ **Counselor** - Resolving emotional problems on the basis that sharing anxieties can be both relieving and reassuring
- ☆ **Demonstrator** - Demonstrate to the athletes the skill you require them to perform. To achieve this it is important that you also keep fit.
- ☆ **Friend** - Over the years of working with an athlete a personal relationship is built up where as well as providing coaching advice you also become someone, a friend, who they can discuss their problems or share their success with. It is important to keep personal information confidential, because if you do not then all respect the athlete had for you as a friend and coach will be lost.
- ☆ **Facilitator** - Identify suitable competitions for them to compete in, in order to help them achieve their overall objectives for the year
- ☆ **Fact finder** - Gathering data of national and international results and to keep abreast of current training techniques
- ☆ **Fountain of knowledge** - This may be part of the advisor role in that you will often be asked questions on any sporting event, events that were on the television, diet, sports injuries and topics unrelated to their sport
- ☆ **Instructor** - Instructing athletes in the skills of their sport
- ☆ **Mentor** - When athletes attend training sessions you are responsible, to their parents and family, for ensuring that they are safe and secure. You have to monitor their health and safety whilst training and support them should they have any problems or sustain any injuries
- ☆ **Motivator** - Maintain the motivation of all the athletes the whole year round
- ☆ **Organiser and planner** - Preparation of training plans for each athlete and organise attendance at meetings and coaching clinics
- ☆ **Supporter** - Competition can be a very nerve racking experience for some athletes and often they like you to be around to help support them through the pressures. Role of a 'Friend' and perhaps 'Counselor' come into play too.

**Learning
Activity**

Question

LEARNING ACTIVITY ONE

Why is a job or role description important even in a sporting organisation?

TEACHER / TRAINER GUIDANCE NOTES

A clear and detailed job or role description is essential if the sporting organisation is to work together as an efficient team. A person needs to know what to do and what is expected of them for them to be an effective contributor to the sporting organisation.

**Learning
Activity**

Task

LEARNING ACTIVITY TWO

In this section we outlined ten common roles in a sporting organisation. Using your memory, tell us what those roles were.

TEACHER / TRAINER GUIDANCE NOTES

- 1) senior coaches
- 2) other coaches
- 3) club members
- 4) board or committee members
- 5) players
- 6) assistants
- 7) volunteers
- 8) officials
- 9) administrators
- 10) sports trainers

SAMPLE SAMPLE

**Learning
Activity**

Question

LEARNING ACTIVITY THREE

Although we just touched on in this in this Section, what were the three main categories of roles in most sporting organizations?

TEACHER / TRAINER GUIDANCE NOTES

- 1) Administrative/Management roles
- 2) Coaching
- 3) Support staff

SAMPLE SAMPLE

**Learning
Activity**

Research

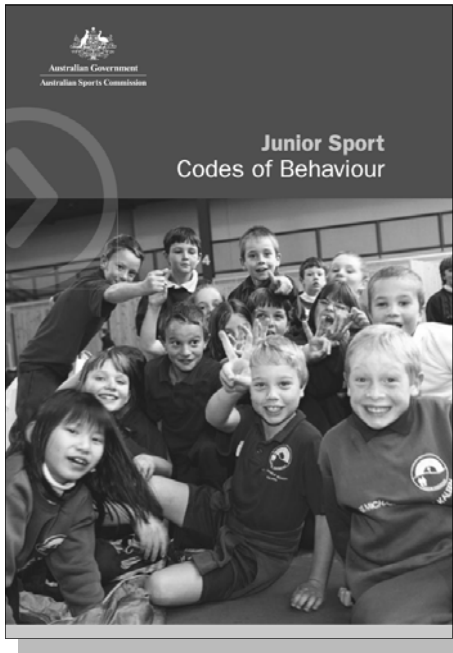
LEARNING ACTIVITY FOUR

The Australian Sports Commission produced a document called “Junior Sports—Code of Behaviour”. In this activity we want you to access this document and print out a hard copy. (It is only six pages long)

Your teacher or trainer may require evidence that you actually printed out the document.

Once you have done this, we want you to summarise what the document said about providing a 'Fair Go' to young Australians participating in a sport. It should be in your own words and a brief summary only. We have provided space below for your summary.

SAMPLE SAMPLE



TEACHER / TRAINER GUIDANCE NOTES

The document that the student or trainee printed out is a good future reference document.

On the last page the document has a section titled “A ‘fair go’ for young Australians “. This activity has asked the student or trainee to summarise this narrative.

The submissions will vary, however the summary should include highlights such as:

- ☆ It is important to everyone the way the game is played and the manner in which our sportsmen and sportswomen conduct themselves.
- ☆ The Codes of Behaviour identify a series of key principles on which young players, parents, coaches, teachers, administrators, officials, the media and spectators should base their sporting involvement.
- ☆ If adopted, the Codes will ensure that young people develop good sporting behaviours and have an enjoyable experience of sport, which will encourage them to remain involved throughout their lives.

SAMPLE

**Learning
Activity**

Research

LEARNING ACTIVITY FIVE

Back again to the Australian Sports Commission website. In this activity we want you to do a search on the website and locate the page called 'Keeping Things Safe'. The information on this page is directed at coaches.

Once you have found this page, summarise the ten points a coach should consider in order to ensure safety in any training sessions and activities.

SAMPLE SAMPLE

TEACHER / TRAINER GUIDANCE NOTES

- 1) plan all coaching sessions
- 2) follow child protection guidelines
- 3) conduct pre-participation screening
- 4) ensure participants warm up prior to activity
- 5) don't mismatch participants
- 6) clearly establish the rules for behaviour and activities
- 7) ensure the safety of playing areas, facilities and equipment
- 8) require participants to use protective devices
- 9) adapt activities for environmental conditions
- 10) cater for individual need

Learning
Activity

Task

LEARNING ACTIVITY SIX

In this Section we outlined thirteen skills and areas of experience that a good coach should possess. Tell us below what those thirteen skills were.

SAMPLE SAMPLE

TEACHER / TRAINER GUIDANCE NOTES

- 1) Advisor
- 2) Assessor
- 3) Counselor
- 4) Demonstrator
- 5) Friend
- 6) Facilitator
- 7) Fact finder
- 8) Fountain of knowledge
- 9) Instructor
- 10) Mentor
- 11) Motivator
- 12) Organiser and planner
- 13) Supporter

SAMPLE SAMPLE



PRACTISE HIGH STANDARDS OF PERSONAL PRESENTATION ACCORDING TO ORGANISATIONAL GUIDELINES AND SPECIFIC REQUIREMENTS FOR PARTICULAR DUTIES OR SITUATIONS.

Personal presentation is an indicator of the type of person you are and also the type of organisation you represent.

Most sporting clubs make the effort to design and acquire uniforms. Uniforms are a symbol of the club/organisation and are worn with pride by all those associated with the organisation or club. Other clubs such as golf clubs often will insist on a dress code, both for members and staff as a sign of high standards.

Because of this, clubs or sporting organisations will have clear rules in place regarding what should be worn around the club and expect all involved with the club or organisation to adhere to the dress code and rules.

There are also safety requirements. In certain sports the club will require players to wear helmets and other protective equipment. Outdoor sports may require hats, sunscreen and eye protection.

Certain types of games see players soil their uniforms. It is generally expected that those uniforms are cleaned and repaired before the next game. This includes coaching and support staff.

Personal image is more than just the clothes you wear. It includes:

- ☆ The type/size of the clothes (and whether or not they fit)
- ☆ The cleanliness/neatness of the clothes
- ☆ Footwear
- ☆ The suitability of accessories and jewellery
- ☆ Personal hygiene
- ☆ Grooming

Not only is the club staff member's image at stake, but also the club's image. Special care and attention to personal presentation will benefit a person in many ways, including respect from colleagues, members and players as well as their own self-esteem.

**Learning
Activity**

Task

LEARNING ACTIVITY SEVEN

Below are two pictures of club players and coaching staff. Tell us what your 'impression' of each team is and why?



1

2

TEACHER / TRAINER GUIDANCE NOTES

Submissions will vary.

However, the student or trainee would likely point out that the team and coaching staff in Picture 1 all have the same uniforms and they seem to be fitting properly and clean.

Whereas in Picture 2, the team and coaching staff are wearing clothes that are all different and ill fitting.

So the impression would be that the team in Picture 1 belongs to a club that take personal presentation seriously and thus look professional whereas the Team in Picture 2 seemingly do not place too much emphasise on what the club members look like so do not look all that professional.

**Learning
Activity**

Question

LEARNING ACTIVITY EIGHT

What does personal image include?

TEACHER / TRAINER GUIDANCE NOTES

Personal image includes:

- ☆ The type/size of the clothes (and whether or not they fit)
- ☆ The cleanliness/neatness of the clothes
- ☆ Footwear
- ☆ The suitability of accessories and jewellery
- ☆ Personal hygiene
- ☆ Grooming



SEEK ASSISTANCE FROM COLLEAGUES WHEN REQUIRED TO FULFIL RESPONSIBILITIES AND DUTIES AND OFFER ASSISTANCE TO COLLEAGUES WHEN REQUIRED

(Over the next few pages we cover two 'Performance Criteria' points at the same time to avoid repetition)

No matter what type of working environment you are in, there will be times when you are unable to perform your tasks or duties as expected.

This includes those that are working in a sporting organisation.

Situations, issues or problems will arise that affect your ability to fulfil your responsibilities and some examples could include:

- ☆ Taking on too many tasks
- ☆ Tasks or duties are somewhat outside your skill levels
- ☆ Changes to scheduling
- ☆ Expected help unavailable
- ☆ Number of participants has grown

In most cases the best way to ensure you get your tasks or duties completed, is to seek assistance. In many sporting organisations or clubs, there will be people on hand to assist their colleagues in need.

Some tips in seeking assistance include:

- ☆ If you need assistance do not wait until the last minute
- ☆ When asking for assistance explain what assistance you need and any timelines or deadlines
- ☆ Ask colleagues you know which have the skills to assist
- ☆ Ensure the required resources are available to those assisting you

Also, remember that 'what goes around, comes around'. Other colleagues will likely need assistance from you. So it is reasonable to expect that if you need assistance, that you also offer your assistance.

However, if asked to perform some tasks that are outside of your skill levels or expertise, politely explain why your assistance may not be suitable.

**Learning
Activity**

Research

LEARNING ACTIVITY NINE

An effective and efficient coach will plan session and activities ahead of time and also identify the assistance and resources required to fulfill his or her coaching responsibilities and duties. But as we all know, not everything goes to plan. So most experienced coaches will have what are called 'contingency plans' in place. Do some research and tell us what 'contingency planning' is.

TEACHER / TRAINER GUIDANCE NOTES

'Contingency plans' are plans to deal with the 'What ifs'. In other words, what if some of your support staff are sick, or what if the weather affects training or what if some of the sports equipment is missing.

The contingency plan will outline possible solutions if the original plans are affected by unforeseen issues or problems.

**Learning
Activity**

Question

LEARNING ACTIVITY TEN

We used the term 'What goes around, comes around'. What did this term refer to?

TEACHER / TRAINER GUIDANCE NOTES

It referred to those that have requested and expected assistance from colleagues in the past, should also expect to offer and provide assistance in return when asked.

SAMPLE SAMPLE

**Learning
Activity**

Question

LEARNING ACTIVITY ELEVEN

When planning to communicate with anyone what should you ask yourself?

TEACHER / TRAINER GUIDANCE NOTES

When planning to communicate with anyone, the basic rules of effective communication are the same.

Ask yourself:

- ☆ What is the message that needs communicating?
- ☆ How is it best communicated?
- ☆ What are the organisational and other protocols associated with that form of communication?



ENCOURAGE, ACKNOWLEDGE AND ACT UPON CONSTRUCTIVE FEEDBACK PROVIDED BY OTHERS

It is likely that the sporting club or organisation has set certain goals for the organisation and expect that all those involved in the club assist in achieving those goals by performing their duties to the best of their abilities.

So it is important that you look at and monitor your own performance.

A good method to monitor your performance is to ask for, and/or receive, feedback.

Many larger sporting organisations have a formal appraisal system where committee, club management and senior coaching will verbally and/or in writing, deliver feedback on other staff or coaches' performance.

Informal feedback on performance occurs in most workplaces and it is important to recognise and be receptive to it. Informal feedback refers to communication in any workplace setting other than formal appraisals or reviews where comments are made regarding staff or coaching performance – anywhere from meetings to conversations, or perhaps on the playing field.

Feedback does not only come from colleagues, but importantly, from participants and their parents, players or athletes. Ultimately a sporting club exists to effectively service its members. If there is little or no knowledge relating to how satisfied participants, players or athletes might be, it is not possible to identify the need, nor strategies to employ, for improvement in club services, training and coaching methods.

Because self-assessment and feedback are key ways in which club staff and coaches can identify strategies to improve their performance, it is therefore important for them to actively seek feedback. This can be done in various ways, including:

- ☆ verbally asking colleagues and/or participants, players or athletes for feedback on your performance relating to a particular task or role
- ☆ inviting feedback from colleagues via email
- ☆ distributing a survey to participants (parents), players or athletes inviting comments about how effectively a task or role was carried out



Importantly, feedback should be sought on an ongoing basis.

It is crucial to engage participants, players or athletes on an ongoing basis, ensuring they are encouraged to offer feedback in a variety of ways.

Receiving feedback can be difficult. It may include criticism, observations and suggestions that you would rather not hear. It can be expressed very directly and firmly. Feedback may also include praise and positive comments about your efforts and performance.

Communication skills are crucial here – for both the giver and receiver of the feedback. When giving feedback on performance it is important to make any criticism constructive and ensure that what is communicated refers only to performance and is not of a personal nature.

For the receiver, good listening skills are imperative. Use active listening and reaffirm it through body language such as nodding, smiling and appropriate facial expressions and gestures. Ask for clarification if needed and always acknowledge the feedback and give constructive feedback the consideration it deserves.



ORGANISATIONAL STANDARDS

In most sporting clubs there are either formal and/or informal standards as to what is expected of club management, including coach staff as to their performance.

These standards often relate to the level of satisfaction the participants, players or athletes are experiencing and where improvements need to be made if the satisfaction standards are not being achieved.

If working as part of a group or work team, then there would be standards usually informally established by the team members as to what level of performance would be expected from each team member.

These standards, whether formally or informally communicated, need to be learned.

Then it is essential that you seek feedback as to whether you are meeting those standards and if not, where and how improvements could be made.

**Learning
Activity**

Question

LEARNING ACTIVITY TWELVE

Because self-assessment and feedback are key ways in which club staff and coaches can identify strategies to improve their performance, it is therefore important for them to actively seek feedback. What three ways did this Section suggest that this feedback could sought?

TEACHER / TRAINER GUIDANCE NOTES

- 1) verbally asking colleagues and/or participants, players or athletes for feedback on your performance relating to a particular task or role
- 2) inviting feedback from colleagues via email
- 3) distributing a survey to participants (parents), players or athletes inviting comment about how effectively a task or role was carried out

**Learning
Activity**

Question

LEARNING ACTIVITY THIRTEEN

This Section made some suggestions as to what you should do when receiving verbal feedback. What were those suggestions?

TEACHER / TRAINER GUIDANCE NOTES

When receiving feedback verbally, use active listening and reaffirm it through body language such as nodding, smiling and appropriate facial expressions and gestures. Ask for clarification if needed and always acknowledge the feedback and give constructive feedback the consideration it deserves.

**Learning
Activity**

Question

LEARNING ACTIVITY FOURTEEN

Seeking feedback as we now know is very important. Related to receiving feedback, what else is equally important?

TEACHER / TRAINER GUIDANCE NOTES

Feedback is of no use unless you use the feedback to assess and identify where you can make improvements in your performance.

SAMPLE SAMPLE

Section Two

Use a Range of Communication Mechanisms

SAMPLE SAMPLE

COMMUNICATE EFFECTIVELY WITH OTHERS IN A SPORT ENVIRONMENT

SECTION TWO—USE A RANGE OF COMMUNICATION MECHANISMS

INTRODUCTION

In all working environments, proper and effective communication is essential. This holds true in sports. In fact it is one of the most important skills for sport coaches. They can have the best understanding of the game and have very effective training regimes, but if the coach is unable to communicate to his or her players/athletes, then those other skills are useless.

In this section we look at the basics of effective communication.

SECTION LEARNING OBJECTIVES

At the completion of this section you will learn information relating to:

- ☆ Conducting communication with others in a polite, professional and friendly manner
- ☆ Using language and tone appropriate to a given situation in both written and spoken communication
- ☆ Using appropriate non-verbal communication in all situations
- ☆ Showing sensitivity to cultural and social differences
- ☆ Using active listening and questioning to facilitate effective two-way communication
- ☆ Selecting appropriate medium of communication for the particular audience, purpose and situation, taking into consideration characteristics of each medium and relevant factors involved



CONDUCT COMMUNICATION WITH OTHERS IN A POLITE, PROFESSIONAL AND FRIENDLY MANNER AND USE LANGUAGE AND TONE APPROPRIATE TO A GIVEN SITUATION IN BOTH WRITTEN AND SPOKEN COMMUNICATION

(Over the next few pages we cover two 'Performance Criteria' points at the same time to avoid repetition)

A sporting organisation's success is also dependant on communication with its staff and members. Sporting clubs face an endless exchange of ideas, messages and information as they deal with one another and with participants or athletes on a regular basis.

How well they communicate can determine whether a sporting organisation is looked upon as a reputable and highly respected organisation, or just your average club.

It is therefore important that all those involved in the operation of the sporting organisation become effective communicators.

Effective speaking skills helps staff and coaches:

- ☆ Work better with colleagues
- ☆ Effectively develop and present ideas
- ☆ Assists in developing better players/athletes
- ☆ Better interaction with the management and those external to the organisation
- ☆ Offer constructive criticism
- ☆ Accept criticism more objectively

The development of communication skills is never ending. This includes not only speaking skills but also how you communicate in writing.

This is especially important with coaches. As you develop your coaching career, you will find that you will need to gather information, learn more information, present information to those you are coaching and those assisting you, as well as those inside and external to the organisation.

SAMPLE

PROFESSIONAL COMMUNICATION

Being professional in how you perform your duties and tasks includes how you communicate.

As a coach, you will be speaking with your support staff and the players/athletes/participants. You may contact others by way of telephone, or sending emails. You may be required to develop presentations, or written reports.

All these are forms of communication and each of these must be delivered in a professional manner. Communicating with others in a polite and friendly way will result in better responses to your communicated messages and build mutual respect.

Professionalism also requires you to choose the right language and etiquette. Select your words carefully. 'Street language' is not usually accepted in most environments. There are certain categories of words that are used today, some of which are not acceptable in the workplace:

- ☆ **Standard words** – are professionally and socially acceptable in any situation.
- ☆ **Colloquialisms** – are sometimes acceptable (depending on the organisations or clubs) but are more appropriate for informal environments.
- ☆ **Slang** – is appropriate only for extremely informal situations. It is unacceptable when dealing with management or those outside of the organisation.
- ☆ **Profanity** – sometimes known as swearing, swear words or improper innuendos. This is totally unacceptable in any situation.

Also know your audience. Younger participants, participants with learning disabilities or those that have limited English language skills require methods of communication that will ensure your message is being understood.

Avoid technical terms or jargon, speak slower and more deliberate and ask questions to ensure your message is being understood. Use pictorial aids to support your verbal message. Demonstrate what you are explaining. Above all, be patient.

For participants where English is not their native language, if possible seek the assistance of an interpreter. This could be a colleague, the participant's parents or their friend.





TONE OF VOICE WHEN SPEAKING

The saying goes:

“It’s not what you say, but how you say it.”

Our voice is a tool and used effectively, is one of the most powerful communication skills. Just as important as what we say, however, is how we say it – the tone of our voice is part of that.

If our tone conveys an undercurrent of anger or frustration, sounds distracted or preoccupied, or is heavy with sarcasms, it will influence how others hear what we are saying and how they interpret our message. A misinterpretation, based on our tone, will distract from the message and could lead to a major misunderstanding. Misunderstandings in the playing field can be the downfall of a team, lead to unsafe situations, or create a hostile environment.

On the telephone, it is even more vital to watch the tone in our voice. A listener cannot see our face, or watch our body language, so all they have to go on are our words and our tone. We need to make sure the two are in harmony for the most effective communication.

Most people have a similar idea as to what the ideal speaking voice is. These qualities vary only slightly.

- ☆ **Varying pitch** - Avoid being monotone by raising and lowering your voice to emphasise or de-emphasise certain points of what you are saying.
- ☆ **Soft volume** - Nobody wants to be yelled at, so speak just a little softer than you normally would, especially when talking to someone who is physically close to you.
- ☆ **Relaxed tone** - If there is tension in your throat or chest, your voice will sound hoarse and forced. Relax your upper body, including your shoulders, neck and abdominal muscles and your voice will sound more gentle and pleasant. If on the telephone sit up straight as slouching does affect your tone.

Your tone of voice can convey a wealth of information, ranging from enthusiasm, to disinterest, or to anger. Start noticing how your tone of voice affects how others respond to you and try using a tone of voice to emphasise ideas that you want to communicate.

For example, if you want to show genuine interest in something, express your enthusiasm by using an animated tone of voice.



WRITTEN TONE OF VOICE

It may be hard to believe that what you write and how you write it also has a voice and a tone. Over the years you have developed a style of writing.

However, the written tone of voice is how people respond to your written messages.

The tone of a written message could be:

- ☆ Formal or informal
- ☆ Friendly or hostile
- ☆ Supportive or sarcastic
- ☆ Funny or boring

As with speaking, the words you choose and how you present them has a dramatic effect on how a person interprets the message. For example, here is an email to some junior footy players from their coach:

The outcome of the game today showed that although everyone worked hard, there are some skills we still need to work on in our next training session. So we will see everyone on Tuesday night. Coach (Tone is supportive and friendly)

or

We lost today's because some of you still have not figured out how to pass properly. We'll see if we can fix that on Tuesday night. And don't be late. Coach. (Tone sarcastic and somewhat hostile)

Both have basically the same message, however the message is conveyed and interpreted totally different between the two because of the tone of the message.

Again, it is important to know your audience. A friendly, funny tone may be just fine for a coach's players, but not suitable when presenting a report to the club's committee. Also, age, learning disabilities and English language skills would have an effect on how you develop a written message to these types of audiences.

Avoid technical terms or jargon and you may want to support your words with pictorial aids, such as photos or illustrations.

**Learning
Activity**

Question

LEARNING ACTIVITY ONE

What six benefits come with professional speaking skills?

TEACHER / TRAINER GUIDANCE NOTES

- 1) Work better with colleagues
- 2) Effectively develop and present ideas
- 3) Assists in developing better players/athletes
- 4) Better interaction with the management and those external to the organisation
- 5) Offer constructive criticism
- 6) Accept criticism more objectively

**Learning
Activity**

Task

LEARNING ACTIVITY TWO

Tell us those categories of words that were described in this Section and whether they are suitable to use in a sporting organisation.

TEACHER / TRAINER GUIDANCE NOTES

- 1) **Standard words** – are professionally and socially acceptable in any situation.
- 2) **Colloquialisms** - are sometimes acceptable (depending on the organisations or clubs) but are more appropriate for informal environments.
- 3) **Slang** – is appropriate only for extremely informal situations. It is unacceptable when dealing with management or those outside of the organisation.
- 4) **Profanity** – sometimes known as swearing, swear words or improper innuendos. This is totally unacceptable in any situation.

**Learning
Activity**

Task

LEARNING ACTIVITY THREE

Tell us the three types of tone of voice that were described in this Section and how each differ from each other.

TEACHER / TRAINER GUIDANCE NOTES

- 1) **Varying pitch** - Avoid being monotone by raising and lowering your voice to emphasise or de-emphasise certain points of what you are saying.
- 2) **Soft volume** - Nobody wants to be yelled at, so speak just a little softer than you normally would, especially when talking to someone who is physically close to you.
- 3) **Relaxed tone** - If there is tension in your throat or chest, your voice will sound hoarse and forced. Relax your upper body, including your shoulders, neck and abdominal muscles and your voice will sound more gentle and pleasant.

**Learning
Activity**

Task

LEARNING ACTIVITY FOUR

Below are three scenarios. For each one write **two** messages of three to four sentences long as if it were an email. Each email for each scenario should present a different tone. The tone will be yours to choose.

With each message make a note of the tone you are wanting the reader to feel.

Scenario One—A player is missing too many training sessions.

Message One—Tone _____

Message Two—Tone _____

SAMPLE SAMPLE

Scenario Two—You are requesting a meeting with the club president to discuss buying new sports equipment.

Message One—Tone _____

Message Two—Tone _____

Scenario Three—A parent is unhappy that her child is not getting enough game time.

Message One—Tone _____

Message Two—Tone _____

TEACHER / TRAINER GUIDANCE NOTES

The messages and chosen tones will vary, however each should show a distinct tone that is quite different from the other.

In Scenario One, the tone should be supportive in one example and possibly sarcastic or too informal in the second example.

In Scenario Two, the tone should be one of formality in one example and possibly too friendly in the second example.

In Scenario Three, the tone should be friendly yet formal in one example and possibly hostile in the second example.

**Learning
Activity**

Question

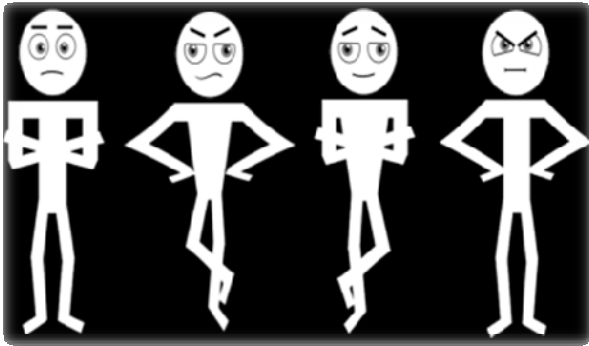
LEARNING ACTIVITY FIVE

When is it the most important time to watch our tone of voice?

TEACHER / TRAINER GUIDANCE NOTES

On the telephone, it is even more vital to watch the tone in our voice. A listener cannot see our face, or watch our body language, so all they have to go on are our words and our tone.

SAMPLE SAMPLE



USE APPROPRIATE NON-VERBAL COMMUNICATION IN ALL SITUATIONS

Non-verbal communication supports or enhances the spoken communication and reinforces the message. It also shows the other person whether you are listening to what they are saying.

The most common non-verbal communication is 'Body Language'. Body language can tell the other person many things such as:

- ☆ **Attentive**—the person listening is actively listening to what is being said
- ☆ **Bored**—the person listening is not really interested in what is being said
- ☆ **Confused**—the person listening is trying to understand what is being said
- ☆ **Relaxed**—the person listening is happy to hear what is being said
- ☆ **Tense**—the person listening is not really wanting to hear what is being said

In the case of verbal communication, the communication requires a 'Sender' and a 'Receiver'. As a skilled communicator, the 'Sender' will watch the body language of the 'Receiver' to gauge how the message is being received and whether to vary in what manner the message should be delivered, based on the 'Receiver's' body language.

For example, a coach may be talking with the players and the players are looking around, fiddling with things and not really paying attention. The coach would need to adjust his or her delivery based on the body language of the players. He or she would need to convey the message in a more interesting way in order to capture their attention and break through the boredom.

Another example could be where the coach is speaking with a group of participants and explaining a drill. It is quite clear to the coach by the expressions on the participant's faces that the participants are not understanding the information the coach is conveying.

The above information is when the communicator which is the 'Sender', is watching the body language of the 'Receiver'.

However, the 'Sender' can also use body language when delivering a message. The most common way is using 'gestures'. Gestures are often used to illustrate a message or used to add emphasis to a message. It is important however, to be aware that some gestures used in Australia are offensive to other cultures. Later we look at some of those gestures.



OTHER TYPES OF NON-VERBAL COMMUNICATION

In the previous section we look at **personal presentation**. What you wear, how you are groomed and how you present yourself tells others how professional or not you are.

An untidy and ungroomed person wearing dirty clothes will not get the full attention and respect of his or her audience as would a well groomed, tidy and well outfitted person, even if the information is being conveyed in the exactly the same way.

On the earlier pages we spoke about **tone of voice**. This too is a non-verbal communication method. It is like we said before, "It is not what you say, it is how you say it!".

One's **personal space** can affect how a verbal conversation takes place and often plays a part in the willingness of the parties to participate in a conversation. In simple terms, personal space refers to how close each person is to the other when carrying on a conversation.

The use of personal space or the acceptance of a person in their space depends on a person's relationship with the other, the mood the person is in, or the environment in which the conversation may be taking place.

If the relationship is intimate, then there will be closeness. Conversely, if the relationship is professional or businesslike, there will be more space between the participants.

Some environmental factors can determine the amount of space used, for example, counters or desks can separate those having a conversation, while a crowded club room or office will leave participants with no other option but to be close in proximity.

And finally, there are non-verbal **pictorial communicators**. These would include:

- ☆ Signs
- ☆ Drawings on whiteboards
- ☆ Cards or posters used when speaking

Pictorial communicators are very effective especially for younger participants, those with a learning disability as well as those with limited English skills.

**Learning
Activity**

Research

LEARNING ACTIVITY SIX

Below are some body language scenarios. Do some research on each one and tell us what the body language is saying.

Crossed arms

--

Finger tapping

--

Tilted head

--

Bouncing the leg

--

SAMPLE SAMPLE

TEACHER / TRAINER GUIDANCE NOTES

Crossed arms—Arms when they are crossed, form a ‘closed’ body stance, subtly blocking out others

Finger tapping—Frustration

Tilted head—Interested, listening

Bouncing the leg—anxiety, nervousness

SAMPLE SAMPLE

**Learning
Activity**

Question

LEARNING ACTIVITY SEVEN

Aside from body language, what were the four other types of non-verbal communications?

TEACHER / TRAINER GUIDANCE NOTES

- 1) Personal presentation
- 2) Tone of voice
- 3) Personal Space
- 4) Pictorial communicators

**Learning
Activity**

Task

LEARNING ACTIVITY SEVEN

Here is a scenario. You are a coach of a young sports team.

The sport is one of the following that you will choose from:

- ☆ Netball
- ☆ Cricket
- ☆ Golf
- ☆ Rugby

You are to take an A3 poster card and hand draw a drill that involves the participant's hands and detailed enough that when you present it to your teacher or trainer they will immediately understand this non-verbal pictorial communicator.

TEACHER / TRAINER GUIDANCE NOTES

This activity is to have the student or trainee take a drill that they would either verbally describe or demonstrate and transfer that to an illustration.

The quality of the artwork is not an issue, however what is being communicated by the artwork is important.

SAMPLE SAMPLE



SHOW SENSITIVITY TO CULTURAL AND SOCIAL DIFFERENCES

Australia is a very multicultural society. People living in Australia that have migrated to Australia often get swept up in the sporting culture of the Australian population. Not only do these people watch sports as fans and spectators, but also enjoy getting involved in playing sport.

This leads to sporting clubs having a mix of people from various cultures joining clubs to learn and play a sport. This can also lead to various culture differences.

For those participants not fluent in English, it is suggested you use common English words in simple short sentences. Make them feel welcome by smiling, being patient and helpful. Be aware they will be watching your mannerisms, tone of voice and facial expressions as much as trying to understand your words. Your mannerisms, tone of voice and facial expressions must convey your willingness to assist them. In cases such as this, it pays to speak slower and more deliberate.

Avoid jargon or slang. Some words or terms commonly used in Australia can mean something totally different in another language, sometimes with very embarrassing effects.

Customers that use English as their second language may at times sound rude or arrogant. A person using English as their primary language often will make requests that are softened with words, such as 'please', 'thank you' or 'sorry'. However, a person that uses English as their second language can often have their requests sound like rude demands. This is not intentional and should not be taken as such.

People from other cultures use words differently and this can sometimes lead to a message being misunderstood. They are not knowledgeable or experienced in the use of local terminology or colloquialisms.

Listening skills are important. To interpret the message properly, the receiver must use active listening skills. Patience is another skill required. A person struggling with the language will usually speak slower and more deliberate. Be patient and let them finish. Repeat your interpretation of what was said back to them in return for confirmation.

You should try to use more gestures and body language, such as pointing at the pictorial communicators, pointing a sports equipment, do more demonstrations, using hand gestures to show numbers, directions and so on.



SAMPLE SAMPLE

Some cultures have particular customs that are both formal and informal. Some of these customs can affect how you would greet or farewell people. Knowing and taking those customs into consideration when interacting with participants and their parents, friends and other family members shows respect and courtesy.

- ☆ The 'thumbs up' gesture is considered offensive in the Middle Eastern cultures and in Bangladesh is considered very insulting.
- ☆ The 'come here' curling of the finger is used in the Western countries to ask a person to step forward, but in Asia this gesture isn't welcome because it is used only to beckon dogs and if you use it in the Philippines you could be arrested.
- ☆ The 'OK' circled finger in most of the English-speaking world, as well as in several other countries, means that everything is fine, great, okay and/or perfect. In Brazil, however, it is considered a rude gesture.
- ☆ The 'Stop' hand gesture in Western countries is to say "stop," In Greece, holding your palms out towards a person is a highly insulting gesture.
- ☆ One of the most offensive and rude gestures around the world is 'giving the finger'. The middle finger-pointing upwards is considered as an obscene gesture. In some Mediterranean and Arab countries, holding the index finger instead of the middle finger, implies the same obscene gesture.

If possible ask the person and/or their family about their culture. This will show them you have an interest in their background and how you can make the sport more inclusive for them.



SOCIAL DIVERSITY

Over the past few pages we looked at cultural diversity.

Social diversity takes into account cultural differences as well as political beliefs, religious beliefs, socio economic standing, educational levels, life experiences, sexual orientation, lifestyle, tastes in food and entertainment and so on.

A coach may have participants that are:

- ☆ From a high income family
- ☆ From a low income family
- ☆ A child from a single parent family

...to name a few examples.

In Australia the participation and coaching of the Indigenous Australian can have its challenges.

The Indigenous participants have their own distinct cultural and social diversity not common to other cultures. They are quite family oriented, are very entrenched in Indigenous ceremonies and celebrations and live within a unique social structure.

It is often required for a coach to gain the trust, acceptance and approval of the participant's family members before he or she starts training.

The Australian Sports Commission has developed some information for coaches that have Indigenous participants, players or athletes. This information can be located on the ASC website under 'Coaching Indigenous athletes'.

**Learning
Activity**

Research

LEARNING ACTIVITY EIGHT

On the previous page we mentioned that the ASC had developed some information about coaching Indigenous athletes. In this activity we want you to locate this information and print out the page.

Your teacher or trainer may want to see evidence that you have done so.

Next, using the information you have just located, we want you to summarise in your own words what it means to have an Indigenous athlete use the expression 'Shame Job' and how this affects their development in a sport.

TEACHER / TRAINER GUIDANCE NOTES

The submission should be in the student's or trainee's own words and based on the following information extracted from the ACS website:

'Shame Job' is a term used to explain the reluctance of some Indigenous athletes to be singled out for achievement or recognition. Even if the recognition is positive, it may be that the athlete does not want to be seen as better than their peers. This attention can result in the athlete actually performing below their skill level in order to gain less attention or they may even stop participating.

**Learning
Activity**

Task

LEARNING ACTIVITY NINE

Again, using the information you have just located on the ASC from Activity Eight, we want you to summarise in your own words what it means to have an Indigenous athlete avoid using eye contact with the coach while training as well as summarise what effect Indigenous cultural ceremonies may have on an Indigenous athletes training.

Eye Contact**Indigenous cultural ceremonies**

SAMPLE SAMPLE

TEACHER / TRAINER GUIDANCE NOTES

The submission should be in the student's or trainee's own words and based on the following information extracted from the ACS website:

Eye Contact: *This varies between different groups of people, but in traditional Indigenous communities, looking someone in the eye, particularly elders, is extremely rude and disrespectful. This may also follow that some younger athletes may not look a coach in the eye. Rather than not paying attention, they may simply be showing respect for your position.*

Culture: *Various ceremonies can result in unexplained absences from training or a fairly vague reason for non-attendance, such as 'family business'. As a coach, you should respect and be sensitive to the different cultural requirements of individuals.*

**Learning
Activity**

Question

LEARNING ACTIVITY TEN

Up to this point we learned that a sporting club and its coaching staff need to be as sensitive as possible to any cultural and social differences and create an inclusive training environment in the sport.

However, there are certain things that a club and the coaching staff are unable to adjust or change in order to cater for any certain cultural or social issues.

Although we did not directly outline this topic, we believe you should be able to identify what those might be. Hint—there are three main things. Tell us what they might be.

TEACHER / TRAINER GUIDANCE NOTES

Health and safety policies, procedures and responsibilities
Club rules and regulations
Sport rules and regulations



USE ACTIVE LISTENING AND QUESTIONING TO FACILITATE EFFECTIVE TWO-WAY COMMUNICATION

Listening skills are equally as important as speaking skills. Listening is an active process. If a person does not listen they will not receive the message properly and this will lead to a breakdown in communication.

The most intense form of listening is active listening. Active listening focuses on the speaker through eye contact, posture and body language. The only thing that the listener does is listen. The listener avoids directing the conversation or leading the conversation in a certain direction and gives the speaker their undivided attention.

An active listener empathises with the speaker and only gives feedback if it is beneficial for the speaker. An active listener regularly asks questions to make sure he/she has the correct information .

Effective listening involves observing body language and noticing inconsistencies between verbal and non-verbal messages. Often what a person says is not what the facial expression is showing and other types of body language.

A good listener tries to understand the other person's point of view. They look at issues from their perspective.

Did *if* Do
How *what*
will *if*
where

QUESTIONING SKILLS

Part of effective communication also includes **questioning** skills. You use questions to obtain information, clarify information being received and use questions to ensure both the speaker and listener has an understanding in what is being said.

There are two types of questions—**Open ended** and **Closed ended** questions.

Closed-ended questions require very quick and short answers, mainly Yes or No and often begin with 'Do', 'Does', 'Can' or 'Will'.

Open-ended questions require a more extensive answer, and generally begin with 'How', 'When', 'Where', 'Why', or 'What'.

Examples of Closed-ended questions

"Do you have a helmet?"

"Can you come to training on Saturday?"

Examples of Open-ended questions

"How did you think your game went?"

"Why did you miss training?"

Both listening and questioning skills will ensure that all communication is two-way.

Effective communication builds teamwork, respect and cooperation.

Effective communication is important in sporting organisations or clubs with diversity. Good communication skills help to reduce the barriers erected because of language and cultural differences.

**Learning
Activity**

Task

LEARNING ACTIVITY ELEVEN

Pick a sport and pretend you are a coach in that sport.

You are speaking with one of the players in the clubroom. They are struggling with one of the games essential skills.

Write down two open ended questions that you ask the player relating to this issue.

Then write down three closed ended questions you ask the player, again related to the same issue.

Open 1 _____

Open 2 _____

Closed 1 _____

Closed 2 _____

TEACHER / TRAINER GUIDANCE NOTES

Using the information about questioning skills in this section, the student or trainee should be able to structure suitable questions both open ended as well as closed ended.

As the teacher or trainer, watch how the questions are structured so that the type of answer that the player would provide fits the type of question being asked.

**Learning
Activity**

Question

LEARNING ACTIVITY TWELVE

Why should you watch the body language of the person you are listening to?

TEACHER / TRAINER GUIDANCE NOTES

Effective listening involves observing body language and noticing inconsistencies between verbal and non-verbal messages. Often what a person says is not what the facial expression is showing as well as other types of body language.

SAMPLE SAMPLE



SELECT APPROPRIATE MEDIUM OF COMMUNICATION FOR THE PARTICULAR AUDIENCE, PURPOSE AND SITUATION, TAKING INTO CONSIDERATION CHARACTERISTICS OF EACH MEDIUM AND RELEVANT FACTORS INVOLVED

When communicating with others the message is delivered using a 'communication channel'. Communication channels are the different ways in which information is delivered.

The channel, or medium, used to communicate a message affects how accurately the message will be received. The communication channels used in an office would be somewhat different than those used in a warehouse operation. Those communicating in an office would be communicating to a different audience than those in a warehouse.

The same is in a sporting organisation. Often the sporting club will have a wide range of audiences with varying age groups, locations and interests.

So the communication channels used would also be varied. Common communication mediums for a club to communicate with those internally involved with the club would include:

- ☆ Emails
- ☆ Meetings
- ☆ Letters/Memos
- ☆ Telephone calls

Common communication mediums for a club to communicate with those externally involved with the club would include:

- ☆ Emails
- ☆ Presentations
- ☆ Social media
- ☆ Newsletters
- ☆ Telephone calls
- ☆ One-on-one
- ☆ Facsimile



Common communication mediums for a coach to communicate with his or her participants, players or athletes involved with the club would include:

- ☆ Emails
- ☆ One-on-one
- ☆ Group discussions verbally
- ☆ Pictorial aids
- ☆ Telephone calls
- ☆ Newsletters

As mentioned earlier, the type of medium and how it is developed and delivered would need to take into account:

- ☆ The purpose of the message such as training schedules, game schedules, presentations or events, club business issues (memberships and so on), messages to suppliers and so on.
- ☆ Who is receiving the message taking into account age, possible English limitations, learning disabilities and so on
- ☆ Access to the various mediums such as access to the Internet, social media accounts, facsimile machines and so on
- ☆ Ability to send back responses if asked

In most sporting organisations or clubs, there would be the requirement of having members, participants, players or athletes to fill in forms and provide various types of documentation.

These could include:

- ☆ Membership forms
- ☆ Parents/guardians consent
- ☆ Borrowing equipment
- ☆ Medical information/clearance
- ☆ Transport arrangements
- ☆ Financial transaction such as fees, merchandise and so on



The sport and recreation industry in Australia has a goal to make all sports and recreation as inclusive as possible.

This means that there will be times the sporting organisation or club will involve members, participants, players and/or athletes that have a level of communication limitations.

These limitations could include:

- ☆ Disabilities such as sight impairment, hearing impairment and speech issues
- ☆ Learning and comprehension disabilities
- ☆ Limited English language skills including speaking, writing and/or reading

Those in the club would need to try and put into place communication aids to ensure that those who have communication limitations are still able to be communicated to.

Some communication aids would include:

- ☆ Pictorial communicators
- ☆ Learning sign language
- ☆ Written materials in other languages
- ☆ Interpreters
- ☆ Various assistive communication devices

There are organisations that offer sporting clubs funding and/or assistive communication devices to reduce the cost to the club and still have the club ensure the highest level of inclusiveness.

**Learning
Activity**

Question

LEARNING ACTIVITY THIRTEEN

Although not mentioned on the previous pages, a coach would likely use multi-media communication mediums to communicate to his or her team. What do think these types of mediums would include?

TEACHER / TRAINER GUIDANCE NOTES

The most common would be videos, but could also include sports type DVDs, interactive applications downloaded onto Smartphones, tablets or PCs or specialised digital devices used in sport for training.

SAMPLE SAMPLE

**Learning
Activity**

Task

LEARNING ACTIVITY FOURTEEN

A coach finds it advantageous to use pictorial communication aids when instructing his or her team.

List out as many types of pictorial communication aids the coach could use as you can .

TEACHER / TRAINER GUIDANCE NOTES

The more common types would be:

- ☆ Whiteboards
- ☆ Flashcards
- ☆ Posters
- ☆ Photographs
- ☆ Models, figurines, shapes, etc. to describe positioning or plays

**Learning
Activity**

Task

LEARNING ACTIVITY FIFTEEN

A club would have a series of forms that members/player/participants would need to fill in when first joining the club.

Tell us what types of forms they may include.

TEACHER / TRAINER GUIDANCE NOTES

The more common types would be:

- ☆ Club membership
- ☆ Fee payment forms
- ☆ Parent consent forms
- ☆ Equipment loan forms
- ☆ Medical history statements

**Learning
Activity**

Question

LEARNING ACTIVITY SIXTEEN

In this Section we mentioned five types of communication aids that could be considered for participants, players or athletes that have issues or limitations with communicating. What were those five types?

TEACHER / TRAINER GUIDANCE NOTES

- 1) Pictorial communicators
- 2) Learning sign language
- 3) Written materials in other languages
- 4) Interpreters
- 5) Various assistive communication devices

Section Three

Deal With Issues and Problems That Arise

SAMPLE SAMPLE

COMMUNICATE EFFECTIVELY WITH OTHERS IN A SPORT ENVIRONMENT

SECTION THREE—DEAL WITH ISSUES AND PROBLEMS THAT ARISE

INTRODUCTION

As with any organisation that includes a number of people employed as well as its members, there will be issues and problems that will arise.

Sporting organisations and clubs are not immune to issues and problems. An effective and well respected sporting organisation or club is one that has policies and procedures in place to deal with issues and problems should they arise.

In this section we look at what those issues and problems might be and how one could deal with them.

SECTION LEARNING OBJECTIVES

At the completion of this section you will learn information relating to:

- ☆ Respect differences in personal values and beliefs and their importance in the development of relationships.
- ☆ Identify any linguistic and cultural differences in communication styles and respond appropriately.
- ☆ Identify potential problems and conflict likely to be encountered in the sport environment and devise strategies to deal with these issues.
- ☆ Seek assistance from others when issues, problems and conflict arise and suggest possible ways of dealing with them or refer them to relevant others.



RESPECT DIFFERENCES IN PERSONAL VALUES AND BELIEFS AND THEIR IMPORTANCE IN THE DEVELOPMENT OF RELATIONSHIPS

No one person is the same as the next person. Everyone has different views on life often dictated by their upbringing, culture, beliefs and socio economic placement.

Add to this the competitive component of sports and there can be no doubt a sports environment will experience issues that will arise from time to time.

The greater percentage of issues or problems that arise are based on how people deal with diversity.

For example, everyone has their own personal values. The definition of personal values are the principles, standards or qualities that an individual holds in high regard. These values guide the way they live their lives and the decisions they make.

A person's beliefs are not only those that are based on a specific religion. A belief is an idea that a person holds as being true. A religious belief is having faith in a God or higher being. However, a person can believe that they will do well at work, school or sport. They believe in themselves. They believe hard work results in good outcomes. They believe a good education will get them a better job.

In a sporting environment everyone will have their own set of values and beliefs and as a coach, they need to recognise that any attempts to try and change those values and beliefs to suit the coaching styles will not succeed.

A coach needs to understand the differences in personal values need to be work with and know that it results in better relationships with the participants and as a club as a whole. The coaching staff become role models in their understanding and respect for different personal values, as well as beliefs and the other participants will likely emulate the same.

If there are certain participants or team players that do not show respect to other's personal values and beliefs, it is important that the coach addresses this before it erodes the relationships within the club, team and other participants, players or athletes.

SELF ASSESSMENT

Self assessment is where you ask yourself certain questions to ensure you have understood what you have learned while reading this manual and completing the learning activities. This unit requires you the student or trainee at the completion of your training to have a certain level of 'Required Knowledge' in which you would be need to have acquired and in which you will be assessed on.

This self assessment section reviews this required knowledge by way of questions and if you are able to say YES to all of them you can be confident your assessment will be satisfactory.

- ☆ Do you now understand what it means to identify own responsibilities and duties in relation to others and undertake activities in a manner that promotes cooperation and good relationships?
- ☆ Do you now think it is important to practise high standards of personal presentation according to organisational guidelines and specific requirements for particular duties or situations?
- ☆ Can you explain the importance of seeking assistance from colleagues when required to fulfil responsibilities and duties, as well as offering assistance to colleagues when required?
- ☆ Are you now able to explain if asked how to encourage, acknowledge and act upon constructive feedback provided by others?
- ☆ Do you think you are able to conduct communication with others in a polite, professional and friendly manner as well as use language and tone appropriate to a given situation in both written and spoken communication?
- ☆ Do you know what appropriate non-verbal communication is?
- ☆ If asked can you outline why showing sensitivity to cultural and social differences in a sporting environment is essential?
- ☆ From now on will you use active listening and questioning to facilitate effective two-way communication?
- ☆ Can you list appropriate medium of communication for the particular audience, purpose and situation, taking into consideration characteristics of each medium and relevant factors involved, including any linguistic and cultural differences?
- ☆ Do you understand why it is important to respect differences in personal values and beliefs and their importance in the development of relationships?
- ☆ Can you explain how to identify potential problems and conflict likely to be encountered in the sport environment and devise strategies to deal with these issues including seeking assistance from others when issues, problems and conflict arise and suggest possible ways of dealing with them or refer them to relevant others

If there were any questions that you were unable to confidently say YES to, we encourage you to review the information again in this manual and if needed seek the assistance of your teacher or trainer.

NOTES

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