

SIS - Sport, Fitness and Recreation Training Package

SIS20115—Certificate II in Sport and Recreation

Unit

SISXIND001

Work effectively in sport, fitness and recreation environments

This is not a complete document.
SAMPLE ONLY

Teacher/Trainer 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.

SISXIND001 - WORK EFFECTIVELY IN SPORT, FITNESS AND RECREATION ENVIRONMENTS

ELEMENT	PERFORMANCE CRITERIA
1. Develop industry knowledge.	1.1. Identify and access sources of information on the sport and recreation industry. 1.2. Apply industry information in day-to-day work activities. 1.3. Identify the economic and social significance of sport and recreation and their impact on individuals and the community. 1.4. Update knowledge and share with clients and colleagues as appropriate. 1.5. Identify the role of volunteers within the sport and recreation industry.
2. Identify client needs and organisational objectives.	2.1. Undertake daily work activities according to organisational policies and procedures. 2.2. Refer clients to services. 2.3. Apply knowledge of a client-focused approach according to community development philosophies and principles. 2.4. Carry out work tasks according to industry standards of ethical practice. 2.5. Adapt work processes to meet the specific needs of individual clients.
3. Implement customer-service practices.	3.1. Respond to client feedback according to organisational policies and procedures and in line with individual level of responsibility. 3.2. Follow up on feedback. 3.3. Record communication and outcome between client and organisation.
4. Minimise risks to personal and public safety	4.1. Identify situations that may endanger the personal safety of self, staff and other clients. 4.2. Implement action to minimise risk. 4.3. Report situation to appropriate staff.

Section One

Develop Industry Knowledge

SAMPLE SAMPLE

WORK EFFECTIVELY IN SPORT, FITNESS AND RECREATION ENVIRONMENTS

SECTION ONE—DEVELOP KNOWLEDGE

INTRODUCTION

The importance of gathering and up dating industry knowledge starts the day you begin your fitness career. It is not only the knowledge you gain from vocational training and being a student or trainee that is important. It is knowing the current and up to date information about the industry that is important and will help advance your career and professional expertise in the industry.

In this section we learn about how and where to access industry information.

SECTION LEARNING OBJECTIVES

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

- ☆ Identifying and accessing sources of information on the sport and recreation industry
- ☆ Applying industry information in day-to-day work activities
- ☆ Identifying the economic and social significance of sport and recreation and their impact on individuals and the community
- ☆ Updating knowledge and sharing with clients and colleagues as appropriate
- ☆ Identifying the role of volunteers within the sport and recreation industry

IDENTIFY AND ACCESS SOURCES OF INFORMATION ON THE INDUSTRY SECTOR

The Fitness industry encompasses a large range of both private and public organisations. These range from small community based fitness centres to large fitness focussed organisations, both commercial types and those as support organisations to the industry. It can be daunting when starting out to find relevant information on these organisations.

The best place to start looking for anything related to the fitness industry would be the peak industry bodies, or also known as industry associations.

Peak bodies are major organisations that represent the interests of groups, organisations and individuals that are drawn together by their common participation or involvement in a particular activity or field of endeavour, in this case the fitness industry and those working in the industry or operating within the industry.

Peak bodies carry out a variety of roles. They develop policies and protocols, advise governments, provide a reference point for their members, maintain quality and standards of operation by organisations and individuals and represent their members in many different ways.

The fitness associations in Australia also are instrumental in advising and managing the ongoing professional development of fitness professionals.

The main fitness industry associations in Australia include:

Fitness Australia



Physical Activities Australia



Australian Fitness Network



Exercise and Sports Science Australia



Australian Leisure Facilities Association



Each association has a role to play and offer members numerous benefits that include:

- ☆ Accreditation
- ☆ Industry advice
- ☆ Information of fitness trends, new technologies and research
- ☆ Insurance policies
- ☆ Personal development courses, assistance, trade shows and seminars
- ☆ Networking opportunities
- ☆ Industry policies, codes of conduct and practice, regulations and laws

The various government bodies also play a major role in the fitness industry.

The Commonwealth government's main department that focuses on the fitness industry is called the 'Department of Health'.

This department provides research materials, guidelines and publications used by many people operating in the fitness industry sector. They also introduce and fund various campaigns that encourage the Australian people to become more physically active.



The various state and territory governments also have departments and agencies that focus on fitness. Most are generally part of the state or territory health departments. These include:

Better Health Victoria



Healthy Living NSW



Staying Healthy Queensland



Healthy Western Australia



South Australia Health



Move Well Eat Well Tasmania



Healthy Living ACT



Nutrition and Physical Activity Program NT



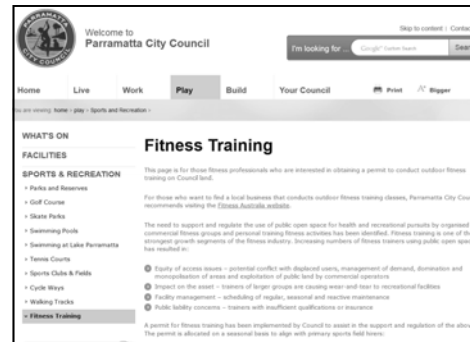
Local government, councils, shires and municipalities also play a part in the fitness sector.

They provide parks and recreation areas where people can exercise and/or train, they often sponsor events that promote fitness and exercising as well as provide information on where a person can enrol in a fitness program.

Examples;



Knox City—Victoria



Parramatta—NSW



Cairns—QLD

Unions also have a role in the fitness industry. They work with governments, employers and employees within the industry, set established wage levels, employment benefits as well as workplace health and safety standards.

The union representing those in the Australian fitness industry sectors is the 'Australian Services Union'.



Other sources of information relating to the fitness industry are industry publications. Many of these publications are newsletters from associations and are provided to their members.

Other publications are commercial magazines and some are published in Australia and others are published overseas.

Some magazines are focussed on fitness in general and others are focussed on a specific fitness activity, such as weightlifting.



Magazines are a good source of what is happening in the industry as far as trends and most also have information on new technologies, equipment, fitness machines and other fitness products.



Then there are those information sources that are not directly part of the industry, however they would provide information that most in the industry at some point would need. These sources include:

- ☆ Health professionals
- ☆ Professionals in sales and marketing, accounting, law, insurance and facility management
- ☆ Technologies including computers, communications, hardware and software
- ☆ Training and professional development specialists

RESEARCH METHODS

There is a skill to doing information research. There are two main methods you can use:

- 1) Direct information gathering
- 2) Indirect information gathering

Direct method—Gathering direct information is the best form of research and the most reliable form of acquired knowledge. It involves personal research and requires you to gather the information from reliable sources. Direct information should be the type of information you concentrate on. Examples of places from which you can gather direct information can include:

- ☆ Credible industry approved written materials
- ☆ Information provided by a qualified person in the subject manner
- ☆ Training sessions
- ☆ Websites of known credible organisations or persons

Indirect method—Indirect information is the next best form of research and should only be used as support information for direct information gathering. Do not base your all your research and gathered knowledge on indirect information.

Indirect information can come from other sources, for example, other fitness instructors new to the industry, those providing information that clearly supports other commercial interests such as fitness equipment, sports drinks and food products. For example, friends, family and associates may have their own view on what constitutes healthy eating or of what the appropriate amount of exercise is.

Always take indirect information and confirm its reliability from what you already know. Genuine healthy eating information, interacting with health professionals and other sources can help to confirm this indirect information

**Learning
Activity**

Research

LEARNING ACTIVITY ONE

In this section we learned about Fitness Australia, the fitness industry peak body. Fitness professionals (or exercise professionals) are encouraged to register with Fitness Australia.

In this activity you are to locate their website and on their website search for the pages that outline the benefits of registering for fitness or exercise professionals and list those benefits below.

SAMPLE SAMPLE

TEACHER / TRAINER GUIDANCE NOTES

It should be noted that the website shows various categories of membership and each having specifically outlined benefits, so the student or trainee would need to choose the 'Exercise Professional' category.

The listed benefits included:

- ☆ Exclusive professional insurance
- ☆ Evidence of being an credentialed professional
- ☆ Listed and profiled on the National Register of Exercise Professionals
- ☆ Recognised as an exercise professional overseas
- ☆ Tax deduction benefits
- ☆ Access to research and information relating to the industry
- ☆ Employment support
- ☆ Professional development opportunities
- ☆ Better employment opportunities
- ☆ Job seeking registration facility
- ☆ Free online newsletter and discounted magazine subscription
- ☆ Invites to industry events and networking opportunities
- ☆ Represented by the association in government lobbying activities

**Learning
Activity**

Question

LEARNING ACTIVITY TWO

Another fitness industry association we learned about in this Section was 'Physical Activity Australia'. What is the main role of this industry, what other organisation in the fitness industry do they partner with and what does this organisation do?

TEACHER / TRAINER GUIDANCE NOTES

They are an organisation that also registers fitness professionals and offers their members a wide range of benefits.

The other organisation that Physical Activity Australia partners with is called 'Blueearth Foundation' and they support and develop events, programs and resources that encourage school aged children to become and remain physically active.

SAMPLE SAMPLE

**Learning
Activity**

Research

LEARNING ACTIVITY THREE

We learned that most local governments participate in various ways in community fitness activities, resources and/or initiatives. In this activity we want you to do some research and find out what your local council or municipality does that supports fitness in the community.

TEACHER / TRAINER GUIDANCE NOTES

Answers will vary depending on where the student or trainer lives. Smaller councils may have only a listing of recreation facilities and parks, whereas larger municipalities will have events and initiatives that focus on fitness for their communities.

The main purpose of this activity is to have the student or trainee exposed to the local government role in the fitness sector.

**Learning
Activity**

Question

LEARNING ACTIVITY FOUR

Although we only mentioned it in passing, another source of industry information are tradeshow. In Australia there is a major fitness tradeshow that happens in Sydney, Melbourne, Perth and Brisbane each year. What is the name of this tradeshow and what are the features of this tradeshow?

TEACHER / TRAINER GUIDANCE NOTES

It is called the Fitness and Health Expo and they have fitness classes by celebrities, health and fitness product displays, body building competitions and general health seminars.

SAMPLE SAMPLE



IMPLEMENT INDUSTRY INFORMATION IN DAY-TO-DAY WORK ACTIVITIES

When working within the sports and recreation industry it is important to gather information about the industry you are working in however, it is pointless unless you put that information to good use.

As a fitness professional you will be working not only with clients, but also a wide range of other people and organisations such as:

- ☆ Fellow fitness instructors or trainers
- ☆ Management
- ☆ Health professionals
- ☆ Suppliers and/or manufacturers servicing the fitness industry

Keeping up with the latest information related to your industry will greatly assist you in your interaction with others operating within the industry. Your interaction becomes far more productive and your own credibility and reputation increases.

Aside from providing fitness instruction, your daily activities may include other tasks such as:

- ☆ Marketing your own services and those of the facility you work in
- ☆ Administration tasks such as invoicing, sending out newsletters and so
- ☆ Facility management such as cleaning and maintaining the exercising areas

...just to name a few.

Accessing, and gathering information relating to the many other tasks that your daily work activities may include will greatly assist you in completing those tasks efficient and in a timely manner.

However, accessing and gathering industry information is of utmost importance when dealing with your clients. You are able to confidently and skilfully provide the best, most effective and up to date fitness services to your clients based on not only your training, but also on the wealth of industry information you have gathered.

**Learning
Activity**

Question

LEARNING ACTIVITY FIVE

We mentioned in this Section the importance of having and using industry information while performing your daily activities. Why is this important?

TEACHER / TRAINER GUIDANCE NOTES

You are far more productive and your own creditability and reputation increases.

SAMPLE SAMPLE

IDENTIFY THE ECONOMIC AND SOCIAL SIGNIFICANCE, AND THE IMPACT, OF THE INDUSTRY SECTOR ON INDIVIDUALS AND THE COMMUNITY

The fitness industry has a significant impact on the Australian economy.

For example the education and training sector. A researcher discovered that in Australia there is almost double the amount of fitness professionals entering the workforce each year than there are those trained in information technology. (*Lunar Tractor Research of 2013*)

In a Fitness Australia report which included data from a Deloitte Economic report of 2012, it showed that about 10,253 students were enrolled in Australian tertiary educational institutions studying fitness.

In the employment landscape this same report showed that in 2012 there were just under 30,000 registered and accredited fitness professionals in Australia. Of this number approximately half worked in gyms, followed by approximately 30% that worked in outdoor fitness service and then the rest was split between private studios and self employed or contracted fitness professionals





From a business point of view the fitness industry contributes a significant amount to the Australian economy. A recent IBIS report showed that there are 3300 fitness centres directly offering fitness service dollars. A fast growing segment of the fitness industry is fitness business franchising and the more popular franchises are 'Fitness First', 'Arden Fitness Group', 'Fernwood', 'Jets' and 'Anytime Fitness'.

The fitness industry directly contributes almost \$1.5 billion to the Australian economy and spends almost \$1 billion in wages, salaries and fees.

The fitness industry contributes significantly indirectly to the Australian economy as well. This includes the costs associated with:

- ☆ Property—purchase, lease or rentals
- ☆ Equipment—fitness machines, office equipment
- ☆ Maintenance services—cleaning, renovations
- ☆ Professional services—accounting, legal, sales and marketing
- ☆ Insurances—building and equipment, public liability

From a social point of view, the Fitness Australia/Deloitte Economic report showed that among Australians, some type of fitness activity (aerobics, yoga, weightlifting, workouts) was the second most recreational activity next to walking.

Fitness centres provide a cost effective way for Australians to improve their health and fitness. With the constant reports and warnings of a growing unhealthy and overweight Australian population, there is a growing trend to connect the fitness industry closer to the medical and allied healthcare industry.

It has been proven that the fitness industry can collectively reduce direct healthcare costs, by over a \$100 million a year.

From an individual point of view, the fitness industry has provided individuals with better physical and mental health and lowered their need for ongoing medical attention.

**Learning
Activity**

Task

LEARNING ACTIVITY SIX

We mentioned in this Section that the fitness industry provides employment and revenue to numerous other industries not directly part of the fitness industry sector.

Name as many of those industries as you can below.

TEACHER / TRAINER GUIDANCE NOTES

There are many industries that the fitness industry relies on and some would include:

- ☆ Property—purchase, lease or rentals
- ☆ Equipment—fitness machines, office equipment
- ☆ Maintenance services—cleaning, renovations
- ☆ Professional services—accounting, legal, sales and marketing
- ☆ Insurances—building and equipment, public liability

**Learning
Activity**

Task

LEARNING ACTIVITY SEVEN

Why do you think it is important for you to know about the economic and social impact the fitness industry makes when starting your fitness career?

TEACHER / TRAINER GUIDANCE NOTES

It is important you the student or trainee to know that the fitness industry is a very important part of not only Australia's employment landscape, but also the major impact that it has to the health and welfare of all Australians.

This should make the student or trainee proud to be a part of that.



UPDATE KNOWLEDGE AND SHARE WITH CLIENTS AND COLLEAGUES AS APPROPRIATE

Gathering industry information would require you as a fitness professional to store or file this information in a way that it is easily accessed and used when required.

Storing electronic information is easily done by creating folders on your computer and scanning articles, downloading information or writing down information and filing them in the folders you have created.

Hardcopy magazines, journals, or newsletters can also be filed in binders or filing cabinets.

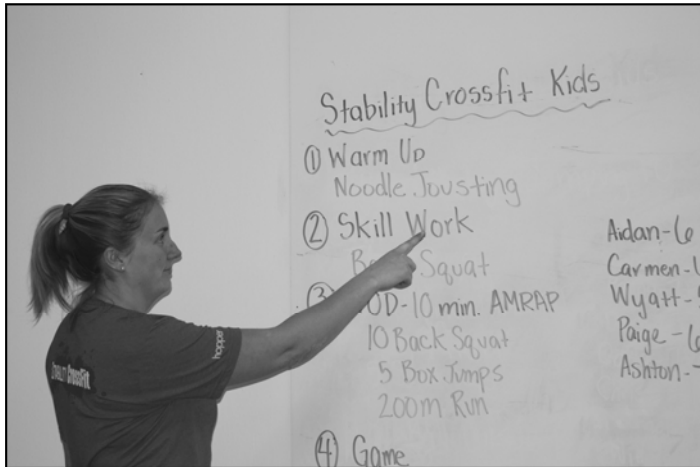
As you will find, there will be a 'snip' of information you may see, read or hear and this type of information should be jotted down in a notebook and later transferred over to your electronic filing system.

With that in mind you should always be on the lookout for industry information that would be of use to you. There will be many opportunities to update your knowledge and as an accredited fitness professional you will find it becomes a requirement to maintain your professional accreditation.

This is called professional development and in the fitness industry, your professional development is tracked by a system called 'Continuing Education Credits' (CECs).

It goes without saying that the most important reason for continually updating your knowledge is so that you can provide the best possible information, advice and service to your clients.

Although fitness training is a very specialised career, it is also very competitive, so keeping up to date with industry trends, practices, techniques and technologies will keep you ahead of the game.



SHARING OUR KNOWLEDGE WITH COLLEAGUES

As time goes on and your knowledge and experience increase, you may be required to pass some of your knowledge on to others whom you work with.

Many fitness facilities will schedule regular staff meetings or training sessions and have experienced staff train other staff in fitness topics.

If you are asked to conduct the training in a training session, ask the management or another experienced colleague for advice on how to prepare for the session. You may want or even need to prepare handouts, use presentation tools such as a whiteboard, PowerPoints and a projector and so on.

If so you will need to allocate time for preparation and also time to gather resources for your presentation.

There is also a training method called one-on-one training. This is where one experienced staff member trains another on fitness tasks, topics or techniques. This can be done in quieter times or as a guest fitness trainer at a exercise session.

CONTINUING EDUCATION CREDITS

As we mentioned earlier, as a registered and an accredited fitness professional you are required to undertake ongoing professional development and the system used in the industry is called Continuing Education Credits (CECs).

One of the activities that earns a registered and accredited fitness professional CECs is called 'Student Mentoring' where the fitness professional will work with a fitness trainee and provide them with their experience and knowledge about fitness instruction.

If the registered and accredited fitness professional does in house presentations, this too will earn them CECs.

And finally, CECs can be earned through lecturing or presenting in recognised fitness-related training courses.

**Learning
Activity**

Question

LEARNING ACTIVITY EIGHT

Why do you think it is important for you to develop a filing system for information you gather about your job and the industry that you work within?

TEACHER / TRAINER GUIDANCE NOTES

It is important that a student or trainee develops a filing system for information about their job and the fitness industry because it is very likely that they will need to retrieve this information and use it in some way down the track.

SAMPLE SAMPLE

**Learning
Activity**

Question

LEARNING ACTIVITY NINE

In this Section we reviewed a few examples of when you are likely required to update your industry knowledge and information and the possibly share this information others. In the area below tell us when you may need to share your industry knowledge and information.

TEACHER / TRAINER GUIDANCE NOTES

The times a fitness professional may need to share their industry knowledge and information would include:

- ☆ Staff meeting
- ☆ Mentoring a new trainer or instructor
- ☆ Doing presentations at seminars
- ☆ Doing presentations as part of the CECs requirements



IDENTIFY THE ROLE OF VOLUNTEERS WITHIN THE SPORT, FITNESS AND RECREATION INDUSTRY

Without volunteers many fitness activities and sporting clubs would not be able to run.

A volunteer feels that they are doing something worthwhile and this brings them personal satisfaction. It also gets them into the community to network and meet new friends.

Recreation and fitness programs are often organised and sponsored by community groups, local governments and schools for people of all ages and abilities. These all would require volunteers and in fact many would not be possible without volunteers.

Fitness professionals will often offer their time as volunteers.
You will find fitness professionals volunteer for:

- ☆ **Therapeutic Recreation** – assisting with fitness programs for children and adults with disabilities.
- ☆ **Youth Recreation and Fitness Programs** – after school care programs, day camps and outdoor fitness programs, and more.
- ☆ **Community Outdoor Programs** – help with sponsored fitness programs for adults or children. Conduct special events, tai chi in the parks, leading a senior adventure walk and so on.
- ☆ **School Presentations**—go into schools and talk about healthy eating and regular exercising, even leading a school yard fitness session.

In many major events such as the Australian Ironman, many annual fun runs and charity runs, require significant number of volunteers.

These volunteers perform lots of duties including registration, aid station workers, concessions, set-up and take down for events, traffic control and more.

**Learning
Activity**

Research

LEARNING ACTIVITY TEN

In Australia there is a major fitness endurance competition called the Australian Ironman. This is an event that requires an enormous amount of volunteers to support the running of the event. In this activity locate the Ironman website and in the area below tell us the seven things that the Ironman organisers offer to their volunteers

TEACHER / TRAINER GUIDANCE NOTES

- 1) 30 roles to choose from, catering to a variety of individuals.
- 2) People and groups needed from Wednesday to Monday!
- 3) Come along and register as a family, a great bonding opportunity!
- 4) Free t-shirt, hat, water and other IRONMAN branded goodies on the day!
- 5) The chance to meet new people, create new opportunities and build life long experiences.
- 6) Gain new skills or improve on existing ones.
- 7) Students- enhance your employability!

**Learning
Activity**

Research

LEARNING ACTIVITY ELEVEN

In Australia there is a peak body that supports volunteering and volunteers in Australia. What is the name of this organisation and what do they do?

TEACHER / TRAINER GUIDANCE NOTES

The organisation is called Volunteering Australia and this organisation provides information, support and networking opportunities for people who want to volunteer and for those looking for volunteers.

SAMPLE SAMPLE

Section Two

Identify Client Needs and Organisational Objectives

SAMPLE SAMPLE

WORK EFFECTIVELY IN SPORT, FITNESS AND RECREATION ENVIRONMENTS

SECTION TWO—IDENTIFY CLIENT NEEDS AND ORGANISATIONAL OBJECTIVES

INTRODUCTION

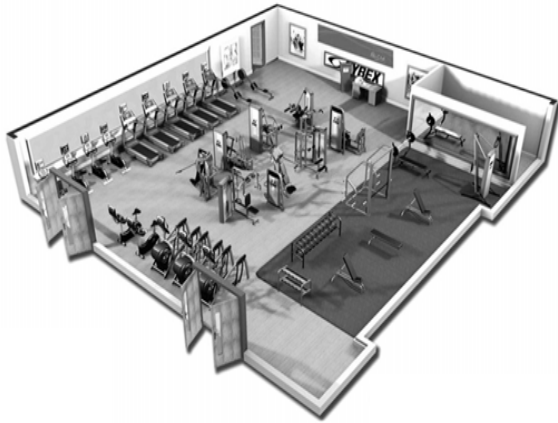
In any service driven profession it is important to learn that the client must have his or her needs understood and addressed by the service being provided.

In this Section we learn how to do this and what to avoid when identifying the clients needs and providing a service.

SECTION LEARNING OBJECTIVES

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

- ☆ Undertaking daily work activities according to organisational policies and procedures.
- ☆ Referring clients to services.
- ☆ Applying knowledge of a client-focused approach according to community development philosophies and principles.
- ☆ Carrying out work tasks according to industry standards of ethical practice.
- ☆ Adapting work processes to meet the specific needs of individual clients.



CONDUCT AND PARTICIPATE IN DAILY WORK ACTIVITIES

It goes without saying that the main reason a person chooses a career in fitness training is to service the fitness needs and goals of clients. For most fitness instructors or trainers, they will be working in a fitness facility, such as a gym or fitness centre.

However, there will be other daily work activities that will be part of providing those services or would need to be done so as to be able to provide those services on a daily basis.

These daily activities are generally part of the fitness facility's policies and procedures that all fitness instructors or trainers are required to learn, understand and follow.

The more common policies and procedures in place at fitness centres would include:

- ☆ Personal presentation and hygiene
- ☆ Client record keeping and filing
- ☆ Reporting policies and procedures—hours worked, rosters, work plans and schedules
- ☆ Completing financial transactions—client fees, product sales and so on
- ☆ Client handovers—this is when a client requests or is given to another trainer or instructor
- ☆ Security—client confidentiality
- ☆ Completing incident reports—client injuries, workplace accidents, equipment failures
- ☆ Maintenance reports

As mentioned earlier, some of these daily work activities are simply a part of providing a service to a client (such as client record keeping), while others are required even before you provide a service to a client (such as personal presentation and hygiene).

Other tasks or work activities may also be additional to your role of providing a service to clients and these would have them set out at the time you started working at the fitness centre or gym.



The words policy and procedure are often used in the same sentence. Both relate to the way things are done in a workplace, but they mean different things.

Policies relate to formalised, or clearly and officially stated, principles and guidelines that govern the way a workplace operates.

Procedures refer to the systems and protocols, (rules of conduct), used to carry out the various tasks in a workplace. Procedures may be formalised, as in the case of recording and storing clients' personal information, or they may be informal, which means they are not officially stated, but follow an accepted and generally understood way of doing things.

Procedures are often formally linked to policies, as is the case with recording and storing personal information in the example above. An organisation's policy for carrying this out might refer to privacy laws and confidentiality. The organisational procedure would ensure that the policy is upheld – for example by using a process where the information is recorded on a secure computer data base and only authorised people are permitted to have access to this information via a computer password.

Formalised policies in an organisation should always be stated in writing and recorded somewhere. This might be in a constitution, a charter, statements of guidelines and principles, a handbook or other document.

Formalised procedures are generally written down or otherwise officially stated, but informal procedures may well not be. In some cases, like where health and safety can be put at risk, correct procedures are not only written down, but also displayed where those working in the fitness centre or gym can easily refer to them.

Policies and procedures are crucial to any organisation in the fitness industry. They help an organisation to maintain consistent standards and operate effectively and ethically.

While policies and procedures can be stated in writing, they are often communicated verbally. Because it is vital to uphold and maintain policies and procedures in a workplace, any written or verbal communication about them should be clear, unambiguous and easily understood.

If you are given a written or verbal account relating to policies and procedures – it is your responsibility to ensure you understand it. When in doubt, ask and clarify. The consequences of not doing so may be disastrous.

**Learning
Activity**

Task

LEARNING ACTIVITY ONE

Write TRUE in the area provided if you consider the statement to be true and write FALSE in the area provided for each of the statements you identify as being false. Then rewrite those statements to reflect the truth.

1. Policies are mostly token statements written by bureaucrats which do not have any real bearing on the way things are done in a workplace.

2. The words policy and procedure can be used interchangeably.

3. Formally stated procedures are necessary in an organisation to ensure consistency in the way things are done.

4. Staff in an organisation are only obliged to follow procedures that are documented.

5. Policies and procedures are put in place to ensure that an organisation remains focused on achieving its goals.

6. Formalised policy in an organisation should be recorded in writing.

7. No employee has the right to question established procedures in an organisation.

8. All new employees are responsible for finding out what the policies and procedures of an organisation are.

TEACHER / TRAINER GUIDANCE NOTES

1. *Policies are mostly token statements written by bureaucrats which do not have any real bearing on the way things are done in a workplace. False*
- Policies state the principles and guidelines by which an organisation works, which underpins the way things are done in a workplace.
2. *The words policy and procedure can be used interchangeably. False*
- Policies relate to the principles and guidelines; procedures relate to the systems and protocols in the operations of an organisation. They are directly related, but mean different things.
3. *Formally stated procedures are necessary in an organisation to ensure consistency in the way things are done. True*
4. *Staff in an organisation are only obliged to follow procedures that are documented. False*
Procedures do not have to be written down – they can be verbally communicated, and staff are required to follow them.
5. *Policies and procedures are put in place to ensure that an organisation remains focused on achieving its goals. True*
6. *Formalised policy in an organisation should be recorded in writing. True*
7. *No employee has the right to question established procedures in an organisation. False*
- Procedures exist to help an organisation achieve its goals. If an employee thinks there is a more effective way of doing this, they should raise it with management or a supervisor for consideration.
8. *All new employees are responsible for finding out what the policies and procedures of an organisation are. False*
- An organisation is responsible for informing new employees about its policies and procedures.



REFER CLIENTS TO SERVICES

To repeat ourselves, the main reason you have chosen a career in fitness is to provide fitness services to clients such as fitness training and exercising and you would likely be providing your service within a gym or a fitness centre.

Most fitness facilities have several services they may offer and you may be required to offer other services which are not part of the fitness training or instruction that you offer. This in marketing terms is called 'up selling' or 'add on' sales and these activities bring in more revenue to the fitness centre or gym.



For example, it could be an in-house masseur, yoga classes, nutrition consultants and so on. In these cases you would need to learn about those services and be able to provide your clients accurate information about those services.

Another situation where you would need to refer clients to other services is when their fitness needs or requirements are beyond your current capabilities or experience. This is especially true with clients that fall into 'specific populations' such as children, the elderly, disabled, pregnant clients and those with significant health issues.

In these cases it would be essential that the client be referred to a more experienced and qualified fitness professional when your capacities are no longer able to meet the client's needs.



And finally, there will likely be a need for you at some time to refer the client to the services of a health professional such as a doctor or an accredited practicing dietician. As part of your professional fitness training, you will learn that you are not allowed to provide specific medical or dietary advice to your clients. This must come from those that are qualified to do so.

SAMPLE SAMPLE

**Learning
Activity**

Research

LEARNING ACTIVITY TWO

Many of the larger fitness clubs or gyms have numerous services on offer over and above fitness training. We learned in this section that many times a fitness instructor or trainer would be required to refer the client to these other services as part of a sales and marketing up selling activity.

Or as a fitness instruct or trainer you would see the immediate benefit to your client if they supplement their training program with another service.

In this activity do some research and tell us below what other services some of these fitness clubs often offer.

SAMPLE SAMPLE

TEACHER / TRAINER GUIDANCE NOTES

There are numerous services a fitness club could offer and some of them include:

- ☆ Store with fitness related products
- ☆ Café
- ☆ In-house dietician
- ☆ Aromatherapy
- ☆ Childcare
- ☆ Saunas, steam rooms, hot tubs, swimming pools
- ☆ Massage
- ☆ Physiotherapy
- ☆ Yoga
- ☆ Martial Arts classes
- ☆ Game courts

**Learning
Activity**

Question

LEARNING ACTIVITY THREE

Aside from in-house services what other services would you as the fitness instructor or trainer refer a client to?

TEACHER / TRAINER GUIDANCE NOTES

The most common services would be those provided by health professionals.

SAMPLE SAMPLE



IMPLEMENT A CLIENT FOCUSED APPROACH ACCORDING TO COMMUNITY DEVELOPMENT PHILOSOPHIES AND PRINCIPLES

We start off by outlining what the common definition of philosophies and principles of community development is. In the context of a fitness focussed organisation, they can be categorised and defined as:

- ☆ **Respect for individuals** – ensuring social justice by valuing the dignity of individuals and respecting differences between them.
- ☆ **Equity in access** – promoting and enabling access to the fitness services on the basis of need, irrespective of race, cultural background, language, ability, financial means, religion or sexuality.
- ☆ **Participation** – encouraging participation and involvement of fitness clients in decision-making about services they receive.
- ☆ **Empowerment** – building the capacity of people to exercise choice, gain access to resources and achieve change in their situation.
- ☆ **Fairness** – promoting equality of opportunity.
- ☆ **Recognising cultural diversity** – respecting and being sensitive to people from other cultural and linguistic backgrounds and their community ties.
- ☆ **Privacy and confidentiality** – respecting and upholding client's rights to privacy and confidentiality in all aspects of practice and management.
- ☆ **Quality of work environment** – providing a safe, productive and comfortable environment for clients, staff and volunteers to work in.
- ☆ **Partnerships and collaboration** – recognising that working with others with similar goals will assist individual organisations and the clients achieve their goals.
- ☆ **Quality and integrity of outcomes** – being strategic, professional, transparent and showing leadership in practice, management and governance.



CLIENT FOCUSED APPROACH

A client-focused approach is where you put your customer first and foremost when developing programs and processes in an organisation.

All clients should feel welcome and secure when being serviced by a fitness organisation and their fitness trainer, irrespective of race, cultural background, language, ability, financial means, religion or sexuality.

The client focused approach focuses on the needs, interests and wishes of the client. The key principle of this approach is that the client is the main person who establishes not only what their fitness needs are, but also what sort of help they require to ensure those needs are met.

It is about working in collaboration with clients as a more equal and thus more empowering approach and is one of the principles of community development.

Virtually all the philosophies and principles of community development are applicable when identifying and servicing the client's need.

**Learning
Activity**

Question

LEARNING ACTIVITY FOUR

What is the definition of a 'client focused approach'?

TEACHER / TRAINER GUIDANCE NOTES

A client-focused approach is where you put your customer first and foremost when developing programs and processes in an organisation.

SAMPLE SAMPLE

**Learning
Activity**

Question

LEARNING ACTIVITY FIVE

What were the ten philosophies and principles of community development ?

TEACHER / TRAINER GUIDANCE NOTES

- 1) Respect for individuals
- 2) Equity in access
- 3) Participation
- 4) Empowerment
- 5) Fairness
- 6) Recognising cultural diversity
- 7) Privacy and confidentiality
- 8) Quality of work environment
- 9) Partnerships and collaboration
- 10) Quality and integrity of outcomes

SAMPLE SAMPLE



CARRY OUT WORK TASKS ACCORDING TO INDUSTRY STANDARDS OF ETHICAL PRACTICE

Any person working within the sport and recreation industry must exercise a duty of care to all others with whom they come into contact, including colleagues and clients. Here, we are considering the duty of care to clients.

Millions of Australians are clients of the fitness industry. Clients come from all demographic groups and are delivered a wide range of services and products.

In any interaction, all aspects of dealing with clients within the fitness industry should be ethical. The industry has developed a Code of Ethics that include the following:

- ☆ **Confidentiality**—Along information about the clients gather by the organisation or the fitness professional is confidential and protect by the Australian Privacy laws. This information cannot be passed on to any other person or organisation without the written consent of the client or their legal guardian.
- ☆ **Personal Relationships**—Fitness professionals are not to enter into personal relationships which have the potential of bringing disrepute to the industry.
- ☆ **Respecting Client's Rights**—Fitness professionals have a responsibility always to promote and protect the dignity, privacy, autonomy and safety of all people with whom they come in contact with in their professional practice. They should adhere to local procedures. Fitness professionals have a responsibility to inform all clients of financial cost of any goods and services. Costs need to be fair and reasonable, reflecting the services provided.
- ☆ **Advertising**—Fitness professionals may advertise in connection with their professional practice if the advertising is not false, not misleading or deceptive or likely to mislead or deceive, is not vulgar or sensational and does not claim or imply superiority of the exercise professional over any or all other exercise professionals.
- ☆ **Discrimination**—Fitness professionals shall not discriminate in their professional practice, on the basis of ethnicity, culture, impairment, language, age, gender, sexual preference, religion, political beliefs or status in society.
- ☆ **Personal Abuse of Alcohol or Other Drugs**—Fitness professionals should not be under the influence of alcohol or drugs which adversely affect the performance of their professional duties.
- ☆ **Competence**—Fitness professionals must acknowledge the boundaries of their competence. They shall provide services and use interventions for which they are qualified by training and experience.
- ☆ **Referral of Clients**—The fitness professional shall respond to referrals in a timely manner.
- ☆ **Keeping Records of Clients**—The fitness professional shall keep records and reports clearly and concisely for the information of clients, professional colleagues, legal purposes and to record fitness services.

(Acknowledgement—Code of Ethics as outlined above have been extracted and based on those published by Fitness Australia)

**Learning
Activity**

Question

LEARNING ACTIVITY SIX

What were the nine points of ethics covered in the Code of Ethics we learned about in this Section?

TEACHER / TRAINER GUIDANCE NOTES

- 1) ***Confidentiality***
- 2) ***Personal Relationships***
- 3) ***Respecting Client's Rights***
- 4) ***Advertising***
- 5) ***Discrimination***
- 6) ***Personal Abuse of Alcohol or Other Drugs***
- 7) ***Competence***
- 8) ***Referral of Clients***
- 9) ***Keeping Records of Clients***

SAMPLE SAMPLE

**Learning
Activity**

Question

LEARNING ACTIVITY SEVEN

Derek was a young fitness instructor who worked under contract for a very popular fitness club. After three months he started a secret relationship with one of his female clients. Three months past and during a party on his time off Derek and his now girlfriend had a terrible argument and she left the party without him. The next Monday Derek was called into the fitness club and was informed that one of his clients has cancelled her membership and has made some serious complaints against him. Derek recognised the name as his client and now ex-girlfriend. The claims on the complaint were all false, but even so Derek contract as a fitness trainer was terminated.

Why did the fitness centre have the right to terminate Derek's contract?

SAMPLE SAMPLE

TEACHER / TRAINER GUIDANCE NOTES

Two reasons the first being that because Derek was on contract there was likely a clause in their that required him to preform his fitness instruction duties in line with the recognised industry Code of Ethics.

The second reason is that because his personal relationship with a client breach one of the Code of Ethics and would have likely given the fitness club a bad name; more so if Derek had stayed.

**Learning
Activity**

Question

LEARNING ACTIVITY EIGHT

Serena was asked by Tina to train her client for a couple of weeks while she went on holidays. After a week training Tina's client Serena asked Tina's client whether she was happy with Tina's training and if she was not, that Serena would be happy to take her on as her client.

What has Serena just done?

TEACHER / TRAINER GUIDANCE NOTES

Serena breached a Code of Ethics by promoting her self as a better trainer than Tina in an attempt to gain another client.

SAMPLE SAMPLE



ADAPT WORK PROCESSES TO MEET THE SPECIFIC NEEDS OF INDIVIDUAL CLIENTS

One common mistake that many fitness instructors new to the industry make is reacting too quickly to clients' requests without clearly understanding their motivations or objectives. It's really important to take a step back and delve deeper into what a client is really asking for:

- ☆ Ask, why?
- ☆ What is the end fitness result they are trying to achieve?
- ☆ Would they consider other fitness program options?
- ☆ Do they really know what they're asking for?
- ☆ Are they certain it will solve their fitness problems, achieve their fitness goals and make them happy?

A commonly suggested approach is to ask the client to identify his or her main priorities before moving forward with any fitness planning.

You could help give them successful results in nine out of 10 things on their fitness wish list and then miss the one thing they really wanted to achieve, resulting in their disappointment.

So it is important to listen to the client, making every effort to understand what they really mean and ask questions to confirm what they are wanting before moving ahead. It saves the fitness instructor and their client from misunderstandings and unfulfilled fitness expectations.

When doing this it will be quite evident that there will never be clients that are the same; each will have their specific needs. This means there is no standard off the shelf fitness program. This also means there will be numerous times you will have to adapt your work processes from client to client and this is because all clients' specific needs are different.

**Learning
Activity**

Question

LEARNING ACTIVITY NINE

In this Section we stated that many new fitness instructors or trainers may do what when working with a client and how can the problems that may arise from these efforts be avoided

TEACHER / TRAINER GUIDANCE NOTES

One common mistake that many fitness instructors new to the industry make is reacting too quickly to clients' requests without clearly understanding their motivations or objectives. It's really important to take a step back and delve deeper into what a client is really asking for by asking questions and one in particular is suggested and that is to ask the client to identify his or her main priority.

SAMPLE SAMPLE

Section Three

Implement Customer Service Practices

SAMPLE SAMPLE

WORK EFFECTIVELY IN SPORT, FITNESS AND RECREATION ENVIRONMENTS

SECTION THREE—IMPLEMENT CUSTOMER SERVICE PRACTICES

INTRODUCTION

One of the most important parts of client service is listening to and responding to client feedback. Some of the feedback may be good and sometimes it may be bad, such as a complaint.

In this Section we look at the ways of dealing with client feedback.

SECTION LEARNING OBJECTIVES

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

- ☆ Responding to client feedback according to organisational policies and procedures and in line with individual level of responsibility.
- ☆ Following up on feedback.
- ☆ Recording communication and outcome between client and organisation.



RESPOND TO CLIENT FEEDBACK IN LINE WITH INDIVIDUAL LEVEL OF RESPONSIBILITY

You will learn that there are two types of client feedback; 1) positive feedback and 2) negative feedback.

There is also feedback that is solicited (in other words you have asked for the feedback) and unsolicited feedback (feedback that is initiated by the client).

Whether it is good or bad, solicited or unsolicited, all client feedback must be acknowledged and responded to.

To start with, a key part of any fitness program is to learn what the actual client thinks. They need to be encouraged to offer their own feedback as to the fitness program that has been developed for them.

Request for and/or receiving feedback from clients can happen in a few ways.

The first and most informal way is to casually ask the client questions about what they feel about the fitness program they are engaged in. This should happen on a regular basis and the responses of the client noted down in their files.

Another informal method of receiving client's feedback is when they offer their feedback unsolicited, in other words, they were not asked for their feedback at the time. Again, this type of feedback is important and should be noted down in the client's files.

The more formal way is to provide the client a feedback form that has questions they are requested to answer and/or provide their thoughts on the fitness program in writing. This written feedback from the clients will also form part of the client's file.

The information from the client's feedback, both formal and informal feedback is an important part of what should be used to evaluate the fitness program.

More importantly, issues raised by the client through their feedback should be responded to, or actioned on. Client feedback is essential when tailoring a fitness program for a client that he or she will willingly and actively undertake.

It also shows that you are serious about their progression and are supportive while undertaking the fitness program.



UNSOLICITED NEGATIVE FEEDBACK

Unsolicited negative feedback is commonly known as client complaints.

The reason why a client may make complaints could be for a wide range of reasons, in fact too many to list and review in this section.

However, whenever a client complains it must be addressed and resolved.

In most workplaces there will be a complaints handling procedure, which may be formalised (i.e. written up as part of policies and procedures – sometimes a specific person who handles them), or they may be informal (i.e. a protocol which is followed that is not formally written up).

It is particularly important in the fitness industry that businesses have a recognised complaints-handling procedure.

In some organisations, adopted codes of ethics or codes of best practice promote the establishment of complaints-handling procedures.

Any staff handling complaints should have excellent communication skills. As with all communication, clients have the right to communicate complaints in such a way that they feel confident they are being listened to, and taken notice of.

Any genuine complaint should always be taken seriously. The appropriate way to handle complaints is to create an environment where a client can openly and honestly explain their problem. Empathy and active listening are vital. The client must feel as if they are being heard.

Empathy means acknowledging that the client is unsatisfied and that the situation has frustrated or inconvenienced them. Active listening means showing that you are listening to what is being said by nodding the head, using open body language and regularly responding verbally with comments like: “I see...I understand...” and so on.



RESPONDING AND DEALING WITH CLIENT FEEDBACK IN LINE WITH ONE'S LEVEL OF RESPONSIBILITY

As we have learned earlier, a client's feedback could be in a way that would be considered a complaint.

It also could come as a suggestion, one that if implemented would require changes to procedures, methods or administrative issues.

And we also learned that feedback from a client can also be feedback that was asked for by the fitness instructor or trainer.

Whether the feedback is good, bad or simply a suggestion, the fitness instructor or trainer needs to respond to the feedback and deal with any issues that arise from the feedback.

Feedback about the client's training program is often addressed by the fitness trainer or instructor, often leading to some modifications to the fitness program and/or exercising sessions. Even if the changes to the fitness program required the input of health professionals, dealing with the feedback would be in line with the fitness instructor/trainer's level of responsibility.

However, the fitness instructor may receive client feedback that would be outside their level of responsibility and in these cases the client would need to be referred to a person within the organisation who had the authority to deal with the issues arising with the feedback.

This is often the case with serious complaints from clients.

For example, the client may have received a gym renewal invoice that showed an increase in fees. The client has complained about the increase to their fitness instructor. Because the fees are set by the fitness facility management, the fitness instructor did not have the level of responsibility nor authority to offer the client a discount. So the client was referred to a facility manager who would deal with the customer feedback on the fee increases.

Other types of client feedback, even constructive feedback may need to be dealt with by someone else who has the authority and the responsibility to do so.

For example, the client may have given his or her fitness instructor feedback about the cleanliness of the change rooms. It is not the responsibility of the fitness instructor to maintain the cleanliness of the change rooms. However, the feedback is important enough that someone with that responsibility would need to respond and deal with the client's feedback.

**Learning
Activity**

Question

LEARNING ACTIVITY ONE

What are the two types of client feedback and what two ways is client feedback given?

TEACHER / TRAINER GUIDANCE NOTES

The two types of feedback are positive feedback and negative feedback.

Client feedback can be asked for, or the client can also provide their feedback without being asked for it.

**Learning
Activity**

Question

LEARNING ACTIVITY TWO

When a client presents you with a complaint, what steps should be taken?

TEACHER / TRAINER GUIDANCE NOTES

First, get all the information related to the complaint written down, either in notes or on the formal complaint forms.

Then analyse the complaint to determine if you are able to deal with the complaint within your line of responsibility and/or authority or if you need to pass the complaint on to someone else to resolve.

SAMPLE SAMPLE

**Learning
Activity**

Task

LEARNING ACTIVITY THREE

Below is a list of some scenarios based on feedback from clients. You are the client's fitness instructor. Tick the feedback that you would be able to respond to based on the level of your responsibility as a fitness instructor.

Client finds the exercise session too hard to do _____

Client complains about the lack of parking _____

The client complains that the music is too loud in the weights room _____

Client believes that the circuit training session should be longer _____

The client thinks that the club newsletter should have more on nutrition for children _____

TEACHER / TRAINER GUIDANCE NOTES

Client finds the exercise session too hard to do

The client complains that the music is too loud in the weights room (this one could go either way)

Client believes that the circuit training session should be longer



FOLLOW UP ON FEEDBACK

Whether you as a fitness professional has asked your client for feedback or the client has approached you and given you feedback (good and bad), it is very important that after dealing with the feedback, the client is followed up.

If the feedback came from your client but it is being dealt with by someone else, it is still you that needs to keep following up with the client. It is your client.

If the feedback resulted in modifications to a fitness program, you would need to follow up with the client and be assured that the client is happy with the modifications and the new fitness program is meeting their needs. Following up serves two purposes here.

First, the client will have the assurance that their feedback is been taken seriously and you have their best interests at heart. Secondly, you as the fitness professional will want to know that the client is satisfied with the outcome as a result of their feedback.

And importantly, do not leave the following up with the client too long. The longer the follow up is the less the client believes that they are being taken seriously and are important to you as a client.

If another person has been given the task of dealing with your client's feedback, then there will be two persons you will need to follow up with. The first would be the persons dealing with the feedback and seeing how it is being dealt with and how it is progressing. This information would need to be communicated to your client.

Also after the feedback has been fully dealt with, then you would need to again follow up with the client also make sure your client is happy with the way the feedback was dealt with. This strengthens the professional relationship between you and the client because again, the client will have the assurance that their feedback is been taken seriously and you have their best interests at heart.



FOLLOWING UP ON COMPLAINTS

Any action that has resulted as a result of a client complaint requires following through in order to finalise closure to a complaint.

It does not matter whether it is you that is dealing with the complaint or someone else, you should:

- ☆ Make sure that the client understands the course of action being taken by you and/or the management in order to resolve their complaint
- ☆ Ensure that the client is happy with the course of action, and if not, see if a compromise can be reached that both parties are satisfied with
- ☆ Take action quickly and complete any associated documentation accurately
- ☆ If it is your client, however someone else has been handling the complaint, make sure you follow up with that person
- ☆ Stay in touch with the client to ensure that they are satisfied with the outcome, and offer further assistance if needed

By continually following up with clients they can tell you about:

- ☆ What is right or wrong with the organisation's services or product
- ☆ How do they feel about your services, the other staff and the level of customer service offered
- ☆ What they would change/improve if they could
- ☆ What they like least about the organisation

At all stages in the complaints process, progress should be documented. A record of the client's initial complaint should be made, and to this end, often complaints procedures require the lodgement of a complaint in writing.

It is better to know what is wrong and fix the problem, than not know at all and continue to lose clients. As a general principle, an organisation should regard complaints positively.

They can serve as a good source of feedback – sometimes they are the only way that an organisation can monitor how well it is serving its clients.

**Learning
Activity**

Question

LEARNING ACTIVITY FOUR

Why is it important to follow up on client feedback?

TEACHER / TRAINER GUIDANCE NOTES

First, the client will have the assurance that their feedback is being taken seriously and you have their best interests at heart.

Secondly, you as the fitness professional will want to know that the client is satisfied with the outcome as a result of their feedback.

SAMPLE SAMPLE



RECORD COMMUNICATION AND OUTCOME BETWEEN CLIENT AND ORGANISATION

Generally, dealing with feedback, especially complaints will involve some documentation.

For feedback relating to their fitness program, the client files would need to be updated to reflect the changes to the fitness program and why those changes were made.

With other types of feedback, the simplest of documentation will be these notes that you make when interacting with the client.

These notes too would form part of a client's file and if handwritten, they need to be easy to read, complete and accurate.

The documentation relating to complaints is often dictated by organisational policies and procedures.

If the complaint is minor and quickly resolved, a few simple notations in the client's file is usually sufficient and would include details of the complaint, as well as who and how it was dealt with.

If the complaint is of a more serious nature, it may require forms to be filled in.

These forms often require the following information:

- ☆ Date of complaint
- ☆ Client details
- ☆ Who is handling the complaint
- ☆ Details of the complaint
- ☆ How the complaint was resolved
- ☆ Resolution approved by (if required)
- ☆ Date of complaint resolution

These forms would replace the need for the fitness instructor to make any notes and these forms would likely be part of a client file so they too need to be easy to read, complete and accurate.

Sometimes a copy of this form would be given to the client for their records, depending on the policy and procedures of the organisation.

**Learning
Activity**

Question

LEARNING ACTIVITY FIVE

What information should be included in the client files that may relate to a complaint?

TEACHER / TRAINER GUIDANCE NOTES

- ☆ Date of complaint
- ☆ Client details
- ☆ Who is handling the complaint
- ☆ Details of the complaint
- ☆ How the complaint was resolved
- ☆ Resolution approved by (if required)
- ☆ Date of complaint resolution

**Learning
Activity**

Question

LEARNING ACTIVITY SIX

Although not mentioned in this Section, why do you think that the client's files should be updated and have accurate information?

TEACHER / TRAINER GUIDANCE NOTES

Someone else may need to review those files, such as another trainer or the facility management.

SAMPLE SAMPLE

Section Four

Minimise Risks to Personal and Public Safety

SAMPLE SAMPLE

WORK EFFECTIVELY IN SPORT, FITNESS AND RECREATION ENVIRONMENTS

SECTION FOUR—MINIMISE RISKS TO PERSONAL AND PUBLIC SAFETY

INTRODUCTION

The identification, minimisation or elimination of hazards and/or risks is very important in any workplace, including fitness facilities.

In this Section we cover some basic topics on identifying hazards and risks, taking action to deal with risks and/or reporting risky situations

SECTION LEARNING OBJECTIVES

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

- ☆ Identifying situations that may endanger the personal safety of self, staff and other clients
- ☆ Implementing action to minimise risk
- ☆ Reporting situation to appropriate staff

SAMPLE SAMPLE

**IDENTIFY SITUATIONS THAT MAY ENDANGER THE PERSONAL SAFETY OF SELF, STAFF AND OTHER CLIENTS**

Inherently, all workplaces have hazards that could pose safety issues or the workplace procedures result in situations that also may result in safety issues.

A fitness facility is no different. In fact there may be more situations in a fitness facility that could endanger the safety of you the fitness trainer/instructor, other staff and the clients.

The risks to the safety of everyone in a fitness facility is greatly reduced and with some hazards, eliminated, if hazards that pose these risks are identified and dealt with before cause safety problems.

In many cases the hazards are easily identified and are fairly obvious, such as, untidy work areas, damaged fitness machines, torn carpets, unclean change rooms, unmaintained air-conditioning units and so on.

However identification, for example of cleaning chemical storage risks, biohazard risks from soiled towels, overfilled rubbish bins in exercising areas, slippery floor sources from spills or sweat are not so easily identifiable.

Consequently the recognition of hazards is not as simple as may appear. So a keen understanding of how to identifying hazards and the risks they pose is very important.

It is also important to remember; some hazards exist temporarily while some hazards are always present and some hazards are created.

Common methods used to identify hazards include:

- ☆ Workplace inspection – physical analysis of the workplace environment.
- ☆ Process or task analysis – watch what is happening around you as people perform their duties and clients perform their exercising
- ☆ Review and analysis of past workplace accidents or incidents

Once we have identified or recognised that there is a hazard present there has to be some evaluation of the presented risk and what needs to be done to eliminate the risk or at the very least minimise the risk.

**Learning
Activity**

Question

LEARNING ACTIVITY ONE

What were the three common ways of identifying hazards and associated risks?

TEACHER / TRAINER GUIDANCE NOTES

- 1) Workplace inspection – physical analysis of the workplace environment.
- 2) Process or task analysis – watch what is happening around you as people perform their duties and clients perform their exercising
- 3) Review and analysis of past workplace accidents or incidents

**Learning
Activity**

Question

LEARNING ACTIVITY TWO

Why is experience of other staff members so important when attempting to identify hazards?

TEACHER / TRAINER GUIDANCE NOTES

Experience of a staff member is invaluable because they know the facility, procedures and fitness machines intimately and can describe any areas where hazards are evident as well as the associated risks.

SAMPLE SAMPLE



IMPLEMENT ACTION TO MINIMISE RISK, AS REQUIRED

Risk management is recognised as an integral part of good business management practice. Dealing with hazards and risks are in general part of most fitness facilities policies and procedures.

It is likely that if you as the fitness instructor or trainer see a hazard, it is important that something is done about it before harm or injury occurs to you, the staff and/or clients.

Risks that are easily identified and easily eliminated could often be dealt with by you.

For example, there is an area on the exercising floor where sweat from clients has made it potentially slippery. You could simply get a towel or dry mop and wipe up the moisture and the risk has been eliminated.

Or there are dumbbells on the floor and not in the racks, potentially a tripping hazard. You would simply pick up the weights and place them in the racks and the risk has been eliminated.

Some risks cannot be totally eliminated by you, however some action by you could dramatically minimise the risk.

For example, you have a group of young children that you are instructing and their age is such that allowing them to use the fitness machines could cause them injury. So you perform their exercise session in an area away from the machines and let them know that the machines are off limits.

The risk of injuring oneself by using a fitness machine is still there, however the actions you took ensured that this risk was significantly reduced.

Simple housekeeping activities are the best way of minimising hazards and risks. Keeping the work and exercise clean and uncluttered goes a long way to ensure you, staff and the clients are working and exercising in a safe environment.

SAMPLE

**Learning
Activity**

Question

LEARNING ACTIVITY THREE

What is one of the best ways of minimising and/or eliminating risks?

TEACHER / TRAINER GUIDANCE NOTES

Workplace housekeeping such keeping a clean and tidy work and exercising area.

SAMPLE SAMPLE



REPORT SITUATION TO APPROPRIATE STAFF, AS REQUIRED

In the previous pages we learned that there are many types of hazards and risks that can be easily identified and dealt with by you, most being totally eliminated.

However, while keeping a look out for any workplace hazards and risks, there will be some that are far beyond your ability to resolve.

This is when it is important that you report these situations to the most appropriate people in the facility.

For example, a fitness machine has broken parts and this becomes a serious hazard to clients. The first step would be to place a sign on the machine telling clients not to use and the next step would be to report the machine situation to the management.

It is most likely, when it comes to reporting serious hazards and risk, that the facility will have a procedure in place as to how to report these situations and to whom.

Some risky situations could be ones that suddenly occur, for example a cleaning chemical spill, a window breaking or smoke coming out of a treadmill.

Many of these need reporting quickly and need to be dealt with immediately to avoid injury to staff and clients.

So as a fitness instructor or trainer working in a fitness facility, you would need to learn how to report risky situations and to whom these situations are reported to.

SAMPLE SAMPLE

**Learning
Activity**

Question

LEARNING ACTIVITY FOUR

In your own opinion when would a hazard or risk need to be reported to someone else in the organisation?

TEACHER / TRAINER GUIDANCE NOTES

It would be a hazard or risk that could not be dealt with by yourself and would need the actions of someone else capability of reducing and/or eliminating the risk.

SAMPLE SAMPLE

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 remember some of the major fitness associations and government bodies throughout Australia that play a major role in supporting the fitness industry?
- ☆ Can you recall some of the activities or tasks that may need to be completed or done in the fitness operation other than those directly involved in providing fitness instruction?
- ☆ Are you able to explain in detail how the fitness industry affects the following areas in Australia;
 - a) Economy?
 - b) Health?
 - c) Healthcare costs?
- ☆ Do you know what 'CEC's' refers to and why it is important for a fitness instructor to continually update and store this information?
- ☆ Are you able to understand a few of the many duties volunteers in fitness events or programs can find themselves involved in, as well as the reason that this volunteering effort can bring benefits to themselves as well as others?
- ☆ Do you remember what a 'client focused' approach entails when developing programs and processes in an organisation?
- ☆ Can you recall some of the areas of the 'code of practise' that help to protect or provide 'duty of care' to clients in the fitness industry?
- ☆ Are you able to explain why a clients motivations and fitness goals need to be completely understood before any fitness programs are developed for them?
- ☆ Do you know how a fitness instructor should respond to clients feedback when it is both positive and/or negative?
- ☆ Can you recall whose main responsibility it is to ensure that a clients feedback has been appropriately dealt with or followed up?
- ☆ Do you know some of the methods to adopt in order to effectively identify any hazards in the workplace?
- ☆ Can you describe a few examples of simple housekeeping tasks that a fitness instructor can do which would greatly minimise hazard risks?

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

SAMPLE SAMPLE