

SIS - Sport, Fitness and Recreation Training Package

**SIS20321 Certificate II
Sport Coaching**

Unit

SISSSC0002

Work in a community coaching role



SAMPLE

Trainer/Teacher Manual

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STUDENT/TRAINEE DETAILS

SAMPLE

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.

SAMPLE

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.

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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.

SISSSCO002 - WORK IN A COMMUNITY COACHING ROLE

ELEMENT	PERFORMANCE CRITERIA
<p>1. Work in a sport environment</p>	<p>1.1. Source and interpret sport and sport-specific industry information to maintain knowledge of Australian sport and sport-specific industry structure and governance arrangements 1.2. Source and interpret sport and sport-specific industry information to maintain knowledge of legal and ethical job role responsibilities 1.3. Reflect on own coaching practice to confirm legal and ethical job role responsibilities are met</p>
<p>2. Contribute to a productive workplace environment</p>	<p>2.1. Apply sport-specific industry code of conduct to own coaching practice 2.2. Model behaviours expected of a coach in a community sport environment 2.3. Carry out work tasks according to organisational policies and procedures 2.4. Request, acknowledge and act on feedback provided by others within scope of job role 2.5. Identify and resolve workplace problems within scope of job role 2.6. Escalate workplace problems outside scope of job role according to organisational policies and procedures</p>
<p>3. Communicate with others</p>	<p>3.1. Communicate with others in a professional and positive manner 3.2. Select and use communication style to suit audience, situation and communication medium 3.3. Use active listening and questioning techniques to clarify and confirm understanding 3.4. Apply cultural awareness, sensitivity and discretion to communications to suit individual differences</p>
<p>4. Support working relationships</p>	<p>4.1. Develop and maintain working relationships with others relevant to own job role 4.2. Seek assistance from and aid others to promote cooperation and fulfil work requirements 4.3. Use strategies to minimise impact of conflict on working relationships</p>

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Section One

Work in a Sport Environment

PLEASE NOTE

The training units in this qualification requires all student or trainees to demonstrate their ability to perform certain tasks and activities related to this unit of training by successfully completing a number of assessment tasks or activities.

Generally, this unit of training as well as others should be undertaken in a sporting environment under the supervisor and observation of your sports teacher, trainer or a senior coach.

This unit applies to those who are in a community based sporting club as a staff member or a volunteer and participating in the sport as a trainee coach.

Your sports teacher, trainer or a senior coach will be provided instructions and assessment forms which they would follow, fill in, sign and return this paperwork to your teacher or trainer.

If you are not part of a sporting club at the time of undertaking this unit of training, then your teacher or trainer will provide you a 'simulated' sporting environment and they will be your observers as you perform those assessment tasks and activities.

In this training unit, the assessment requirements require you to be observed working in a community coaching role in a specific sport over 10 hours.

WORK IN A COMMUNITY COACHING ROLE

SECTION ONE—WORK IN A SPORT ENVIRONMENT

INTRODUCTION

The importance of gathering and updating industry knowledge starts the day you begin your coaching 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 sport industry you have chosen that is important and will help advance your coaching career and professional expertise in that industry.

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

SECTION LEARNING OBJECTIVES

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

- ☆ Sourcing and interpreting sport and sport-specific industry information to maintain knowledge of Australian sport and sport-specific industry structure and governance arrangements
- ☆ Sourcing and interpreting sport and sport-specific industry information to maintain knowledge of legal and ethical job role responsibilities
- ☆ Reflecting on own coaching practice to confirm legal and ethical job role responsibilities are met



Australian Government

Australian Sports Commission

SOURCE AND INTERPRET SPORT AND SPORT-SPECIFIC INDUSTRY INFORMATION TO MAINTAIN KNOWLEDGE OF AUSTRALIAN SPORT AND SPORT-SPECIFIC INDUSTRY STRUCTURE AND GOVERNANCE ARRANGEMENTS

We start off this section by explaining what it means to have 'governance' arrangements in an organisation.

Governance in any organisation refers to the 'rules', 'actions' and 'accountability' agreed to by the management of the organisation to ensure that the organisation operates legally, ethically and responsibly.

In Australia there are a number of sport-specific industry peak bodies that all put in place 'governance arrangements'.

The main sporting body is the Australian Sports Commission, better known as Sport Australia.

This is the Australian Federal Government's statutory agency responsible for providing strategic guidance and leadership for sporting organisations and related sporting activity in Australia.

The Australian Sports Commission has developed nine 'Sport Governance Principles'.

These principles are considered guidelines within which the Australian Sports Commission believes a sporting organisation's board members should operate and enact their role.

These governance principles include:

- Principle 1:** *The spirit of the game* - values-driven culture and behaviours
- Principle 2:** *The team* - aligned sport through collaborative governance
- Principle 3:** *The gameplan* - a clear vision that informs strategy
- Principle 4:** *The players* - a diverse board to enable considered decision-making
- Principle 5:** *The rulebook* - documents that outline duties, powers, roles and responsibilities
- Principle 6:** *The playbook* - board processes which ensure accountability and transparency
- Principle 7:** *The defence* - a system which protects the organisation
- Principle 8:** *The best and fairest* - a system for ensuring integrity
- Principle 9:** *The scorecard* - embedded systems of internal review to foster continuous improvement

It is of the belief of the Australian Sports Commission (or Sport Australia) that the nine 'Sport Governance Principles' will assist in strengthening organisational structures that support good leadership and decision making and ensure sound and effective governance within the sport industry.

SAMPLE



SOURCES OF INFORMATION

The sport industry encompasses a large range of both private and public organisations.

These range from small community based sports clubs to large sporting focussed organisations and commercial organisations that support and/or supply 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 any particular industry would be to 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 sport, fitness and recreational 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 sport, fitness and recreational associations in Australia also are instrumental in advising and managing the ongoing professional development of sporting and fitness professionals, including sport coaching.

The main competitive sport industry associations and peak bodies in Australia include:

Australian Football League



Cricket Australia



Tennis Australia



Golf Australia



National Rugby League



Triathlon Australia



Football Australia



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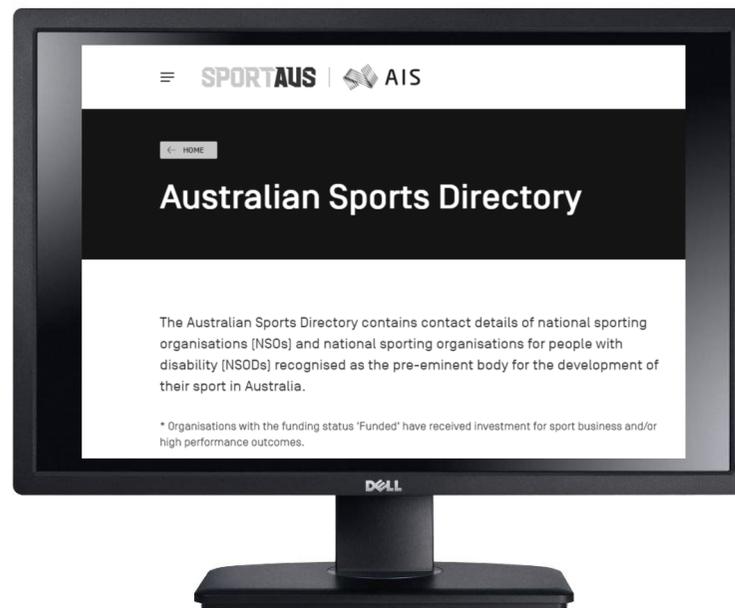
Aside from the main peak bodies we mentioned on the previous page, other major sports are managed by 'National Sporting Organisations' (also known as NSOs).

These organisations are recognised by Sport Australia as the 'pre-eminent body' for the development of their sport in Australia.

One important requirement is the organisation's ability to demonstrate that it is the single national entity representing all forms of a specific sport in Australia from grass roots/community, through to high performance.

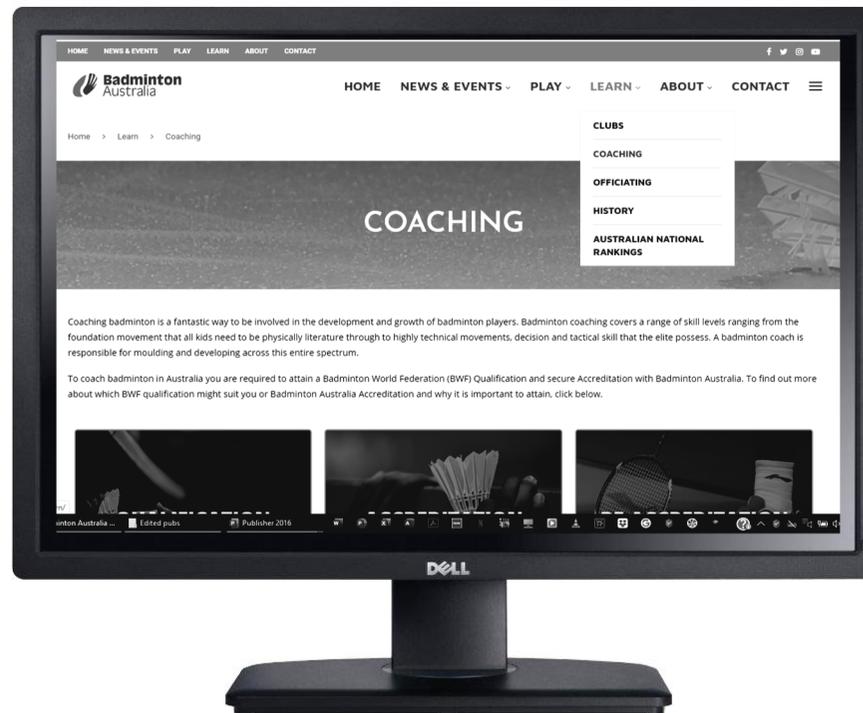
Sport Australia provides a National Sporting Organisations' directory on their website at:

https://www.sportaus.gov.au/australian_sports_directory



From this directory you can link to the sport-specific NSO's website.

It is here where you are able to access sport-specific coaching information from a 'national' point of view.



Badminton Australia example

Also, on each NSO's website you will find their policies, procedures and structure in line with the governance principles established by the Australian Sports Commission/Sport Australia.

SPORTAUS



The NSO will have affiliations with state organisations which include:

- ☆ Sport NSW
- ☆ VicSport
- ☆ ACTsport
- ☆ Tasmania Institute of Sport
- ☆ Sport West (Western Australia)
- ☆ Sport SA
- ☆ QSport Queensland

Then there are the sporting clubs who are affiliated with either a national sporting organisation, or a state sporting organisation.

Local sporting clubs would be bound by the rules of the sport, as well as competition rules and regulations and policies requirements as set out by the sport's peak national body.

**Learning
Activity****Question****LEARNING ACTIVITY ONE**

- 1) In sports, what is the main role of the sport's peak body?

- 2) Major sports are managed by a 'National Sporting Organisations' (also known as NSOs). What is required of a sporting organisation to be recognised as a NSO?

TEACHER/TRAINER GUIDANCE NOTES

- 1) 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.
- 2) One important requirement is the organisation's ability to demonstrate that it is the single national entity representing all forms of a specific sport in Australia, from grass roots/community through to high performance.

**Learning
Activity****Research****SAMPLE****LEARNING ACTIVITY TWO**

In this Section we mentioned a document developed by the Australian Sports Commission called ***SPORT GOVERNANCE PRINCIPLES***.

In this activity we want you to locate the document by doing some research for this document.

When you have found this document either download or print the document out and hold onto it for future reference.

Your teacher or trainer may want some type of evidence that you have downloaded or printed this document.

TEACHER / TRAINER GUIDANCE NOTES

The assessment requirements for this 'Unit of Competency' states:

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- ☆ work in a community coaching role in a specific sport over 10 hours that involves:
 - ◆ complying with the code of conduct

In many cases the assessment requirements relate to a specific 'Performance Criteria' and in this case it is:

“Source and interpret sport and sport-specific industry information to maintain knowledge of Australian sport and sport-specific industry structure and governance arrangements”

**Learning
Activity****Research****LEARNING ACTIVITY THREE**

In this Section we mentioned 'National Sporting Organisations' (NSO) that are accredited by the Australian Institute of Sport.

Virtually every sport is represented by a NSO in Australia.

In this activity we want you to do some research and locate the NSO listing on the Australian Institute of Sport's website.

Next locate the sport of your choice on the listing. This will contain a link to the NSO's website.

Tell us what NSO you picked, as well as what their website address was.

NSO name _____

Website address _____

TEACHER/TRAINER GUIDANCE NOTES

This activity is basically a practice exercise for the student or trainee so that they can develop their researching skills, as well as introduce them to reliable sources of information.

SAMPLE

**Learning
Activity****Research****LEARNING ACTIVITY FOUR**

In this Section we mentioned that 'National Sporting Organisations' (NSO) have a state or territory affiliation.

In this activity we want you to do some research and locate the NSO state or territory sport affiliate that you chose in the previous activity.

Tell us the NSO affiliate's name and what their website address was.

NSO affiliate name _____

Website address _____

TEACHER/TRAINER GUIDANCE NOTES

Again, this activity is basically a practice exercise for the student or trainee so that they can develop their researching skills as well as introduce them to reliable sources of information.

SAMPLE

**SOURCE AND INTERPRET SPORT AND SPORT-SPECIFIC INDUSTRY INFORMATION TO MAINTAIN KNOWLEDGE OF LEGAL AND ETHICAL JOB ROLE RESPONSIBILITIES
AND
REFLECT ON OWN COACHING PRACTICE TO CONFIRM LEGAL AND ETHICAL JOB ROLE RESPONSIBILITIES ARE MET**

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

Coaching in a sport comes with a certain level of legal and ethical responsibilities.

From a legal point of view, coaches have a legal responsibility to their participants and should:

- ☆ give appropriate advice and guidance
- ☆ not offer advice beyond their level of qualification

The most important legal responsibility of coaches is the health and safety of the participants in their charge.

A coach could be liable if evidence can show that normal standards and practices have not been followed.

Below is a table of some of the areas and issues a coach is legally exposed to:

<i>Provide safe environments</i>	☆ Including facilities, playing area, equipment and weather conditions
<i>Do adequate planning</i>	☆ Planning is essential for a safe and properly run sporting event
<i>Evaluated for illness and injury</i>	☆ So no injury or illness is made worse by forcing them to take part
<i>Never mismatch individuals</i>	☆ Use age, weight, height and experience as a guide to matching up participants
<i>Proper equipment provided</i>	☆ All equipment that is being used must be clear of any damage that may cause injury
<i>An understanding of the risks involved</i>	☆ Make all involved aware of any risks that are involved in the sport or session
<i>Provide close supervision</i>	☆ At all times a coach must know what is happening and where everyone is
<i>Clear understanding of the rules and regulations</i>	☆ Know what they are and how to apply them in any given situation
<i>Keep accurate records when required</i>	☆ If an injury occurs keep accurate and detailed records
<i>Be first aid qualified</i>	☆ Absolutely essential at any level of coaching



LOCATING INFORMATION ON LEGAL RESPONSIBILITIES OF COACHING

Working as a coach within a sporting club is like any other workplace and this includes persons coaching on a volunteer basis as well as a contracted, or an employed coach.

This means the overall workplace health and safety (WHS) laws and regulations would apply, including those working in the sporting club as a coach, support personnel and participants.

Information on WHS laws and regulations is accessible from each State and Territory Work Safe office.

Each State and Territory has a Sport and Recreation department and these departments will often assist coaches in understanding their legal responsibilities relating to specific State and Territory laws and regulations.

These laws and regulations generally relate to:

- ☆ Discrimination
- ☆ Duty of care
- ☆ Harassment
- ☆ Match-fixing
- ☆ Work, health and safety
- ☆ Working with children checks

Another valuable source of information is a website that has been developed by each State and Territory government, the Federal Government Australian Sporting Commission and a number of human rights organisations.

It is called 'Play by the Rules'. 'Play by the Rules' provides information, resources, tools and free online training to increase the capacity and capability of administrators, coaches, officials, players and spectators to assist them in preventing and dealing with discrimination, harassment, child safety and integrity issues in sport.

Their website is at:

<http://www.playbytherules.net.au/>





SAMPLE

LEGAL ISSUES OF COACHING

Coaches would also need to be aware of the following:

- ☆ **Insurance** - Coaches should have appropriate insurance that covers both public liability and personal accidents. Many governing bodies include insurance as part of their affiliation fee.
- ☆ **Transportation** - Coaches that transport participants to games/facilities/training need to be aware of their legal exposure especially when using their own vehicles. Firstly, they should ensure they are properly licensed and insured. With young participants, coaches should seek the approval and if possible, assistance of the parents/guardians.
- ☆ **Protection from abuse** - A coach has a responsibility to protect children from all forms of abuse. Coaches should be able to recognise indicators that may signify abuse and take appropriate action if concerned (Relating to coaching children and not elite athletes). This may include alerting appropriate authorities of signs of abuse such as possible physical, mental and sexual abuse as well as neglect, such as showing physical symptoms resulting from being malnourished.
- ☆ **Criminal behavior** - Sexual and physical assault are the two main criminal behaviors a coach may be confronted with. In most cases extreme sexual and/or physical assaults would need to be dealt with by the police. In addition, if the criminal behavior is from a participant, support staff member or a club committee member, the sports governing body would need to be informed and action would be taken by the governing body such as fines, penalties and even bans from the sport.
- ☆ **Game fixing** - Coaches may be approached and/or become aware of attempts to 'fix' a game/match. This is a criminal offence even at an amateur level and should be reported to the sports governing body.
- ☆ **Anti-doping** - Coaches are instrumental at keeping the sport they are in 'drug free'. Any signs of drug taking needs to be reported to the appropriate authorities for follow up and action against not only the 'drug taker', but also the 'suppliers'.

Regardless of your role in sport, you have a number of rights. You as a coach have the right to:

- ☆ Not be subjected to abuse or harassment while coaching, undertaking administrative duties, in the club room or at other club social events
- ☆ Not be unfairly discriminated against by decisions made by your club or association
- ☆ Complain about inappropriate and unlawful behaviours and for complaints to be taken seriously and acted upon promptly through a fair process and not to be victimised if you make a complaint or are complained about

Coaching Ethical Responsibilities



ETHICAL RESPONSIBILITIES AND ETHICAL ISSUES AFFECTING COACHES

As with legal responsibilities, coaches need to be aware of their ethical responsibilities.

It is the responsibility of the coach to have an understanding of the following basic ethical issues:

- ☆ Child protection
- ☆ Taking images of children
- ☆ Discrimination and harassment
- ☆ Sexual relationships
- ☆ Pregnancy
- ☆ Gender identity
- ☆ Responsible service and consumption of alcohol
- ☆ Smoke free environment
- ☆ Cyber bullying
- ☆ Social networking sites

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Sport Australia has placed a strong focus on 'Integrity in Sport'.

Through the network of NSOs Sport Australia aims to build the capacity and capability of sport to provide safe, fair and inclusive sporting environments for the sector.

They have done this by supporting NSOs through projects and tailored sport specific assistance in the areas of policy development and implementation, education and awareness.

One program now required by the Sport Australia is to have each NSO develop a 'Member Protection Policy' document.

This is required by the ASC before it recognises the sporting body as a 'National Sports Organisation'.

This introduces a type of Code of Conduct document to the specific sport in general and is to be used by every sporting club in that sport as the template of the club's Code of Conduct.

MEMBER PROTECTION POLICY DOCUMENT

The Member Protection Policy would include:

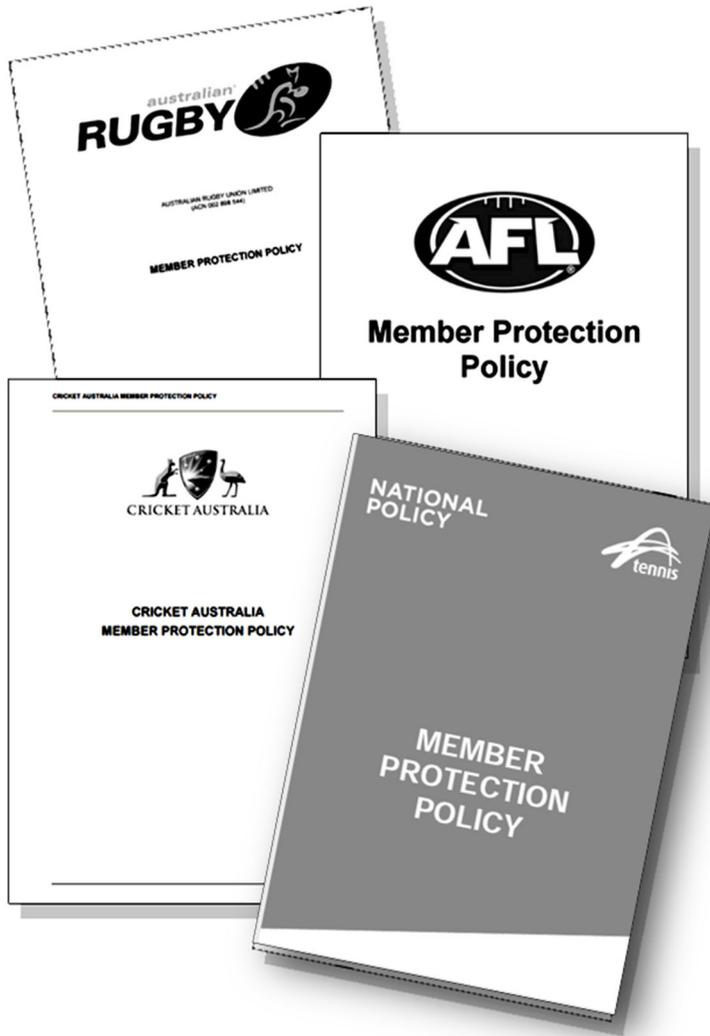
- ☆ A statement about the organisation's and each club's commitment to uphold its core values and create a safe, fair and inclusive environment for everyone associated with the sport
- ☆ Provide an outline of some of the key responsibilities and obligations of persons (including coaches) associated with the organisation and/or club
- ☆ Policy statements on a range of key areas relating to safe, fair and inclusive environments, such as child protection, anti-discrimination and harassment
- ☆ A description of the organisation's or the club's complaint handling procedures for complaints arising in those key areas
- ☆ A description of the disciplinary measures associated with a breach of the policy

Attached to the policy document would be specific documents that would include:

- ☆ The club's Codes of Behaviour
- ☆ Working with Children checks and other employment screening requirements
- ☆ Reporting documents and record keeping

These Member Protection Policy documents and any Codes or Conduct documents are the primary source of information relating to ethical responsible coaching.

Over on the next page we show some examples of specific sports Member Protection Policy documents.





Netball Australia
Policy Document

Member Protection Policy

Date of Board Approval: 30 November 2013
 Responsibility: Netball Australia Board
 Author: Head of Government Strategy & Social Innovation
 Date Policy Takes Effect: 1 January 2014
 Replaces Policies Approved: February 2007 (V1), May 2007 (V2), January 2010 (V3) and July 2012 (V4)

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Netball Australia

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2

Cycling Australia

SAMPLE



ANALYSING INFORMATION DETERMINE YOUR OWN RESPONSIBILITIES AS A COACH

Over the past few pages we mentioned the 'Member Protection Policy' document.

Most of the references were to the 'Member Protection Policy' document developed by each NSO.

However, we did mention that individual sporting clubs also need to develop a 'Member Protection Policy' document.

The NSO document would be the basis of which they would create their own.

It would then be the requirement of everyone in the club to comply with that policy document, including the coaches.

Individuals bound by the 'Member Protection Policy' are responsible for:

- ☆ Making themselves aware of the policy and complying with the codes of behaviour it sets out
- ☆ Consenting to the screening requirements and any state/territory 'Working with Children Checks' if the person holds or applies for a role that involves regular unsupervised contact with a child or young person under the age of 18
- ☆ Placing the safety and welfare of each member especially children above other considerations
- ☆ Being accountable for their own behaviour
- ☆ Following the steps outlined in 'Member Protection Policy' policy for making a complaint or reporting possible abuse
- ☆ Complying with any decisions and/or disciplinary measures imposed under this policy



netball		Netball Australia Policy Document	
Member Protection Policy			
Date of Board Approval:	30 November 2023	Responsibility:	Netball Australia Board
Author:	Head of Government Strategy & Social Innovation	Clear Policy Takes Effect:	1 January 2024
Replaces Policies Approved:	February 2007 (V1), May 2007 (V2), January 2010 (V3) and July 2012 (V4)		
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As we now know, coaches are subject to legal responsibilities as well as ethical responsibilities.

They must be aware of risks, including those specific to their chosen sport, and have strategies for managing these risks.

There are numerous resources available to support coaches with these responsibilities including:

- ☆ National Member Protection Policies for each National Sporting Organisation
- ☆ Play by the Rules provides information, resources, tools and online education packages specifically targeted towards preventing discrimination and harassment and addressing child safety issues in sport.

When you take on a coaching role your club manager or the facility supervisors will be able to tell you which ones apply to you.

However, it is always a good idea to know what your potential responsibilities will be before starting in a new position and thus be prepared.

**Learning
Activity**

Task

LEARNING ACTIVITY FIVE

Tell us what word is missing in each of the fields of the table below:

..... environments
Adequate
..... for illness and injury
Never individuals
Proper provided
An understanding of the involved
Close
Clear understanding of the rules and
Keep accurate when required
First aid

TEACHER / TRAINER GUIDANCE NOTES

Safe environments
Adequate planning
Evaluated for illness and injury
Never mismatch individuals
Proper equipment provided
An understanding of the risks involved
Close supervision
Clear understanding of the rules and regulations
Keep accurate records when required
First aid qualified

SAMPLE

**Learning
Activity****Task****LEARNING ACTIVITY SIX**

Each State and Territory has a Sport and Recreation department and these departments will often assist coaches in understanding their legal responsibilities relating to specific State and Territory laws and regulations. These laws and regulations generally relate to six areas. What are they?

TEACHER / TRAINER GUIDANCE NOTES

Each State and Territory has a Sport and Recreation department and these departments will often assist coaches in understanding their legal responsibilities relating to specific State and Territory laws and regulations. These laws and regulations generally relate to:

- 1) Discrimination
- 2) Duty of care
- 3) Harassment
- 4) Match-fixing
- 5) Work, health and safety
- 6) Working with children checks

SAMPLE

**Learning
Activity****Question****SAMPLE****LEARNING ACTIVITY SEVEN**

Regardless of your role in sport, you have a number of rights. What three basic things do you as a coach have the right to?

TEACHER / TRAINER GUIDANCE NOTES

Regardless of your role in sport, you have a number of rights. You as a coach have the right to:

- 1) Not be subjected to abuse or harassment while coaching, undertaking administrative duties, in the club room or at other club social events
- 2) Not be unfairly discriminated against by decisions made by your club or association
- 3) Complain about inappropriate and unlawful behaviours and for complaints to be taken seriously and acted upon promptly through a fair process and not to be victimised if you make a complaint or are complained about

**Learning
Activity****Task**

SAMPLE

LEARNING ACTIVITY EIGHT

For this activity, you are to access the 'Member Protection Policy' of the sporting club you are involved with.

It could be a digital document in which case you can simply download it and file it on your computer. If it is a hardcopy version, then you would need to make a copy of it.

In any case you are to provide your teacher or trainer a copy of the 'Member Protection Policy' of the sporting club you are involved with.

TEACHER / TRAINER GUIDANCE NOTES

The assessment requirements for this 'Unit of Competency' states:

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- ☆ work in a community coaching role in a specific sport over 10 hours that involves:
 - ◆ complying with the code of conduct
 - ◆ meeting legal and ethical responsibilities
 - ◆ following organisational policies and procedures

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- ☆ legal and ethical responsibilities of a community coach:
- ☆ member protection

In many cases the assessment requirements relate to a specific 'Performance Criteria' and in this case it is:

“Source and interpret sport and sport-specific industry information to maintain knowledge of legal and ethical job role responsibilities”

**Learning
Activity****Question****LEARNING ACTIVITY NINE**

This is a quick review question.

Why is a sporting club required to have a 'Member Protect Policy' in place?

TEACHER / TRAINER GUIDANCE NOTES

A sporting club is required to have a 'Member Protect Policy' in place so that they become a NSO and then qualify for funding from the Australian Sports Commission.

SAMPLE

**Learning
Activity****Task****LEARNING ACTIVITY TEN**

In this activity we want you to describe a training session you will be delivering as part of the assessment requirements of this unit of training.

Then based on this training session, tell us how you have addressed two legal requirements, two ethical requirements and two sport specific risks.

We have provided space on the following pages for you to complete this activity.

Once completed show the person assigned to observe you delivering the training session for assessment purposes.

He or she may have suggested changes or additions to your descriptions and your legal requirements, ethical requirements and sport specific risks information.

Make those changes and then resubmit this activity for their approval.

Description of the training session you will be delivering for assessment purposes.

SAMPLE

Based on the training session you will be delivering for assessment purposes, what two legal requirements are you addressing and how?

Legal requirement ONE

Legal requirement TWO

Based on the training session you will be delivering for assessment purposes, what two ethical requirements are you addressing and how?

Ethical requirement ONE

Ethical requirement TWO

SAMPLE

Based on the training session you will be delivering for assessment purposes, what two sport specific risks are you addressing and how?

Sport specific risk ONE

Sport specific risk TWO

Observer's name _____

Observer's contact number _____

This information is required in case your teacher or trainer wishes to confirm your observer has reviewed your list and approved it.

TEACHER / TRAINER GUIDANCE NOTES

The assessment requirements for this 'Unit of Competency' states:

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- ☆ work in a community coaching role in a specific sport over 10 hours that involves:
 - ◆ complying with the code of conduct
 - ◆ meeting legal and ethical responsibilities
 - ◆ following organisational policies and procedures

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- ☆ legal and ethical responsibilities of a community coach:
- ☆ member protection

In many cases the assessment requirements relate to a specific 'Performance Criteria' and in this case it is:

“Reflect on own coaching practice to confirm legal and ethical job role responsibilities are met”

Learning Activity

Interview

LEARNING ACTIVITY ELEVEN

Speak to six of your friends or family members who participate in an organised sport such as tennis, football, rugby, hockey and so on.

They can be any age and they can be in any sport.

Ask them the following questions.

- ☆ Do you feel your coach is fair to all the players?
- ☆ Does your coach perform warm up and cool down sessions?
- ☆ Do you know whether your coach has been accredited?
- ☆ Have you been injured and if so, how?

Summarise your interviews in a report form and include the first name of the person being interviewed, their age and the sport they participate in.

Present your report to your teacher/trainer for review and discussion.

TEACHER / TRAINER GUIDANCE NOTES

This activity is to have the student or trainee get a wider view of the sporting environment, as well as how people in this environment interact with their coaches.

Section Two

Contribute to a Productive Workplace Environment

WORK IN A COMMUNITY COACHING ROLE

SECTION TWO—CONTRIBUTE TO A PRODUCTIVE WORKPLACE ENVIRONMENT

INTRODUCTION

A coaching role as we now know has a certain level of legal and ethical responsibilities associated with the role.

To ensure a coach meets those legal and ethical responsibilities, 'Codes of Conduct' have been developed.

In this section we look at coaches' Codes of Conduct.

We also look at behavioural expectations of a community sport coach and what problem solving skills most coaches will need to develop.

SECTION LEARNING OBJECTIVES

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

- ☆ Applying sport-specific industry code of conduct to own coaching practice
- ☆ Modelling behaviours expected of a coach in a community sport environment
- ☆ Carrying out work tasks according to organisational policies and procedures
- ☆ Requesting, acknowledging and acting on feedback provided by others within scope of job role
- ☆ Identifying and resolving workplace problems within scope of job role
- ☆ Escalating workplace problems outside scope of job role according to organisational policies and procedures

SAMPLE

APPLY SPORT-SPECIFIC INDUSTRY CODE OF CONDUCT TO OWN COACHING PRACTICE

As part of any sporting organisation is their 'Code of Conduct', that applies to all those within the organisation, including the coaches.

At a community level, coaches are generally coaching foundation level or immediate level participants and this often includes young aged participants.

This means that a good portion of the Code of Conduct focuses on the conduct and behavioural expectations of the coach towards the younger participants.

The Australian Sports Commission has developed a 'template' document that most sporting organisations use as the basis of their own 'Code of Conduct' policy document.

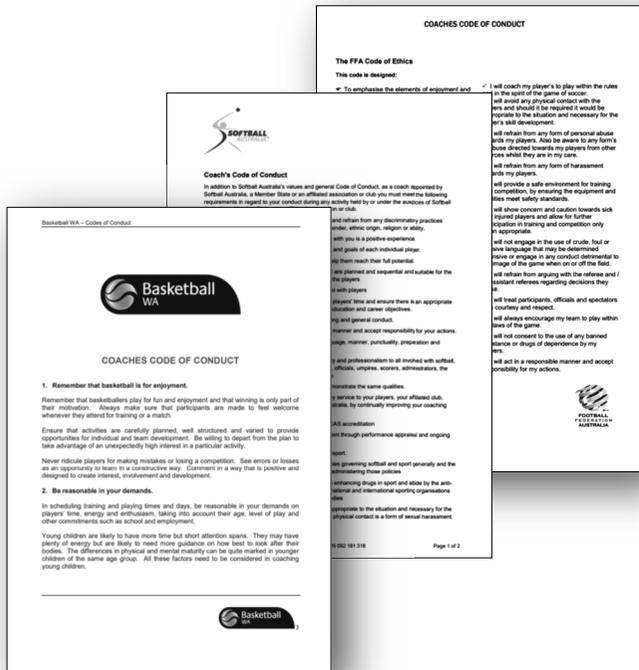
Generally the coaches' 'Code of Conduct' will address areas that include:

- ☆ Positive guidance
- ☆ Sexual misconduct
- ☆ Transportation of young participants
- ☆ Adhering to professional role boundaries both during sport and outside of sport
- ☆ Communication with participant guidelines
- ☆ Physical contact with children and young people
- ☆ Use of, possession or supply of alcohol or drugs

In most cases the coach is required to review the 'Code of Conduct' and acknowledge that they fully understand it and pledge to follow the Code of Conduct as it applies to the coach by signing a 'Code of Conduct Agreement'.

Non-compliance or breaches of the coach's Code of Conduct often leads to the coach being removed from the coaching role and in serious cases, banned from the sport altogether.

On the next page we show some examples of coaches' Code of Conduct documents.



SAMPLE

SAMPLE

Softball Australia



Coach's Code of Conduct

In addition to Softball Australia's values and general Code of Conduct, as a coach appointed by Softball Australia, a Member State or an affiliated association or club you must meet the following requirements in regard to your conduct during any activity held by or under the auspices of Softball Australia or club.

COACHES CODE OF CONDUCT

The FFA Code of Ethics

This code is designed:

- ☛ To emphasise the elements of enjoyment and
- ☑ I will coach my player's to play within the rules in the spirit of the game of soccer.

will avoid any physical contact with the players and should it be required it would be appropriate to the situation and necessary for the player's skill development.

will refrain from any form of personal abuse towards my players. Also be aware to any form's abuse directed towards my players from other coaches whilst they are in my care.

will refrain from any form of harassment towards my players.

will provide a safe environment for training competition, by ensuring the equipment and facilities meet safety standards.

will show concern and caution towards sick injured players and allow for further participation in training and competition only when appropriate.

will not engage in the use of crude, foul or abusive language that may be determined offensive or engage in any conduct detrimental to the image of the game when on or off the field.

will refrain from arguing with the referee and / or assistant referees regarding decisions they make.

will treat participants, officials and spectators with courtesy and respect.

will always encourage my team to play within the laws of the game.

will not consent to the use of any banned substance or drugs of dependence by my players.

will act in a responsible manner and accept responsibility for my actions.



FOOTBALL FEDERATION AUSTRALIA

Basketball Western Australia

Basketball WA – Codes of Conduct



COACHES CODE OF CONDUCT

- Remember that basketball is for enjoyment.**

Remember that basketballers play for fun and enjoyment and that winning is only part of their motivation. Always make sure that participants are made to feel welcome whenever they attend for training or a match.

Ensure that activities are carefully planned, well structured and varied to provide opportunities for individual and team development. Be willing to depart from the plan to take advantage of an unexpectedly high interest in a particular activity.

Never ridicule players for making mistakes or losing a competition. See errors or losses as an opportunity to learn in a constructive way. Comment in a way that is positive and designed to create interest, involvement and development.
- Be reasonable in your demands.**

In scheduling training and playing times and days, be reasonable in your demands on players' time, energy and enthusiasm, taking into account their age, level of play and other commitments such as school and employment.

Young children are likely to have more time but short attention spans. They may have plenty of energy but are likely to need more guidance on how best to look after their bodies. The differences in physical and mental maturity can be quite marked in younger children of the same age group. All these factors need to be considered in coaching young children.



Football Federation Australia

Learning Activity

Research

LEARNING ACTIVITY ONE

As you have learned, all major sporting organisations have developed a 'Code' of Conduct' for their organisation and these codes would include the coaches.

In this activity we want you to locate three 'Code of Conduct'; each from a different sport.

When located, print out a copy, focussing on the pages relating to coaches.

Then access the 'Code of Conduct' of the sporting organisation you are with.

Once completed, provide copies to your teacher or trainer for review and discussion.

TEACHER/TRAINER GUIDANCE NOTES

Again, this activity is basically a practice exercise for the student or trainee so that they can develop their researching skills, as well as introduce them to reliable sources of information, in this case 'Code of Conducts' relating to coaches.

**Learning
Activity****Task****LEARNING ACTIVITY TWO**

In the previous activity you located and printed out three examples of coaches' Code of Conduct from three different sports as well as the Code of Conduct for coaches in the sporting organisation you are with.

In this activity we want you to read each one (focussing on the information relating to the coach) and look for similarities in information with each.

On the next page summarise the main similarities.

TEACHER/TRAINER GUIDANCE NOTES

This activity has the student or trainee take the time to read three coaches' Code of Conduct and then look for similarities in each. This will not only reinforce a coach's Code of Conduct requirements, but also learn that most are the same including the one they would need to follow.

SAMPLE

Similarities



SAMPLE



MODEL BEHAVIOURS EXPECTED OF A COACH IN A COMMUNITY SPORT ENVIRONMENT AND CARRY OUT WORK TASKS ACCORDING TO ORGANISATIONAL POLICIES AND PROCEDURES

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

The coach's behaviour provides a model to other participants as to how those participating in sport should behave.

It is often called the 'Coach's Code of Behaviour' and include these guidelines:

- ☆ Remember that young and old participants as well as those with special needs participate for pleasure and winning is only part of the fun
- ☆ Never ridicule or yell at a participant for making a mistake or not winning
- ☆ Be reasonable in your demands on participants' time, energy and enthusiasm
- ☆ Operate within the rules and spirit of your sport and teach your participants to do the same
- ☆ Ensure that the time participants spend with you is a positive experience
- ☆ All participants are deserving of equal attention and opportunities by their coach
- ☆ Avoid overplaying the more talented participants; the beginners and just average need and deserve equal time
- ☆ Ensure that equipment and facilities meet safety standards and are appropriate to the age and ability of all participants
- ☆ Display control, respect and professionalism to all involved with the sport
- ☆ Show concern and caution toward sick and injured participants
- ☆ Obtain appropriate qualifications and keep up to date with the latest coaching practices and the principles of growth and development of those you are coaching
- ☆ Any physical contact with any participant should be appropriate to the situation and necessary for the participant's skill development
- ☆ Respect the rights, dignity and worth of every participant regardless of their age, gender, ability, cultural background or religion

Additionally, a coach is expected to:

- ☆ Be prepared
- ☆ Arrive on time for training and competitions
- ☆ Promote cooperation and good relationships with those he or she interacts with
- ☆ Use acceptable language
- ☆ Follow the dress code as set out by the sporting club



POLICIES AND PROCEDURES

It goes without saying that the main reason a person chooses a coaching career in sport is to help those participating in the sport to achieve their goals in that sport. Most coaches will be working (either as an employee or a volunteer) in a community sports club.

As a coach there will be the basic tasks that all coaches perform such as developing training sessions, conducting training sessions and developing game plans for competitions.

However, there will be other activities and tasks that will be part of the coach's role. These will need to be performed using the policies and procedures of the sporting clubs that all coaches are required to learn, understand and follow.

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 participant's 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.

The more common policies and procedures in place within a sporting club workplace would include:

- ☆ Participant record keeping and filing - including registration details, medical history and so on
- ☆ Completing incident reports - participant injuries, workplace accidents, equipment failures
- ☆ Club meeting attendance policy
- ☆ Code of Conduct policy
- ☆ Reporting structure

Specific work tasks would depend on the specific sport and the size and type of sporting club. These work tasks would be in conjunction with the common coaching tasks and activities and would be introduced to the coach when starting their role with the club.

While most 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 by the coach.

If you as a coach are given written or verbal information relating to the clubs policies and procedures – it is your responsibility to ensure you understand it. When in doubt, ask and clarify.

**Learning
Activity****Task**

SAMPLE

LEARNING ACTIVITY THREE

We have learned that as a coach you are required to 'model' good sports behaviour. One way was to follow a 'Code of Behaviour' for coaches.

In this Section we outlined the thirteen parts of the 'Code of Behaviour' for coaches. In this activity we want you to pick six parts of this code that you personally think are the top six most important parts. We should point out that all of the thirteen parts are important.

There are no wrong or right answers, just your own opinion.

TEACHER/TRAINER GUIDANCE NOTES

There will be varying submissions, which is fine. The purpose of this activity is to have the student or trainee to review each part and pick what they think is of the six most important.

We put all thirteen parts below.

- 1) Remember that young and old participants as well as those with special needs participate for pleasure and winning is only part of the fun
- 2) Never ridicule or yell at a participant for making a mistake or not winning
- 3) Be reasonable in your demands on participants' time, energy and enthusiasm
- 4) Operate within the rules and spirit of your sport and teach your participants to do the same
- 5) Ensure that the time participants spend with you is a positive experience
- 6) All participants are deserving of equal attention and opportunities by their coach
- 7) Avoid overplaying the more talented participants; the beginners and just average need and deserve equal time
- 8) Ensure that equipment and facilities meet safety standards and are appropriate to the age and ability of all participants
- 9) Display control, respect and professionalism to all involved with the sport
- 10) Show concern and caution toward sick and injured participants
- 11) Obtain appropriate qualifications and keep up to date with the latest coaching practices and the principles of growth and development of those you are coaching
- 12) Any physical contact with any participant should be appropriate to the situation and necessary for the participant's skill development
- 13) Respect the rights, dignity and worth of every participant regardless of their age, gender, ability, cultural background or religion

**Learning
Activity****Question****LEARNING ACTIVITY FOUR**

What were the other five points that are a sign of professional behaviour of a coach?

TEACHER/TRAINER GUIDANCE NOTES

- 1) Be prepared
- 2) Arrive on time for training and competitions
- 3) Promote cooperation and good relationships with those he or she interacts with
- 4) Use acceptable language
- 5) Follow the dress code as set out by the sporting club

SAMPLE

**Learning
Activity****Question****LEARNING ACTIVITY FIVE**

What were the five examples of club policies and procedures we mentioned in this Section that a coach would need to learn and follow?

TEACHER/TRAINER GUIDANCE NOTES

- 1) Participant record keeping and filing
- 2) Completing incident reports
- 3) Club meeting attendance policy
- 4) Code of Conduct policy
- 5) Reporting structure

SAMPLE



REQUEST, ACKNOWLEDGE AND ACT ON FEEDBACK PROVIDED BY OTHERS WITHIN SCOPE OF JOB ROLE

Coaches will always observe the participants to assess the participant's progress against the aims of the coach's session and coaching plans.

In some cases, the assessment would reveal a need to modify the coaching program to ensure the aims of the coaching sessions are meeting the needs, expectations and goals of the participants.

Another important method of assessing the participant's progress against the aims of the coaching program is to ask the participant about how they feel about their progress during the sessions and at the end of the program or season.

This is important because if they do not feel they are progressing or had progressed by the end of the program, they will likely not continue with the training.

Also, the coach needs to keep in mind they are not assessing their progress against the program aims; they are assessing their progress against their own expectations and goals.

So the coach needs to seek the participants initial feedback while they are participating in the session activities as well as the end of the program or season.

Keep in mind that most participants will be assessing their own progress without the coach even knowing it and many will not offer feedback to the coach unless the coach actually takes the time and asks for it.

The best method of seeking feedback during the program is in an informal way; the coach casually asks the participants questions about what they feel about the program and sessions they had participated in.

This should happen on a regular basis during a coaching program, but most importantly at the end of the program or season and the responses of the participants noted down.

The information from the participants' feedback will then reveal what parts of the coaching program and sessions need to be looked at and modified.

As important, issues raised by the participants through their feedback should be responded to or actioned.

It shows that the coach is serious about their progression in the sport and are supportive while undertaking training sessions.



SAMPLE

OTHER SOURCES OF FEEDBACK

Any coach, whether coaching for only for a few weeks or for many years, will need to continue to look at any opportunities where they can improve their coaching, skill, styles and methods.

The first method of determining where possible improvements can be made is by seeking feedback from various sources.

On the previous page we learned the importance of seeking feedback from the participants themselves and this was to determine whether any improvements to the coaching program and sessions were required.

This feedback would likely reveal other areas of improvement that you could consider such as:

- ☆ Improving your communication skills
- ☆ Dealing better with inappropriate or unacceptable behaviour
- ☆ Coaching style

...to name just a few.

Other sources of feedback could come from:

- ☆ Other coaches
- ☆ Support staff
- ☆ Healthcare professionals
- ☆ Parents/guardians/carers
- ☆ Club management

It goes without saying that some feedback will be from those that are merely expressing their own personal opinion and may not be constructive or given in the spirit of assisting the coach with their personal development goals.

However, all feedback needs to be acknowledged and then evaluated.

A suggestion is that the coach should look for consistencies in the feedback.

If the feedback being received has mentioned on numerous occasions a specific area that should be looked at, then the coach should seriously look at it as an area of improvement.



REQUESTING FEEDBACK

Request for and/or receiving feedback from participants, support staff and other relevant stakeholders can happen in a few ways.

The first and most informal way is to casually ask the participants (and their parents/guardians), support staff and so on, questions about what they feel about the coaching program, training sessions and activities they are engaged in.

This should happen on a regular basis, as well as the end of the program and the responses of the participants and the parents or guardians noted down in their files.

It is important to ask the parents away from the younger participants, because they will often have additional feedback that their child has told them away from the sessions and not conveyed to the coach.

This same method should be used with those with learning disabilities where the parents, carer or guardians will always have some insight that could be considered by the coach.

Another informal method of receiving participant'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.

The more formal way is to provide the participants a feedback form that has questions they are requested to answer and/or provide their thoughts on the program, the training sessions and activities in writing, such as a form or by email.

This method is more suitable for older aged participants or the parents or guardians.

SAMPLE



Staff or coaching meetings should be held regularly where the coach encourages those assisting them to provide feedback.

They may have their own thoughts as well as received feedback from the participants or parents/guardians and are passing it on to the coach.

In some cases a healthcare professional may need to provide feedback, especially where session activities need to be assessed and modified for those coming back from injury, or are disabled in some way.

The information from the participant's feedback and other feedback, both formally as well as informal feedback is an important part of what should be used by the coach in order to evaluate his or her coaching practices, communication skills, program and session design and so on.

Once the feedback has been evaluated, the coach can then identify areas of improvement and proceed to make those improvements.

SELF ANALYSIS

Aside from other sources of feedback, the coach's own performance should also be evaluated personally.

This is often referred to as 'self reflection'; meaning you as a coach should be taking the time to think about, reflect on, evaluate and give serious thought to your behaviours, thoughts, attitudes and motivations.

Areas that should be reviewed could include:

- ☆ **Coach's relationship with the participants** - Do they show trust in what you say, respond positively to your requests and respond well to your ongoing encouragement? Do you feel you are a good coach?
- ☆ **Coach's communication skills** - Are you able to easily and effectively communicate a wide range of messages to your participants and are you an active listener when the participants are interacting with you?
- ☆ **Ability to respond to feedback** - Do you respond positively to all feedback even if some is negative. Are you able to take advice, or guidance from others when developing coaching programs or interacting with participants?
- ☆ **Supportive and responsive nature** - Are you always finding ways to support your participants learning goals and are responsive when your participants start to experience difficulty in some aspect of the coaching activities? Do you show empathy and compassion when interacting with your participants?
- ☆ **Technical skills** - Is your ability to develop effective coaching programs and sessions at a level you believe they should be, or is there room for improvement?
- ☆ **Personal development** - Are you reasonably confident that you are abreast or up to date with new coaching concepts and trends?

Improving your own performance will result in you growing as a coach, being more effective and achieving the needs, expectations and goals of the participants.

Improvement in your own coaching skills will see you develop into a senior coaching role.

There is room for everyone to improve, even those that have been coaching for many years have found areas that they needed to improve on.



SAMPLE

**Learning
Activity****Question****LEARNING ACTIVITY SIX**

- 1) Why is it important to regularly seek feedback from the participants relating to your coaching program, sessions and activities and what should you do with this feedback?

--

- 2) What were the five other sources of feedback we mentioned in this Section?

TEACHER / TRAINER GUIDANCE NOTES

- 1) This is important because if they do not feel they are processing, they will likely not continue with the training. The information from the participants' feedback will then reveal what parts of the coaching program and sessions need to be looked at and modified.
- 2)
1. Other coaches
 2. Support staff
 3. Healthcare professionals
 4. Parents/guardians/carers
 5. Club management

SAMPLE

**Learning
Activity****Question****LEARNING ACTIVITY SEVEN**

What six areas should a coach consider performing a self analysis on?

TEACHER / TRAINER GUIDANCE NOTES

- 1) Your relationship with the participants
- 2) Your communication skills
- 3) Your ability to respond to feedback
- 4) How supportive and responsive your nature is
- 5) Level of your technical skills
- 6) Personal development opportunities

SAMPLE



IDENTIFY AND RESOLVE WORKPLACE PROBLEMS WITHIN SCOPE OF JOB ROLE AND ESCALATE WORKPLACE PROBLEMS OUTSIDE SCOPE OF JOB ROLE ACCORDING TO ORGANISATIONAL POLICIES AND PROCEDURES

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

A coach will encounter workplace issues and problems from time to time, which in many cases would be expected to resolve.

In a community coaching role, coaches will be interacting with a number of people that generally include participants, parents and officials.

These three groups of people are where most problems and issues stem from.

With regards participants, the most common issue and resulting problems are behavioural.

This can include things like undue pressure, abuse, taunting, poor sportsmanship, foul language, harassment, bullying, victimisation and more.

It can be verbal, physical or emotional. It could come from social media posts.

The bad behaviour could be directed to other participants both on the team and the opposition, officials, support staff and spectators.

Poor participant behaviour can occur in many places; during training, competitions, in the changerooms, even outside of the playing field.

It is the coach's role to ensure that all participants are aware of the behaviour expectations of the club and the sport in general.

The coach needs to instil in the participants that bad behaviours shows a lack of respect for the sport and a lack of respect for those involved in the sport.

The coach also needs to remind the participants that bad behaviour has its consequences and could result in suspensions and even being banned from the sport.

Unfortunately, the coach may encounter behavioural issues that would clearly be outside the coach's ability to resolve.

In these cases, the coach would need to escalate the problem to an appropriate person, or group for resolution.

Club policies and procedures would outline when a coach is expected to escalate problems, the steps to take and to whom the problem should be escalated to.

Competitive sports can be stressful environment, where parents can get quite worked up during play.

Unruly parents can direct verbal abuse at officials for bad calls.

Parents can put undue pressure on the coach.

Parents have been known to harass participants, officials and other coaches.

A coach may need to approach parents and request that they show restraint in their disrespectful behaviour and remind them that they are expected to follow the Codes of Behaviour that the club has in place.



However, unfortunately, the coach may encounter the parents behavioural issues that would clearly be outside the coach's ability to resolve.

In these cases, again the coach would need to escalate the problem to an appropriate person, or group for resolution.

Club policies and procedures would outline when a coach is expected to escalate problems, the steps to take and to whom the problem should be escalated to.

Other common problems coaches encounter include:

- ☆ Disputes over player selection for competitions
- ☆ Unprofessional, unfair or inconsistent officiating
- ☆ General complaints about training sessions, activities, schedules and so on.

Some other problems that a coach may need to resolve could also include:

- ☆ Lack of suitable sport equipment
- ☆ Problems accessing training facilities
- ☆ Securing support staff

A coach would need to determine what problems and issues are not only to be resolved by the coach, but are part of a coach's role.

However, a coach would need to follow the organisational policies and procedures when resolving problems and issues and understand what problems would need to be escalated for resolution.

Policies and procedures are crucial to any sporting organisation.

They help an organisation to maintain consistent standards and operate effectively and ethically.

In a sporting organisation, the Member Protection Policy would be the most referred to document when resolving serious problems.

**Learning
Activity****Question****LEARNING ACTIVITY EIGHT****SAMPLE**

- 1) What three groups of people do most problems or issues stem from that a coach would encounter as we mentioned in this Section?

--	--	--

- 2) What can behavioural problems with participants include?

--

- 3) What could a coach do to attempt to resolve behavioural problems with parents?

--

- 4) What were six other types of problems or issues that a coach could encounter as outlined in this Section?

- 5) When encountering problems or issues, what may the coach need to refer to, and why?

--

TEACHER / TRAINER GUIDANCE NOTES

- 1) Participants, parents and officials
- 2) Can include things like undue pressure, abuse, taunting, poor sportsmanship, foul language, harassment, bullying, victimisation and more.
- 3) A coach may need to approach parents and request that they show restraint in their disrespectful behaviour and remind them that they are expected to follow the Codes of Behaviour that the club has in place.
- 4)
 1. Disputes over player selection for competitions
 2. Unprofessional, unfair or inconsistent officiating
 3. General complaints about training sessions
 4. Lack of suitable sport equipment
 5. Problems accessing training facilities
 6. Securing support staff
- 5) A coach would need to follow the organisational policies and procedures when resolving problems and issues, as well as understand what problems would need to be escalated for resolution.

Section Three

Communicate with Others

SAMPLE

WORK IN A COMMUNITY COACHING ROLE

SECTION THREE—COMMUNICATE WITH OTHERS

INTRODUCTION

Like any other type of workplace, effective workplace communication in a sporting environment is essential.

In this section we look at workplace communication and why a coach would need to develop effective communication skills and styles.

SECTION LEARNING OBJECTIVES

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

- ☆ Communicating with others in a professional and positive manner
- ☆ Selecting and using communication style to suit audience, situation and communication medium
- ☆ Using active listening and questioning techniques to clarify and confirm understanding
- ☆ Applying cultural awareness, sensitivity and discretion to communications to suit individual differences

SAMPLE



**COMMUNICATE WITH OTHERS IN A PROFESSIONAL AND POSITIVE MANNER
AND
SELECT AND USE COMMUNICATION STYLE TO SUIT AUDIENCE, SITUATION AND
COMMUNICATION MEDIUM
AND
USE ACTIVE LISTENING AND QUESTIONING TECHNIQUES TO CLARIFY AND CONFIRM
UNDERSTANDING**

(Over the next few pages we cover three '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 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 participants
- ☆ Better interaction with the management and those external to the organisation
- ☆ Offer constructive criticism
- ☆ Accept criticism more objectively

The development of communication skills by a coach is never ending.

This includes not only speaking skills, but also how a coach can communicate in writing.

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



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 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 on the playing field can be the downfall of a team, lead to unsafe situations, or create a hostile environment.

Most people have a similar idea as to what the ideal speaking voice is and the common 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.

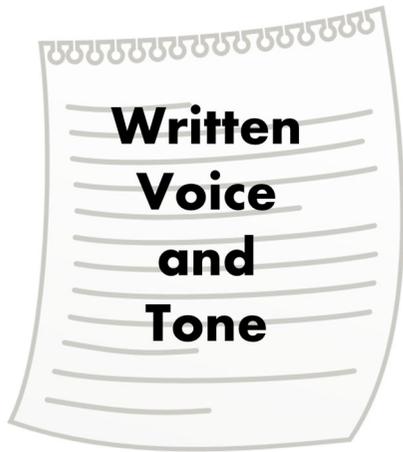
Relax your upper body, including your shoulders, neck and abdominal muscles and your voice will sound more gentle and pleasant.

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.

SAMPLE



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.

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.

SAMPLE



QUESTIONING SKILLS

Effective questioning is a key part to workplace communication.

It shows you the coach has the ability to understand the person you are listening to and it shows you are looking for information and trying to further your understanding of what is being said.

Effective questioning is a powerful, learned skill.

Questioning encourages the person speaking to the coach to elaborate or further explain and enables the listener to gain a fuller understanding of the message.

Both closed and open questions can be used to great effect by the coach.

A closed question is sometimes defined as one that requires a simple yes or no answer however, questions that require only a single word or short phrase are also closed questions.

For example: How old are you? What is your favourite sport?

Closed questions are effective because they give or confirm facts to the coach; they are easily answered by the listener and they are quick to answer.

An open question is a question that is likely to receive a longer answer than a closed question – it requires a person to further explain, elaborate, describe and illustrate what they are saying.



ACTIVE LISTENING

Listening is one of the most important skills a coach can have.

How well a coach can listen has a major impact on coaching effectiveness and on the quality of relationships with others.

- ☆ We listen to obtain information
- ☆ We listen to understand
- ☆ We listen for enjoyment
- ☆ We listen to learn

Research shows that most people only remember 25-50 per cent of what they hear.

In other words if you were speaking to someone for 10 minutes it is likely they would only remember between 2.5 and 5 minutes of what you said.

Active listening is a way of listening and responding to another person that improves mutual understanding.

Often when people talk to each other, they do not listen attentively.

They are distracted, half listening, half thinking about something else.

When people are engaged in a conflict, they are often busy formulating a response to what is being said, without actually listening to what someone else is saying.



Active listening is a structured form of listening and responding that focuses the attention on the speaker.

The listener pays full attention to the speaker and then repeats, in the listener's own words, what he or she thinks has been said.

The listener does not agree or disagree with the speaker, they simply state what they think the speaker said.

This enables the speaker to find out whether the listener really understood.

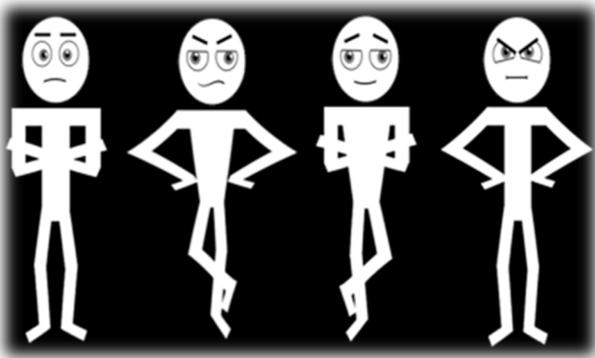
Part of active listening is interpreting the speaker's feelings.

An active listener might say something like 'I gather that you felt angry or frustrated or confused when that situation happened'.

The speaker cannot only confirm that the listener understood what was said, but is in tune with his or her emotions behind the message.

Active listening has a number of benefits:

- ☆ It ensures people listen to others attentively
- ☆ It avoids misunderstandings
- ☆ It encourages people to say more
- ☆ It is non-threatening to both speaker and listener



USING APPROPRIATE NON-VERBAL COMMUNICATION

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 participants and the participants 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 participants.

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.

Gestures are also known as body language and are often used to illustrate a message, or used to add emphasis to a message.

SAMPLE



OTHER TYPES OF NON-VERBAL COMMUNICATION

A type of non-verbal communication is **personal presentation**; what you wear, how you are groomed and how you present yourself which 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** and 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** such as:

- ☆ 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.

SAMPLE



SELECTING APPROPRIATE MEDIUM OF COMMUNICATION

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/newsletters
- ☆ Telephone calls

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

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

SAMPLE



Common communication mediums for a coach to communicate with his or her participants, 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

SAMPLE



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 and participants, 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 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

SAMPLE

**Learning
Activity****Task****LEARNING ACTIVITY TWO****SAMPLE**

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****SAMPLE****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 and on the next page 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 _____

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 _____

SAMPLE

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****Research****LEARNING ACTIVITY FIVE**

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**

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

**Learning
Activity****Question****LEARNING ACTIVITY SIX**

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****Question****LEARNING ACTIVITY SEVEN**

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.

**Learning
Activity****Task****LEARNING ACTIVITY EIGHT**

In Section One, Activity Ten, you were asked to describe a training session that you will be delivering as part of the assessment requirements of this unit of training.

Based on this training session, we want you to create an A3 diagram that pictorially describes one of the drill in that training session.

Once completed, present it to your teacher or trainer for review and discussion.

TEACHER / TRAINER GUIDANCE NOTES

This activity is to have the student or trainee take a drill that they would either verbally describe or demonstrated 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.

**Learning
Activity****Task****LEARNING ACTIVITY NINE**

With the sport your are involved with complete this activity.

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 two 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 TEN**

Which of the following responses by a listener are examples of a) closed, and; b) open questions?

1. Was she aware that Xavier would not be at the training session? _____
2. How many months has he been with the team? _____
3. How do you feel when the coach tells you that you need to build up your fitness? _____
4. Who told you that? _____
5. Why wouldn't the coach agree to the game plan changes? _____
6. What are the reasons behind the club's decision to relocate the training location? _____
7. So what do you think her injury rehabilitation treatments will be? _____
8. You do realise the training session is on this afternoon, don't you? _____

TEACHER/TRAINER GUIDANCE NOTES

1. Closed
2. Closed
3. Open
4. Closed
5. Open
6. Open
7. Open
8. Closed

**Learning
Activity****Task****LEARNING ACTIVITY ELEVEN**

In your own words define 'active listening' below.

TEACHER/TRAINER GUIDANCE NOTES

Active listening is a structured form of listening and responding that focuses the attention on the speaker.

The listener pays full attention to the speaker and then repeats, in the listener's own words, what he or she thinks has been said.

**Learning
Activity****Task****LEARNING ACTIVITY TWELVE**

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.

Then tell us which ones you will be using in your assessment coaching session.

List**I will be using...****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****Question****LEARNING ACTIVITY THIRTEEN**

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



SAMPLE

APPLY CULTURAL AWARENESS, SENSITIVITY AND DISCRETION TO COMMUNICATIONS TO SUIT INDIVIDUAL 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.



SAMPLE

Participants 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

PERSONAL INTERACTIONS

Understanding the cultures in which you are interacting with will help you gain confidence in dealing with each group.

Some cultures have particular customs that are both formal and informal and 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.

What seems to be an innocent gesture to you can be very insulting and rude in other cultures and here are some examples:

- ☆ 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,” but 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.

It is highly suggested that if you are interacting and/or coaching participants from another culture, you take the time to learn about that culture.

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 Sport Australia has developed some information for coaches that have Indigenous participants, players or athletes.

This information can be located on the their website under 'Tips for Coaches' and then 'Coaching Indigenous athletes'.

**Learning
Activity****Research**

SAMPLE

LEARNING ACTIVITY FOURTEEN

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

The link is:

https://www.sportaus.gov.au/coaches_and_officials/coaches/coaching_specific_groups#coaching_indigenous_athletes

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 Sport Australia 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****SAMPLE****LEARNING ACTIVITY EIGHTEEN**

Again, using the information you have just located on the Sport Australia from Activity Fourteen, 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**

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****SAMPLE****LEARNING ACTIVITY NINETEEN**

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

Section Four

Support Working Relationships

WORK IN A COMMUNITY COACHING ROLE

SECTION FOUR—SUPPORT WORKING RELATIONSHIPS

INTRODUCTION

This is the final section of this training unit.

In every workplace good working relationships are the responsibility of everyone. In this final section we look at how the coach can support good working relationships.

SECTION LEARNING OBJECTIVES

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

- ☆ Developing and maintaining working relationships with others relevant to own job role
- ☆ Seeking assistance from and aiding others to promote cooperation and fulfilling work requirements
- ☆ Using strategies to minimise impact of conflict on working relationships

SAMPLE



DEVELOP AND MAINTAIN WORKING RELATIONSHIPS WITH OTHERS RELEVANT TO OWN JOB ROLE AND SEEK ASSISTANCE FROM AND AID OTHERS TO PROMOTE COOPERATION AND FULFIL WORK REQUIREMENTS

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

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
- ☆ participants
- ☆ assistants
- ☆ volunteers
- ☆ officials
- ☆ administrators
- ☆ sports trainers

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.

SAMPLE



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.

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.

For example, a coach in a local community sporting club would rely heavily on the club committee to ensure that the participants 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 participants achieve their sporting goals.

Each relies, supports and cooperates with each to ensure the common goals of the club are achieved.

SAMPLE



SAMPLE

SEEK ASSISTANCE AND OFFER ASSISTANCE

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****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.

SAMPLE

**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) participants
- 6) assistants
- 7) volunteers
- 8) officials
- 9) administrators
- 10) sports trainers

SAMPLE

**Learning
Activity****Question****LEARNING ACTIVITY THREE**

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

**Learning
Activity****Task****SAMPLE****LEARNING ACTIVITY FOUR**

As we reviewed in this Section, having good working relationships with others in the organisation you work in is very important for a number of reasons.

From a personal point of view we want you to tell us at least two to three persons (their title or role; not their name) who you have a good working relationship and why this working relationship is so important to you.

We have provided space below for you to complete this activity.

This activity is an assessment requirement, so take some time to complete this activity.

Person ONE role or title _____
Why the working relationship is so important to you

Person TWO role or title _____
Why the working relationship is so important to you

Person THREE role or title _____
Why the working relationship is so important to you

SAMPLE

TEACHER / TRAINER GUIDANCE NOTES

The assessment requirements for this 'Unit of Competency' states:

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- ☆ maintaining positive relationships with two of the following:
 - ◆ head coach
 - ◆ another coach
 - ◆ assistant coach
 - ◆ an official
 - ◆ a parent or carer of a participant
 - ◆ a committee member
 - ◆ a sport administrator
 - ◆ a school staff member.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- ☆ characteristics of a good coach:
 - ◆ maintaining good working relationships

In many cases the assessment requirements relate to a specific 'Performance Criteria' and in this case it is:

“Develop and maintain working relationships with others relevant to own job role”



USE STRATEGIES TO MINIMISE IMPACT OF CONFLICT ON WORKING RELATIONSHIPS

A coach will undoubtedly encounter conflict situations that he or she would need to manage.

The most effective way to manage conflict is to plan for it occurring and then have possible resolution methods or resolution ideas in place ready to implement in the event the conflict occurs.

This means the coach needs to think about what potential conflict he or she may encounter.

A coach could experience conflict from internal sources.

Here are potential internal conflict situations a coach may encounter:

- ☆ Issues, difference of opinions, interference or misunderstandings with other coaches
- ☆ Issues, difference of opinions, interference or misunderstandings from club management or committee members

When there is conflict between coaches, the likely reason for the conflict is a difference of opinion on coaching methods or styles.

This in itself does not constitute a conflict, because everyone is entitled to his or her opinion.

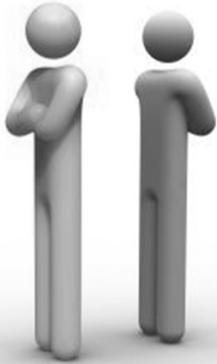
However, it does become a conflict when the difference of opinion escalates into one coach interfering with another coach's coaching program, sessions and/or activities.

A possible resolution is to first speak with the other party and acknowledge that their opinion is being considered however, until it has been decided whether or not to implement the feedback, it would be appreciated that the other coach does not interfere with the coaching program, sessions and/or activities.

It should be explained that not only does the interference affect the effectiveness of the coach, but also impedes the participant's progress.

If this does not resolve the conflict, then it may require a third party mediator, such as a senior coach or a senior club manager or committee member.

SAMPLE



SAMPLE

There can also be differences of opinions and interference from club management or committee members.

Club management or committee members may also be coaches and as a result, have significant influence over having their opinions heard.

Or, club management or committee members may have been 'lobbied' heavily by other coaches and as a result the difference of opinion of one coach has now become the opinion of the club management or committee members.

Again, this does not become a conflict until the club management or committee members start interfering with the coach's program, sessions and/or activities.

Again, a possible resolution is to first speak with the club management or committee members and acknowledge that their opinion is being considered, however until it has been decided whether or not to implement the feedback, it would be appreciated that they do not interfere with the coaching program, sessions and/or activities.

It should be explained that not only does the interference affect the effectiveness of the coach, but also impedes the participant's progress.

Internal conflicts could be a result of misunderstandings.

These are easily and quickly resolved by having all parties involved go through and clarify any issues that may have led to the misunderstanding.

In these cases, communication is important.

With any internal conflict, a coach needs to quickly begin resolving any conflict before it escalates into a far larger and more intense conflict.

It is important that the coach approaches any conflict displaying sensitivity and consideration to others.

Not doing so will often lead to the conflict going unresolved and likely escalate.



CONFLICT INVOLVING PARTICIPANTS

A coach will often encounter conflict that involves participants and this could include conflicts between two or more participants, or it could be between the coach and a participant.

Most problems and conflicts in a sporting organisation or club are often due to unacceptable behaviour by the participants.

The best strategy is to have everyone well informed of what constitutes unacceptable behaviour and the consequences to those displaying unacceptable behaviour.

Types of unacceptable behaviour would include:

- ☆ Disruptive behaviour by participants
- ☆ Harassment and bullying by participants
- ☆ Unsporting behaviour to other competitors
- ☆ Lack of respect for officials
- ☆ Obscene or rude language
- ☆ Unsafe sporting practices
- ☆ Not playing by the rules of the game or club

The best strategies to assist in preventing or dealing with unacceptable behaviour is communication ensuring that participants are well aware of the rules of the club, the sport and what will happen if those rules are broken.

This could be communicated through participant handbooks (received when they join the club), in newsletters, on the website and reinforced during training sessions and games.

The consequences of unacceptable behaviour needs to be clearly outlined and the participants need to understand what they can expect if there is evidence of unacceptable behaviour.

To ignore or brush off unacceptable behaviour will only increase the problem, so action must be taken quickly and decisively.

Other conflicts with participants could be a result of dissatisfaction with their progress and they may feel that the coach has not satisfied their needs or met their expectations.

In these cases, it is important the coach analyses their complaint quickly and makes any adjustments to the training program so that the needs, and expectations are met.

Not doing so could see the participant's conflict with the coach become a disruptive influence over the other participants and the respect and reputation of the coach dramatically diminished.



CONFLICT WITH EXTERNAL PARTIES

Most problems and conflicts in a sporting organisation or club that are between external parties are those between the coach and the parents/guardians and/or spectators and often based on unacceptable behaviour.

Types of unacceptable behaviour would include:

- ☆ Harassment and aggressiveness by parents/guardians and/or spectators
- ☆ Malicious damage to the equipment and/or facilities

The best strategies to assist in preventing or dealing with unacceptable behaviour is communication.

Parents can be informed of what type of behaviour is expected of them through club newsletters, meetings, club and sporting rule books and websites.

As with participants, the consequences of unacceptable behaviour needs to be clearly outlined and the parents/guardians need to understand what they can expect if there is evidence of unacceptable behaviour.

To ignore or brush off unacceptable parent behaviour will again only increase the problem, so action must be taken quickly and decisively.

Finally, there are the spectators.

Upon entering playing facilities or fields, spectators are often provided a 'Program' of the game, participants, statistics and other information.

This generally includes what the rules and responsibilities of the spectators are, including what constitutes unacceptable behaviour and the resulting consequences should any spectators be found to be displaying unacceptable behaviour.

In severe cases, the police may need to be involved and this should be highlighted as being an option open to the coach and the club in dealing with unruly spectators (including parents).

If the conflict develops into an emergency situation, it is the responsibility of the coach to remove all participants and others away from the dangers being presented by the emergency situation.

As part of a coach's health and safety procedures would likely be emergency group control strategies that would include emergency evacuation of participants.

In conflicts that have escalated into a violent and dangerous situation, the coach would need to immediately implement evacuation procedures and request police attendance.

SAMPLE

Understanding the Conflict



SAMPLE

ESTABLISH THE NATURE AND DETAILS OF THE CONFLICT

To resolve conflict the coach needs to get a clear understanding on what the conflict is about.

This is important, whether the conflict is between the coach and another party, or the coach is intervening in a conflict between other parties.

It is important that the coach is familiar with the club's policies, as well as procedures when dealing with conflict.

Conflicts can be based on facts, emotions, or a combination of both.

The coach needs to be focussed on resolving and using information based on fact.

However, most conflicts are fuelled with emotion, requiring the skill of the coach to diffuse the emotional aspect of the conflict and concentrate on the facts.

A coach needs to manage his or her own frustration and anger as this is as important as managing the other parties'.

Overly angry and irate parties involved in a conflict can force a coach to 'lose their cool'.

However, it is important that both the coach and the other parties reach and maintain a level of calmness as quickly as possible.

A coach should make sure that they:

- ☆ Continue to actively listen to the other parties
- ☆ Avoid entering into any arguments. (*The coach may win the argument; however, they will most likely lose respect and damage their reputation.*)
- ☆ Show understanding and concern
- ☆ Encourage the parties to speak, upholding the flow of communication
- ☆ Should summarise what each of the parties has told them to reinforce to them that he or she has been listening and that the coach does understand
- ☆ Attempt to distinguish the facts from the emotions
- ☆ Remain calm (most important)

ASSESSING THE POTENTIAL IMPACT OF THE CONFLICT

As a coach is taking steps to resolve a conflict situation, he or she needs to have a clear understanding of what impact the conflict may have on themselves, the club and/or the participants.

In a sporting environment a conflict could have one or more the following impacts:

- ☆ **Effective coaching** - Conflicts between participants, between the coach and participants or between third parties, such as parents or other coaches would have a significant effect on the effectiveness of the coaching program.
- ☆ **Poor relationships** - Unresolved conflicts could cause poor relationships within the club environment and the team of players/participants
- ☆ **Effective communication** - Communication is essential in a sporting environment.

Club members, coaches and participants need to collaborate and work together.

Conflict can damage honest and effective communication and can lead others in the sporting environment to become fearful to communicate at all.

- ☆ **Absenteeism** - Unresolved conflicts often leads to support staff not showing up, participants missing training sessions and players not showing up for games
- ☆ **Loss of staff** - Any unresolved conflicts will lead to staff, volunteers, assistant coaches and club members leaving the club putting pressure on the running and management of the club
- ☆ **Draining effect on other resources** - Coaches as well as other staff and/or club management may have to attend to conflict resolution rather than their jobs.

This means that people who were not even party to the conflict will get less work done and will be scrambling to catch up.

- ☆ **Public perception** - Sporting club conflicts can also cause harm by taking a negative toll on the public image of a club, the club managements and the coaching staff
- ☆ **Financial** - Conflicts can unfortunately lead to members not paying fees and leaving, unruly behaviour causing equipment or property damage as well as possible legal costs.



SAMPLE



SAMPLE

KEY ATTRIBUTES WHEN ADDRESSING A CONFLICT

The club, including its policies and procedures, needs to effectively demonstrate its desire to resolve all conflicts.

This would require the coach to impart to the participants and other club members that if any problems or complaints should arise, they should be brought to the coach's attention immediately for resolution.

Problems can only be solved and later prevented, if the coach and/or the club knows about them.

Complaints or conflicts also gives the coach the opportunity to identify problems with his or her coaching program, activities and/or support staff.

This also allows the coach to address these problems promptly, in turn preventing future occurrences.

The initial response to a conflict is very important.

We have already learned that it is essential that the coach and for that matter the club as a whole, demonstrate to everyone that as a coach you are willing and ready to address any conflict immediately and that you desire a satisfactory resolution.

The key attributes when addressing a conflict are:

- ☆ *Attentive* listening to all parties
- ☆ *Sincere* and careful questioning to understand the nature and details of the conflict
- ☆ *Honesty* in your responses to the conflicting parties
- ☆ *Genuine* desire to resolve the problem

**Learning
Activity****Question****LEARNING ACTIVITY FIVE**

These are two examples where a coach could experience conflict from internal sources. What were they?

TEACHER / TRAINER GUIDANCE NOTES

- 1) Issues, difference of opinions, interference or misunderstandings with other coaches
- 2) Issues, difference of opinions, interference or misunderstandings from club management or committee members

SAMPLE

**Learning
Activity**

Question

LEARNING ACTIVITY SIX

SAMPLE

What were the seven examples of unacceptable behaviour by participants?

TEACHER / TRAINER GUIDANCE NOTES

Types of unacceptable behaviour would include:

- 1) Disruptive behaviour by participants
- 2) Harassment and bullying by participants
- 3) Unsporting behaviour to other competitors
- 4) Lack of respect for officials
- 5) Obscene or rude language
- 6) Unsafe sporting practices
- 7) Not playing by the rules of the game or club

SAMPLE

**Learning
Activity****Task****LEARNING ACTIVITY SEVEN**

In this activity we want you to finish the sentences below that relate to conflicts.

Most conflicts are fuelled..._____.

**The coach needs to diffuse the emotional aspect of the conflict and...
_____.**

A coach needs to managed his or her own _____.

**Overly angry and irate parties involved in a conflict can force a coach...
_____.**

**It is important that both coach and the other parties reach and maintain...
_____.**

TEACHER / TRAINER GUIDANCE NOTES

Most conflicts are fuelled with emotion.

The coach needs to diffuse the emotional aspect of the conflict and concentrate on the facts.

A coach needs to managed his or her own frustration and anger.

Overly angry and irate parties involved in a conflict can force a coach to 'lose their cool'.

It is important that both coach and the other parties reach and maintain a level of calmness as quickly as possible.

**Learning
Activity**

Question

LEARNING ACTIVITY EIGHT

What eight areas would an unresolved conflict have an impact on?

TEACHER / TRAINER GUIDANCE NOTES

- 1) Effective coaching
- 2) Poor relationships
- 3) Effective communication
- 4) Absenteeism
- 5) Loss of staff
- 6) Draining effect on other resources
- 7) Public perception
- 8) Financial loss

SAMPLE

**Learning
Activity****Question****LEARNING ACTIVITY NINE****SAMPLE**

What were the four key attributes needed when dealing with conflicts?

TEACHER / TRAINER GUIDANCE NOTES

The key attributes when addressing a conflict are:

- ☆ *Attentive* listening to all parties
- ☆ *Sincere* and careful questioning to understand the nature and details of the conflict
- ☆ *Honesty* in your responses to the conflicting parties
- ☆ *Genuine* desire to resolve the problem

**Learning
Activity****Task****SAMPLE****LEARNING ACTIVITY TEN**

As we mentioned at the beginning of this training manual, to successfully complete this unit of training, you are required to demonstrate your ability to work in a community coaching role for a period of ten hours and be observed doing so.

The ten hours can be broken up into a number of sessions, however it is an assessment requirement that you be observed working in a community coaching role for a period of ten hours.

The person(s) observing you will need to be approved by your teacher or trainer.

Those observing you will be provided with assessment forms in which they will fill in, sign and return to your teacher or trainer.

Some of the points and skills the observer will be looking for as you perform coaching role will include:

- ☆ complying with the code of conduct
- ☆ meeting legal and ethical responsibilities
- ☆ following organisational policies and procedures
- ☆ seeking and responding to feedback
- ☆ maintaining positive relationships

TEACHER / TRAINER GUIDANCE NOTES

The assessment requirements for this 'Unit of Competency' states:

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- ☆ work in a community coaching role in a specific sport over 10 hours that involves:
 - ◆ complying with the code of conduct
 - ◆ meeting legal and ethical responsibilities
 - ◆ following organisational policies and procedures
 - ◆ seeking and responding to feedback
 - ◆ maintaining positive relationships

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 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.

- ☆ This training unit had four sections each providing information on community sport coaching. After reviewing the information in Section One, are you confident that you understand and could:
 - 1) Source and interpret sport and sport-specific industry information to maintain knowledge of Australian sport and sport-specific industry structure and governance arrangements?
 - 2) Source and interpret sport and sport-specific industry information to maintain knowledge of legal and ethical job role responsibilities?
 - 3) Reflect on own coaching practice to confirm legal and ethical job role responsibilities are met?
- ☆ After reviewing the information in Section Two, are you confident that you understand and could:
 - 1) Apply sport-specific industry code of conduct to own coaching practice?
 - 2) Model behaviours expected of a coach in a community sport environment?
 - 3) Carry out work tasks according to organisational policies and procedures?
 - 4) Request, acknowledge and act on feedback provided by others within scope of job role?
 - 5) Identify and resolve workplace problems within scope of job role?
 - 6) Escalate workplace problems outside scope of job role according to organisational policies and procedures?
- ☆ After reviewing the information in Section Three, are you confident that you understand and could:
 - 1) Communicate with others in a professional and positive manner?
 - 2) Select and use communication style to suit audience, situation and communication medium?
 - 3) Use active listening and questioning techniques to clarify and confirm understanding?
 - 4) Apply cultural awareness, sensitivity and discretion to communications to suit individual differences?
- ☆ After reviewing the information in Section Four, are you confident that you understand and could:
 - 1) Develop and maintain working relationships with others relevant to own job role?
 - 2) Seek assistance from and aid others to promote cooperation and fulfil work requirements?
 - 3) Use strategies to minimise impact of conflict on working relationships?

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.

POWERPOINT SLIDE PRESENTATION MAPPING

This training manual is accompanied with a PowerPoint slide presentation, titled the same as this training manual.

The following listing is a 'mapping cross-reference' between the Slide Number and the corresponding page number in the 'Student Manual'.

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SAMPLE

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SAMPLE