

SIS - Sport, Fitness and Recreation Training Package

**SIS20219 Certificate II
Sport - Developing Athlete**

**SIS30419 Certificate III
Sport - Athlete**

Unit

SISSPAR007

Work as an athlete

Please Note:

This is a sample manual used for evaluation purposes only.

It may not be a complete document.

It is not to be used in a any training scenario .

This sample has copyright protection.

Trainer/Teacher Manual



SAMPLE ONLY

**Passing Lane Pty Ltd
PO Box 975
COWES VICTORIA 3922**

Copyright 2020

All rights reserved.

All Passing Lane materials have been provided to an educational or training organisation under an institutional license agreement.

An outline of this agreement can be viewed on the Passing Lane website at www.passinglane.com.au.

The use of these materials without a valid and current licence agreement is strictly prohibited.

Any requests for further information regards the Passing Lane licence agreement can be sought directly from Passing Lane Pty Ltd.

MATERIALS PUBLISHED IN AUSTRALIA

Disclaimer

The information in this document has been developed using information and reference sources considered to be reliable.

Passing Lane Pty Ltd, its employees and contracted content developers accept no responsibility as to any errors or omissions or any loss or damage of any kind caused by using this manual and no warranty is provided as to the reliability of any sources or correctness of the information within this document.

STUDENT/TRAINEE DETAILS

Student/Trainee Name

Student/Trainee Email

Teacher / Trainer Name

School / Institution / Training Organisation / Employer

TABLE OF CONTENTS

Introduction	Page 5	
Unit of Competency Overview	Page 8	
Section One <i>Work in a sport environment</i>	Page 10	<u><i>(Student/Trainee Manual Page 10)</i></u>
Section Two <i>Contribute to a productive workplace environment</i>	Page 30	<u><i>(Student/Trainee Manual Page 28)</i></u>
Section Three <i>Communicate with others</i>	Page 43	<u><i>(Student/Trainee Manual Page 40)</i></u>
Section Four <i>Work with coaches and support staff</i>	Page 66	<u><i>(Student/Trainee Manual Page 61)</i></u>
Section Five <i>Meet contractual obligations</i>	Page 82	<u><i>(Student/Trainee Manual Page 75)</i></u>
Self Assessment	Page 93	<u><i>(Student/Trainee Manual Page 85)</i></u>

SAMPLE ONLY

INTRODUCTION

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

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

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

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

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

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

INTRODUCTION—CONT'D

LEARNING ACTIVITIES

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

Each learning activity is identified with the following icon.

**Learning
Activity**

Learning activities come in the following forms.

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

Questions

Questions would relate to the information presented on previous pages.

Research

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

INTRODUCTION—CONT'D

Tasks

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

Interviews

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

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

**Learning
Activity**

Research

SELF ASSESSMENT

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

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

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

UNIT OF COMPETENCY OVERVIEW

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

SISSPAR007 - WORK AS AN ATHLETE

ELEMENT	PERFORMANCE CRITERIA
1. Work in a sport environment	1.1. Source and interpret industry information to maintain knowledge of international and Australian sport and sport-specific industry structure and governance arrangements 1.2. Source and interpret industry information to maintain knowledge of legal and ethical job role responsibilities 1.3. Model Australian sport industry professional and personal expectations of an athlete on and off the field
2. Contribute to a productive workplace environment	2.1. Carry out work tasks according to organisational policies and procedures 2.2. Request, acknowledge and act on feedback provided by others within scope of job role 2.3. Identify and resolve workplace problems within scope of job role according to organisational policies and procedures 2.4. Escalate workplace problems outside scope of job role according to organisational policies and procedures
3. Communicate with others	3.1. Communicate with others in a polite 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 3.5. Identify communication problems and use strategies to minimise impact on working relationships

LANE

SAMPLE ONLY

ELEMENT	PERFORMANCE CRITERIA
4. Work with coaches and support staff	<ul style="list-style-type: none"> 4.1. Reflect on professional and personal performance goals to identify own coaching and support needs 4.2. Source, evaluate and select coaching and support staff to meet own coaching and support needs 4.3. Develop and maintain working relationships with coaches and support staff 4.4. Seek assistance from and aid coaches and support staff to promote cooperation and fulfil work requirements 4.5. Monitor impact of coaching and support staff on professional and personal performance outcomes to identify areas for improvement 4.6. Implement coaching and support staff improvements to maximise professional and personal performance outcomes
5. Meet contractual obligations	<ul style="list-style-type: none"> 5.1. Interpret contracts to identify athlete contractual responsibilities 5.2. Carry out work tasks to meet athlete contractual responsibilities 5.3. Monitor performance against contractual responsibilities to minimise risk of contractual breaches

Passing Lane acknowledges that the copyright ownership of the above information is the Commonwealth of Australia and this extract has been provided for reference purposes only.

SAMPLE ONLY

SAMPLE ONLY

Section One

Work in a Sport Environment

SAMPLE ONLY

**Teacher/Trainer
Manual**

**Copyright
2020**

WORK AS AN ATHLETE

SECTION ONE—WORK IN A SPORT ENVIRONMENT

INTRODUCTION

The term ‘working as an athlete’ simply means an athlete that has chosen a single sport and the sport is not viewed as a recreational activity to them. This could mean that they have chosen sports as a career.

These athletes have shown they are part of a select group that is superior in terms of sporting ability. They are often called ‘elite athletes’.

An elite athlete has chosen to be elite. They have a year round approach to their sport. If it is not competing in the sport, then it is training in the sport.

Making the choice to become an ‘elite athlete’, or work as an athlete comes with many responsibilities, both on and off the field.

These would include the many legal and ethical responsibilities, codes of practice and the duty of care.

In this manual we look at what those responsibilities are, as well as how an athlete addresses those responsibilities.

SECTION LEARNING OBJECTIVES

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

- ☆ Sourcing and interpreting industry information to maintain knowledge of international and Australian sport and sport-specific industry structure and governance arrangements
- ☆ Sourcing and interpreting industry information to maintain knowledge of legal and ethical job role responsibilities
- ☆ Modelling Australian sport industry professional and personal expectations of an athlete on and off the field

SAMPLE ONLY

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

AND

SOURCE AND INTERPRET INDUSTRY INFORMATION TO MAINTAIN KNOWLEDGE OF LEGAL AND ETHICAL JOB ROLE RESPONSIBILITIES

AND

MODEL AUSTRALIAN SPORT INDUSTRY PROFESSIONAL AND PERSONAL EXPECTATIONS OF AN ATHLETE ON AND OFF THE FIELD

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

A professional sports person would need to be always up to date with the latest changes, trends, rules and regulations relating to their sport, including both from a national, as well as international point of view.

The best place to start looking for anything related to a specific sport would be the peak sporting bodies.

Peak bodies are major organisations that represent the interests of the athletes, local sporting organisations and other individuals that are drawn together by their common participation or involvement in a particular sport.

Peak bodies carry out a variety of roles. They develop policies, regulations and protocols, advise governments, provide a reference point for their athletes, maintain quality and standards of operation by clubs and other associated organisations in a specific sport.

The sporting peak bodies in Australia also are instrumental in advising and managing the ongoing professional development of athletes.

SAMPLE ONLY

SAMPLE ONLY

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 Federation Australia****SAMPLE ONLY**

SAMPLE ONLY

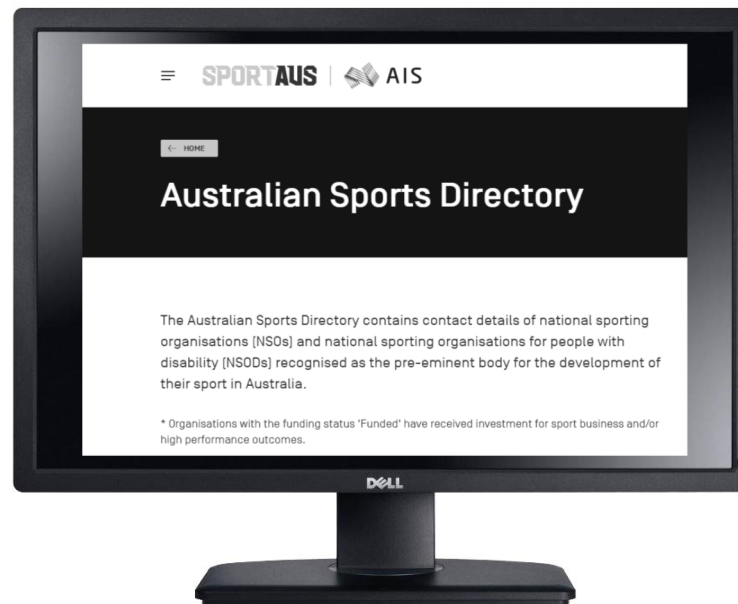
Aside from the main peak bodies we mentioned on the previous page, other major sports are managed by 'National Sporting Organisations', (also know as a NSOs).

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

**SAMPLE ONLY****Teacher/Trainer
Manual****Copyright
2020**

SAMPLE ONLY

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 requirements as set out by the sport's peak national body.

SAMPLE ONLY

Each major sport will have an international peak body.

The peak bodies in Australia would abide by the specific sports rules, regulations and policies.

If the athlete is competing at an international level, they would also need to be aware of any specific requirements that would need to be followed, in order to compete at international events or competitions.

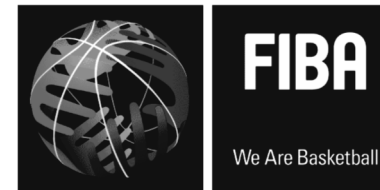
Some examples of international peak sporting bodies include:



Football (Soccer)
FIFA



International Tennis Federation



International Basketball Federation



WORLD ATHLETICS™
Athletics international governing body



International Cycling Union



FINA
WATER IS OUR WORLD
International peak body for water sports

SAMPLE ONLY**SPORT SPECIFIC CODES, REGULATIONS AND POLICIES**

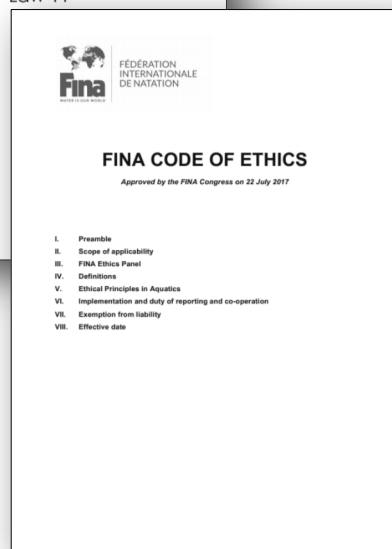
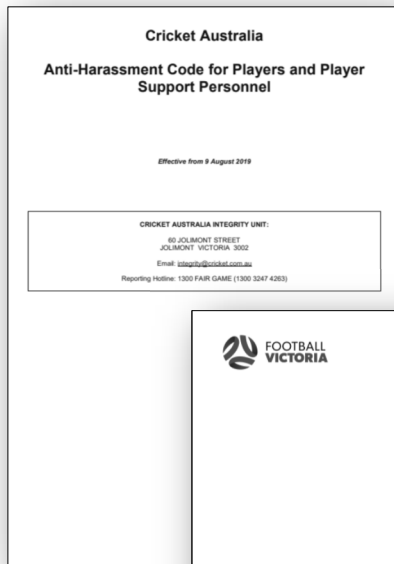
Each sport will have Codes of Ethics (Behaviour), regulations and policies specific to the sport that an athlete participating professionally in the sport must learn and follow.

The common Codes of Ethics, regulations and policies for most sports include:

- ☆ Anti-doping policies and regulations
- ☆ Discrimination
- ☆ On and off field behaviour
- ☆ Sports health and safety regulations and policies
- ☆ Disciplinary policies

Many regulations and policies specific to the sport as first based on international sport bodies' own regulations and policies.

National and state based sporting associations will develop their own regulations and policies using not only the international regulations and policies, but also those that would be in line with national and/or local requirements.

**SAMPLE ONLY****Teacher/Trainer
Manual****Copyright
2020**



LEGAL RESPONSIBILITIES

When it comes to elite sports, the athletes are required to understand and comply with the many legal responsibilities that come with the elite status.

Some of those legal responsibilities are based on laws and regulations that are in place that not only those in the specific sport must follow, but all industries. The two main ones are:

- ☆ Workplace health and safety
- ☆ Discrimination

All sporting clubs and organisations are required by law to ensure that all their employees, members and athletes work and/or participate in a safe and healthy environment. However, it is also the responsibility of the athlete to ensure that their own actions and behaviour complies with the organisation's health and safety policies and procedures.

They cannot be seen to be participating in activities that could possibly cause harm or injury both to themselves and others. If this was the case, the athlete could be suspended or banned from the club/organisation and if there was an incident caused by unsafe practices of an athlete, the athlete could be exposed to legal action against them personally.

All sporting clubs and organisations are required by law to ensure that the workplace is free from any discrimination. Again, this would be outlined and enforced by the organisation's discrimination policies and procedures. Any athlete seen to be in breach of these policies could be suspended or banned from the club/organisation and again possibly be exposed to legal action against them personally.

All professional athletes are also legally responsible for any unlawful use of forbidden substances while competing. We look closer at this subject later.

If the athlete has a 'player's contract' or a 'sponsorship contract', the contract that they entered into means they are legally responsible for abiding by the contract terms. This could include their actions and behaviour on and off the field. If an athlete's actions bring disrepute to themselves, the sport, club or sponsor, the contract could be terminated, ending their sporting career.

In most professional sports, there may be a sport tribunal. These tribunals adjudicate on breaches of rules, athlete behaviours and other activities that may require some type of penalty. All elite athletes are required to abide by any tribunal decisions.

SAMPLE ONLY

DUTY OF CARE

Most sporting clubs or organisations will have a 'Duty of Care' policy.

This policy outlines how a person associated with or employed by the organisation is expected to act in order to ensure that their activities or actions will not bring harm to any person, animal or the environment.

Duty of Care is based on the legal principles that everyone should be able to foresee any harm that could result from their actions.

It also suggests that if an athlete's actions did cause harm or injury, then they are deemed 'negligent' and by law can be sued for 'damages'.

For example, an athlete in the pursuit of winning does something knowing that it could cause harm or injury to another competitor, spectator or official, then as a professional athlete they are breaching their Duty of Care.

So from an elite athlete's point of view it is important to locate the organisation's, the club's, or the sport's governing body 'Duty of Care' policy manual.

Doing so the athlete can see how it applies to him or her and then they can ensure they comply with the Duty of Care policies.

SAMPLE ONLY



ETHICAL RESPONSIBILITIES

There is plenty of crossover with an athlete's ethical responsibilities and an athlete's legal responsibilities, the Principles of Sport and their Duty of Care. The common 'Principles of Sport' include:

- ☆ **Fairness** - Play honestly and obey the rules, in letter and spirit. Winning is only meaningful when competition is fair.
- ☆ **Respect** - Show respect for everyone involved in creating a sporting experience, both on the field and off. Win with dignity and lose with grace.
- ☆ **Responsibility** - Act and play ethically, comply with your legal responsibilities, both on and off the field.
- ☆ **Safety** - Avoid unsafe activities. Respect the safety of others. Place physical and mental health above all other considerations.

An athlete's ethical responsibilities can be summarised as being the following:

- ☆ Contributing to a safe environment for other athletes that is free of discrimination, harassment and abuse
- ☆ Treating all athletes fairly, with respect and dignity
- ☆ Promoting fair play, teamwork and modelling appropriate sporting behaviour
- ☆ Behaving with integrity and honour on and off the field
- ☆ Respecting fellow athletes and competitors
- ☆ Maintaining the sport's standards, rules, regulations, codes and policies

Today, professional elite sports at its highest level is a significant financial enterprise.

There is no question that a sporting association has the right and the duty to maintain its reputation and brand image. This sporting reputation is connected to large investments into the sport by the supporters, sponsors and media rights holders.

The many stakeholders in a sport – the athletes (past and present), officials, administrators, fans, sponsors, media rights holders – all have a vested interest and expectation to see the sport maintain reputational and financial high standards.

Therefore an athlete's off-field indiscretion can threaten the relationship a sport has with each of its stakeholders.

This is why every athlete is expected to meet all their ethical and legal responsibilities.



ANTI-DOPING POLICIES AND CODES

Athletes at an elite level must understand that it requires them to make important decisions. They need to be aware of the potential pitfalls, the effect their decisions will have on your career, as well as the responsibility they have as a role model for the up and coming athletes.

It is important to remember that sports drug doping is not simply about cheating by the use of performance-enhancing drugs. Athletes also need to be aware of the dangers of inadvertently taking prohibited substances and the need to comply with out-of-competition testing programmes.

The principle of 'strict liability' is central to anti-doping. This means that all athletes solely are responsible for any prohibited substance found in their system, whether there was an intention to cheat, or not.

As a professional athlete they need to know what their responsibilities are relating to sport anti-doping policies and codes.

These responsibilities can be summarised as being:

- ☆ Being available for sample collection
- ☆ Taking responsibility for what is ingested and used
- ☆ Informing medical personnel of obligations not to use prohibited substances
- ☆ Ensuring any medical treatment does not violate anti-doping policies
- ☆ Providing accurate and up-to-date information on whereabouts

Taking responsibility for what is ingested means that the athlete will need to be very clear to their doctor, dietician and trainer that any medication, diet or supplement must not violate the anti-doping code and that if they are unsure, they need to have the medication, food and supplements researched and tested.

If an athlete is injured and given medications while recovering, they again need to be very clear to their doctor that any medication, must not violate the anti-doping code.

**Learning
Activity****SAMPLE ONLY****Question****LEARNING ACTIVITY ONE**

- 1) What were the four 'Principles of Sport'?

- 2) As with any other industry in Australia, the sport and recreation industry is required to comply with workplace health and safety laws and regulations.

These laws are called 'Work Health and Safety' laws, or 'WHS' laws. Under these laws, all sporting clubs and sports organisations are required to have WHS policies and procedures in place to ensure a safe environment, not only for the workers, but also the members and athletes.

What role does an athlete have in ensuring that the club or organisation complies with all the WHS laws and regulations?

- 3) What two types of contracts could an elite athlete be legally exposed to?

SAMPLE ONLY

TEACHER / TRAINER GUIDANCE NOTES

- 1)
 1. Fairness
 2. Respect
 3. Responsibility
 4. Safety
- 2) It is the responsibility of the athlete to ensure that their own actions and behaviour complies with the organisation's health and safety policies and procedures. They cannot be seen to be participating in activities that could possibly cause harm or injury to both themselves, or others.
- 3)
 1. Player's contracts.
 2. Sponsorship contracts.

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

In this Section we mentioned 'Duty of Care' and how this can affect the elite athlete.

As an example of the lack of Duty of Care by an elite athlete, there is a website that has an article about what the lack of Duty of Care by a professional elite athlete can lead to.

We want you to visit the following webpage:

<http://www.witsup.com/open-letter-an-athletes-duty-of-care/>

Read the article and then in one or two sentences, tell us what you think the message of this article was.

TEACHER / TRAINER GUIDANCE NOTES

An athlete's actions can have some real life consequences and those actions should not be causing harm to others.

SAMPLE ONLY

**Learning
Activity****SAMPLE ONLY****Question****LEARNING ACTIVITY THREE**

What is a sporting tribunal and how can this tribunal affect an athlete?

TEACHER / TRAINER GUIDANCE NOTES

Sporting tribunals hold disciplinary hearings that are set up to interpret rules and to discipline players and officials who breach these rules or code of conduct.

They are set up by sporting organisations to enforce their own rules and codes of conduct and if an athlete is found in breach of any of these rules or codes of conduct, disciplinary action is taken ranging from suspensions, through to fines and bans.

SAMPLE ONLY

**Learning
Activity****SAMPLE ONLY****Question****LEARNING ACTIVITY FOUR**

This Section summarised an elite athlete's ethical responsibilities. What were those six ethical responsibilities in the summary?

SAMPLE ONLY

SAMPLE ONLY***TEACHER / TRAINER GUIDANCE NOTES***

- 1) Contributing to a safe environment for other athletes that is free of discrimination, harassment and abuse
- 2) Treating all athletes fairly, with respect and dignity
- 3) Promoting fair play, teamwork and modelling appropriate sporting behaviour
- 4) Behaving with integrity and honour on and off the field
- 5) Respecting fellow athletes and competitors
- 6) Maintaining the sport's standards, rules, regulations, codes and policies

SAMPLE ONLY

**Learning
Activity****SAMPLE ONLY****Research****LEARNING ACTIVITY FIVE**

There is an organisation called the 'World Anti-Doping Authority', or WADA.

In this activity we want you to locate the latest WADA list of prohibitive substances. Download a copy and print a copy out for your own reference. Your teacher or trainer will likely want you to provide some evidence that you have completed this activity.

**TEACHER / TRAINER GUIDANCE NOTES**

This is an important piece of information for any athlete who wishes to research banned substances in sports.

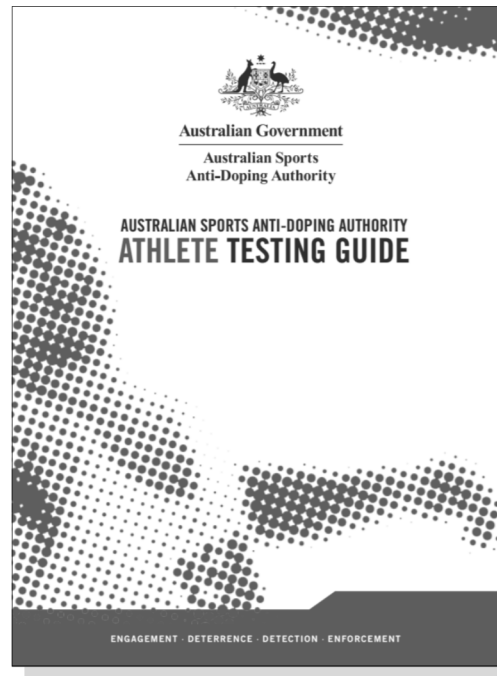
SAMPLE ONLY**Teacher/Trainer
Manual****Copyright
2020**

**Learning
Activity****SAMPLE ONLY****Research****LEARNING ACTIVITY SIX**

There is a national organisation called the 'Australian Sports Anti-Doping Authority', or ASADA.

In this activity we want you to locate the ASADA 'Athlete Testing Guide' from the ASADA website and download a copy to your computer or any other digital device.

Your teacher or trainer will likely want you to provide some evidence that you have completed this activity.

**TEACHER / TRAINER GUIDANCE NOTES**

This is an important piece of information for any athlete who wishes to learn in more detail what the responsibilities of an athlete are when it comes to drug testing. The student or trainee will need a copy to keep handy for the next activity.

SAMPLE ONLY**Teacher/Trainer
Manual****Copyright
2020**

Section Two

Contribute to a Productive Workplace Environment

WORK AS AN ATHLETE

SECTION TWO—CONTRIBUTE TO A PRODUCTIVE WORKPLACE ENVIRONMENT

INTRODUCTION

Working as an athlete means working within a workplace that is like any other workplace. There are roles, duties and responsibilities associated with a sports based workplace and including the roles, duties and responsibilities undertaken by the athlete.

In this section we look at the topics that review how an athlete works within a workplace environment.

SECTION LEARNING OBJECTIVES

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

- ☆ 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 according to organisational policies and procedures
- ☆ Escalating workplace problems outside scope of job role according to organisational policies and procedures

CARRY OUT WORK TASKS ACCORDING TO ORGANISATIONAL POLICIES AND PROCEDURES AND REQUEST, ACKNOWLEDGE AND ACT ON FEEDBACK PROVIDED BY OTHERS WITHIN SCOPE OF JOB ROLE

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

Working as an athlete means that the athlete is working in a workplace environment, albeit sports related.

This also means that working in a workplace environment, the athlete will have a specific role to perform and tasks associated with that role.

The main role of a professional athlete is to train and compete in their sport with the goal of winning. With this role comes responsibilities and most, if not all those responsibilities are outlined in the sporting organisation's policies and procedures.

These generally include:

- ☆ Exercise and practice under the direction of sport trainers or professional coaches, in order to develop technical skills, improve physical condition and prepare for competitions
- ☆ Maintain optimum physical fitness levels by training regularly, following nutrition plans and consulting with health professionals
- ☆ Participate in events or games, according to established rules and regulations
- ☆ Receive instructions from coaches and other sports staff prior to events and discuss their performance afterwards
- ☆ Maintain equipment used in a particular sport
- ☆ Assess performance following a competition, identifying strengths and weaknesses and making adjustments to improve future performance

Other tasks may include:

- ☆ Appointed as captain of the team
- ☆ Assist in training development athletes
- ☆ Represent teams or professional sports clubs, performing such activities as meeting with members of the media, making speeches, or participating in charity events

As with any workplace, the organisation's management rely on and expect those working to carry out their work tasks and duties in line with their role and the organisation's policies and procedures.



REQUEST, ACKNOWLEDGE AND ACT ON FEEDBACK

For any athlete at a professional level, the first method of determining how they are doing and where possible improvements in their professional and competitive performance can be made, is by seeking feedback from various sources.

Sources of feedback could come from:

- ☆ The coach
- ☆ Support staff

For a coach it means that every athlete is entitled to know how she or he is progressing from the coach and this would be provided in the form of feedback.

This feedback could come from one-on-one discussions or even watching training and/or competition videos. The video would show both the progress the participant is making, as well as areas where additional work or effort needs to be focussed on.

An athlete at a professional level may also have interaction with support staff. This could include:

- ☆ Assistant coaches
- ☆ Trainers
- ☆ Medical staff
- ☆ Personal manager
- ☆ Club management

The support staff will often offer feedback or the feedback could be sought by the athlete.

A suggestion is that the athlete should look for consistencies in the feedback from all sources.

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

With any and all feedback, the athlete should acknowledge the feedback and act on the feedback when it is clearly shown to be beneficial and would lead to professional and performance improvement.

**Learning
Activity****SAMPLE ONLY****Question****LEARNING ACTIVITY ONE**

We outlined in this Section nine examples of tasks that are common with athletes that are working professionally in a sports organisation. What were they?

SAMPLE ONLY

SAMPLE ONLY**TEACHER/TRAINER GUIDANCE NOTES**

- 1) Exercise and practice under the direction of sport trainers or professional coaches
- 2) Maintain optimum physical fitness levels by training regularly
- 3) Participate in events or games, according to established rules and regulations
- 4) Receive instructions from coaches and other sports staff prior to events and discuss their performance afterwards
- 5) Maintain equipment used in a particular sport
- 6) Assess performance following a competition, identifying strengths and weaknesses and making adjustments to improve future performance
- 7) Appointed as captain of the team
- 8) Assist in training development athletes
- 9) Represent teams or professional sports clubs, performing such activities as meeting with members of the media, making speeches, or participating in charity events

SAMPLE ONLY

**Learning
Activity****SAMPLE ONLY****Question****LEARNING ACTIVITY TWO**

- 1) What two main sources of feedback could an athlete seek and receive feedback from in order to identify areas of performance improvements?

- 2) With regards receiving feedback from several sources, what is suggested that a participant should look for and why?

TEACHER/TRAINER GUIDANCE NOTES

- 1) The coach and the support staff
2) A suggestion is that the athlete should look for consistencies in the feedback from all sources and use those to identify areas for improvement.

SAMPLE ONLY



**IDENTIFY AND RESOLVE WORKPLACE PROBLEMS WITHIN SCOPE OF JOB ROLE ACCORDING TO ORGANISATIONAL POLICIES AND PROCEDURES
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)

An athlete will undoubtedly encounter issues, problems or conflict situations that he or she would need to manage.

The most effective way to manage possible problems or issues is to plan for it occurring and then have possible solutions in place ready to implement in the event a problem occurs. This means the athlete needs to think about what potential problems he or she may encounter.

Many issues or problems an athlete may need to resolve, including conflicts, are outlined in the sporting organisation's policies and procedures. Generally, minor issues are usually easily and quickly resolved by the athlete themselves.

An athlete could experience more serious issues, problems or conflict situations from internal sources. Here are potential internal issues, problems or conflict situations an athlete may encounter:

- ☆ Issues, difference of opinions or misunderstandings with their coach
- ☆ Issues, difference of opinions or misunderstandings from club management or support staff
- ☆ Issues, difference of opinions or misunderstandings with other athletes

Through professional communication and with the outward intent to resolve more serious issues, problems or conflict situations, the athlete would often find resolutions come easy.

If there is no possible way of resolving the more serious issues, problems or conflict situations, the athlete would likely need the assistance of his or her support staff.

Again, the athlete may need to refer to the organisation's policies and procedures when it comes to dispute resolutions.

SAMPLE ONLY

SAFETY ISSUES

We mentioned that when it came to WHS laws and regulations, not only did the club or sports organisation have the responsibility to ensure that the workplace is safe, all the employees, volunteers, members and athletes had the responsibility of contributing to a safe and healthy environment.

If an athlete were to see any unsafe work practices or unsafe activities being performed, then it is the athlete's responsibility to report them to the most appropriate person in the club or the organisation. This person is required by law to acknowledge the report and eliminate any unsafe work practices and activities.

A safe and healthy work environment includes having a workplace that ensures everyone's ethical rights are upheld.

The ethical rights in sport can be summarised as follows:

- ☆ Competing and training in an environment free from discrimination and harassment
- ☆ Competing and training in an environment free of drugs
- ☆ Being treated fairly, equally and with respect by coaches, officials, fellow athletes and supporters
- ☆ Having access to codes, policies, rules and regulations required to compete in the sport
- ☆ Fair application of the principles of natural justice in relation to complaints or allegations faced by the athlete

SAMPLE ONLY

SAMPLE ONLY

REPORTING BREACHES OF ETHICAL RIGHTS

If you feel that your ethical rights are being breached, then it is important that you report the breach to the most appropriate person in the club, or the organisation. If you see another person's ethical rights being breached, then it is your responsibility to report them to the most appropriate person in the club, or the organisation.

The most appropriate person in the club or organisation should be the person that has both the responsibility, as well as the ability to address the situation or incident.

Generally, each club or organisation will have policies and procedures on how to report ethical breaches. This may require the filling in of various forms, or having the breach outlined in a written document.

The more serious breaches may require the involvement of sports tribunal, anti-discrimination agency, law enforcement, child protection agency or the anti-doping agency.

The policies and procedures would clearly outline what information and what form this information should take when reporting serious breaches.

You should take the time to locate the policies and procedural manuals, or information relating to the reporting of ethical breaches and ensure you have a full understanding of policies and procedures.

SAMPLE ONLY

SAMPLE ONLY

MEDIA AND COMMERCIAL PROBLEMS AND ISSUES

In Section Five, we will be looking into more detail, contractual arrangements an athlete may enter into and the resulting obligations.

An athlete may find themselves encountering some problems or issues with commercial arrangements as well as problems or issues with the media that are often hard for an athlete to resolve without some level of assistance and support.

In many sports, the sporting peak body as well as the clubs will have policies and procedures as to what commercial agreements an athlete may be involved in, as well as how they should respond to media requests and request for public appearances.

Following those policies and procedures will go a long way in mitigating problems, or issues.

However, problems will arise and those policies and procedures will be the first reference point as to how to resolve those problems as well as seeking the assistance and support from various support staff members, including the athlete's own personal manager.

SAMPLE ONLY

**Learning
Activity****SAMPLE ONLY****Question****LEARNING ACTIVITY THREE**

- 1) Aside from practicing safe work practices, what other way can an athlete contribute to a safe workplace or sporting environment?

- 2) What were the five ethical rights described and summarised in this Section?

SAMPLE ONLY

SAMPLE ONLY

- 3) Aside from reporting ethical rights breaches to someone in the club or organisation, what five other parties may need to be involved?

TEACHER / TRAINER GUIDANCE NOTES

- 1) The other way is to report any unsafe work practices or unsafe activities being performed, as well as ensuring they report them to the most appropriate person in the club or the organisation.
- 2)
1. Competing and training in an environment free from discrimination and harassment
 2. Competing and training in an environment free of drugs
 3. Being treated fairly, equally and with respect by coaches, officials, fellow athletes and supporters
 4. Having access to codes, policies rules and regulations required to compete in the sport
 5. Fair application of the principles of natural justice in relation to complaints or allegations faced by the athlete
- 3)
1. sports tribunal
 2. anti-discrimination agency
 3. law enforcement
 4. child protection agency
 5. anti-doping agency

SAMPLE ONLY

Section Three

Communicate with Others

WORK AS AN ATHLETE

SECTION THREE—COMMUNICATE WITH OTHERS

INTRODUCTION

In a sporting environment, effective workplace communication is essential.

In this section we review communication methods and communication skills, as well as communication protocols.

SECTION LEARNING OBJECTIVES

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

- ☆ Communicating with others in a polite 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
- ☆ Identifying communication problems and use strategies to minimise impact on working relationships

if Do
Did what
How if
will where

SAMPLE ONLY

COMMUNICATE WITH OTHERS IN A POLITE 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)

Generally put, communication involves people interacting with one another to convey information.

We now know that a professional elite athlete will be interacting with coaches, support staff, managers and other athletes. The professional athlete will also be expected at times to communicate to those outside the sport including the media, sponsors and fans. So professional communication skills are essential.

In any workplace including those in a sporting environment, effective communication requires skills in questioning, listening and speaking. We look at each of those skills over the next few pages.

QUESTIONING

Effective questioning is a key part to communication. It shows you have 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 a speaker 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 listener.

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: Do you have training today? What time is the game?

Closed questions are effective because they give or confirm facts to the listener; they are easily answered by the speaker; 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 the speaker to think about the question and then further explain, elaborate, describe and illustrate what they are saying.

SAMPLE ONLY

ACTIVE LISTENING

Listening is one of the most important skills an athlete can have. How well you listen has a major impact on your professional effectiveness as an athlete and on the quality of your 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





SPEAKING

In all workplaces including those sporting environments, most verbal messages are best kept as short and simple as possible.

That does not mean that all communication in a workplace is short in its nature, but it is widely agreed that speaking concisely and in a compelling way that makes it easy for people to listen, is an effective way to deliver messages.

Research reveals that only 10 per cent of the words we use get through to the listener.

Simple, short and concise speaking is therefore a valuable skill to learn in the workplace. For an athlete speaking clearly, concisely and convincingly is particularly important in a fast-paced sporting environment, where there are many demands on people's attention.

Ways in which speaking efficiently can be improved include:

- ☆ Be clear about what you are communicating
- ☆ When required, share with the listener(s) what you want to accomplish
- ☆ Avoid distractions
- ☆ Use closing techniques, for example. "So, what are the next steps?"
- ☆ Give the information that is required in a way that is easily digested
- ☆ Ask someone you know and trust to give feedback on the volume of words you use, how clear you are. It is important to be both clear and concise

Think before you speak. 'Saying what you mean' and 'meaning what you say' is the golden rule to communication. To achieve this you need to hear what you are saying before it is spoken. This requires pausing for a moment of thought.

Everyone should analyse what they plan to say and evaluate whether it is what they intended the message to mean.

From a professional point of view, the verbal exchange should be also polite and considerate.

Spur-of-the-moment responses are sometimes regrettable and there are times where everyone says something they wish they hadn't. The goal is to be aware of when to talk naturally and casually and when it is critical to engage the brain before opening the mouth – including when not to speak at all.

PROFESSIONAL COMMUNICATION

SAMPLE ONLY

As a professional athlete, how they perform their duties and tasks includes how they communicate.

They will be speaking with their coach, support staff, other athletes, as well as those external to the organisation.

As a professional athlete, you may contact others by way of telephone, or by 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. Media, young fans 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.

**SAMPLE ONLY**



TONE OF VOICE WHEN SPEAKING

The saying goes:

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

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

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

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

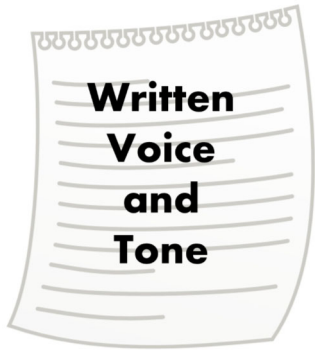
Most people have a similar idea as to what the ideal speaking voice is. These qualities vary only slightly.

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

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

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

SAMPLE ONLY



WRITTEN TONE OF VOICE

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

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

The tone of a written message could be:

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

As with speaking, the words you choose and how you present them has a dramatic effect on how a person interprets the message. For example, here is an email from the athlete to his or her coach:

The outcome of the game today showed that there are some skills I still need to work on in our next training session. So I will see you on Tuesday night. Athlete (Tone is supportive and friendly)

or

I lost today's competition because you still have not figured out how to improve my passing skills. Can we see if we can fix that on Tuesday night. Athlete. (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 internal exchanges, but not suitable when presenting to a potential sponsor.

SAMPLE ONLY

**Learning
Activity****SAMPLE ONLY****Question****LEARNING ACTIVITY ONE**

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

1. Was she aware that the media would also be at the training session? _____
2. How many years has he been a coach with the team? _____
3. How do you feel when sponsors say they are taking their business elsewhere? _____
4. Who told you that? _____
5. Why wouldn't the club management agree to the timetable changes? _____
6. What are the reasons behind the coach's decision to change the training session? _____
7. So what do you think her options are from here? _____
8. You do realise the media conference 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

SAMPLE ONLY

**Learning
Activity****SAMPLE ONLY****Question****LEARNING ACTIVITY TWO**

- 1) What were the four benefits of active listening as we outlined in this Section?

- 2) What were the six ways in which your speaking effectiveness can be improved as outlined in this Section?

SAMPLE ONLY

TEACHER/TRAINER GUIDANCE NOTES

1)

1. It ensures people listen to others attentively
2. It avoids misunderstandings
3. It encourages people to say more
4. It is non-threatening to both speaker and listener

2)

1. Be clear about what you are communicating
2. When required, share with the listener(s) what you want to accomplish
3. Avoid distractions
4. Use closing techniques, for example. "So, what are the next steps?"
5. Give the information that is required in a way that is easily digested
6. Ask someone you know and trust to give feedback on the volume of words you use, how clear you are. It is important to be both clear and concise

**Learning
Activity****SAMPLE ONLY****Task****LEARNING ACTIVITY THREE**

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.

SAMPLE ONLY

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

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.

SAMPLE ONLY

**Learning
Activity****SAMPLE ONLY****Task****LEARNING ACTIVITY FIVE**

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

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

Scenario One—A sponsor is missing too many appointments that were set up.

Message One—Tone _____

Message Two—Tone _____

SAMPLE ONLY

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—The coach has changed the training session time and it is inconvenient for you.

Message One—Tone _____

Message Two—Tone _____

SAMPLE ONLY***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.

SAMPLE ONLY

**Learning
Activity****SAMPLE ONLY****Question****LEARNING ACTIVITY SIX**

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

TEACHER / TRAINER GUIDANCE NOTES

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

SAMPLE ONLY



APPLY CULTURAL AWARENESS, SENSITIVITY AND DISCRETION TO COMMUNICATIONS TO SUIT INDIVIDUAL DIFFERENCES
AND
IDENTIFY COMMUNICATION PROBLEMS AND USE STRATEGIES TO MINIMISE IMPACT ON WORKING RELATIONSHIPS

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

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

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

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

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

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



PERSONAL INTERACTIONS

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

Some cultures have particular customs that are both formal and informal. Some of these customs can affect how you would greet or farewell people. Knowing and taking those customs into consideration when interacting with fans, other athletes and volunteers and support staff shows respect and courtesy.

What seems to be an innocent gesture to you can be very insulting and rude in other cultures. 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," 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 with others within the sports organisation and external to it that are 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 and it displays your professionalism.

SAMPLE ONLY

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.

In Australia the interaction and communication with athletes that are indigenous Australians 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.

For example, some indigenous Australian athletes are very reluctant to be praised for achievement or success in sport.

It is called 'Shame Job'.

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.



SAMPLE ONLY

SAMPLE ONLY

RESPECT DIFFERENCES

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

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

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

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

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

In a sporting environment everyone will have their own set of values and beliefs and as a professional athlete, they need to recognise that any attempts to try and change those values and beliefs of others will not succeed.

An athlete needs to understand the differences in personal values need to be worked with and know that this results in better relationships with the other athletes and as a club as a whole. The professional athlete needs to become a role model in their understanding and respect for different personal values, as well as beliefs and the others in the sporting environment will likely emulate the same.

SAMPLE ONLY

**Learning
Activity****SAMPLE ONLY****Interview****LEARNING ACTIVITY SEVEN**

On the next page are 170 words that describe various 'values'. This activity is in three parts.

The first part requires you to print out the next page and then we want you to circle each value description you think you have. There are no right or wrong answers here.

In the second part of this activity, you are to printout six more copies of the following page. We want you to pass a copy on to six other persons and have them circle each value description they think they have. Have them fill in in the details at the top of the page. It is best that your selection of interviewees be of an age that understands the meaning of 'values' and try to make a selection of equally mixed genders.

Then finally, go through the interviewee forms and count how many descriptions were the same as yours and which ones they were.

Once you have completed this activity, present your interviewee forms and your summary to your teacher or trainer for review and comment.

TEACHER / TRAINER GUIDANCE NOTES

The concept behind this activity is to first expose the student or trainee to the vast number of values that people could possess. Then this activity will show the student or trainee how people differ in their value selection.

SAMPLE ONLY

Name _____ Age _____ Gender M / F Date _____

Circle all those that best describe your values. There are no right or wrong answers, so be honest with yourself.

Acceptance	Confidence	Enthusiasm	Impartiality	Patience	Sensitivity
Accomplishment	Conformity	Ethics	Independence	Passion	Sharing
Accountability	Consistency	Excellence	Individuality	Peace	Simplicity
Accuracy	Contentment	Experience	Influence	Perceptiveness	Sincerity
Achievement	Contribution	Expertise	Ingenuity	Perfection	Skilfulness
Acknowledgement	Control	Exploration	Inspiration	Perseverance	Stability
Adaptability	Conviction	Fairness	Integrity	Persistence	Sympathy
Advancement	Cooperation	Faith	Intelligence	Persuasiveness	Teaching
Affection	Correctness	Family	Inventiveness	Practicality	Teamwork
Ambition	Courage	Firmness	Joy	Preparedness	Thankfulness
Appreciation	Courtesy	Fitness	Justice	Pride	Thoroughness
Approachability	Creativity	Flexibility	Keeness	Proactivity	Thoughtfulness
Approval	Credibility	Focus	Kindness	Professionalism	Trustworthiness
Assertiveness	Decisiveness	Freedom	Knowledge	Punctuality	Understanding
Attentiveness	Dependability	Friendliness	Leadership	Rationality	Uniqueness
Availability	Determination	Generosity	Learning	Reasonableness	Unity
Awareness	Diligence	Giving	Logic	Recognition	Usefulness
Balance	Discipline	Gratitude	Love	Reliability	Virtue
Beauty	Discretion	Growth	Loyalty	Reputation	Vision
Being the best	Dominance	Guidance	Maturity	Resilience	Volunteering
Belonging	Duty	Happiness	Meticulousness	Resourcefulness	Warmth
Capability	Eagerness	Harmony	Mindfulness	Respect	Willingness
Carefulness	Education	Health	Modesty	Responsibility	Winning
Challenge	Effectiveness	Helpfulness	Motivation	Sacrifice	Wisdom
Charity	Efficiency	Honesty	Neatness	Security	Worthiness
Commitment	Empathy	Honour	Open-mindedness	Self-control	
Compassion	Encouragement	Hospitality	Optimism	Selflessness	
Competence	Endurance	Humility	Originality	Self-reliance	
Competition	Enjoyment	Imagination	Partnership	Self-respect	

SAMPLE ONLY

Section Four

Work with Coaches and Support Staff

SAMPLE ONLY

**Teacher/Trainer
Manual**

**Copyright
2020**

WORK AS AN ATHLETE

SECTION FOUR—WORK WITH COACHES AND SUPPORT STAFF

INTRODUCTION

A professional athlete that has made a successful career in sport will tell you that they have had to interact and develop a professional relationship with many people as they progressed through their career.

In this section we look at who those persons would likely be, as well as why a professional relationship with these people is so important.

SECTION LEARNING OBJECTIVES

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

- ☆ Reflecting on professional and personal performance goals to identify own coaching and support needs
- ☆ Sourcing, evaluating and selecting coaching and support staff to meet own coaching and support needs
- ☆ Developing and maintaining working relationships with coaches and support staff
- ☆ Seeking assistance from and aiding coaches and support staff to promote cooperation and fulfil work requirements
- ☆ Monitoring impact of coaching and support staff on professional and personal performance outcomes to identify areas for improvement
- ☆ Implementing coaching and support staff improvements to maximise professional and personal performance outcomes



REFLECT ON PROFESSIONAL AND PERSONAL PERFORMANCE GOALS TO IDENTIFY OWN COACHING AND SUPPORT NEEDS

AND

SOURCE, EVALUATE AND SELECT COACHING AND SUPPORT STAFF TO MEET OWN COACHING AND SUPPORT NEEDS

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

Every successful athlete has set goals which have driven and directed their efforts in their desire to be the best they can be in their chosen sport.

Goal setting has proven to be a powerful technique for enhancing athletic performance.

Goal setting helps an athlete to focus their attention to what tasks need to be completed and develop strategies on how to complete those tasks.

Goal setting is critical to maintain and enhance the athlete's motivation.

Setting both short term and longer term goals prolongs an athlete's persistence when they achieve their short term goal knowing that their longer term goals are closer to achievement.

An athlete should be aware of the three different types of goals:

- ☆ **Outcome goals** - An outcome goal is a goal that isn't under the athlete's control. For example, an outcome goal for a tennis player would be to win the tournament.
- ☆ **Performance goals** - These are what the athlete is trying to achieve. They are the building blocks that help the athlete reach their outcome goal. An example would be a cyclist to be able to cycle in 10 kilometres in under 30 minutes.
- ☆ **Process goals** - Process goals are completely under the athlete's control. Short-term process goals are one part of a mental strategy that successful athletes carry out. They are the small steps they take to get to the performance and outcome goals during each training session or competition. For example, a spin bowler in cricket will train four times a week to perfect his or her bowling action.

Separating goals helps organise the athlete's thought process and allows them to focus on what they want to accomplish.

GOAL SETTING

There are some key principles suggested that an athlete should consider when setting their professional and performance goals. They are:

- ☆ **Specific and measurable** – For an athlete to really focus attention on their goals, the goals need to be specific. Specific to themselves and specific to the goal and avoid vague and broad goals like ‘I want to be the best swimmer’. Being specific makes the goals something to aim for and aspire to. They must have a completion date, a deadline to complete the goal by.
- ☆ **Realistic and challenging** – Goals should be difficult enough to be a challenge, but not so difficult they become unrealistic. This provides the athlete with a challenge. If not sure the athlete should speak with at least one other person about the goal setting process, such as their coach.
- ☆ **Long term and short term** – An athlete should look at long term goal as the top of the mountain and to get to the top they need to set and achieve smaller goals to reach the top. Achieving these smaller goals maintains motivation and attention.
- ☆ **‘Ink it, don’t think it’** – All goals should be written down. The action of doing this reinforces the athlete’s intent to complete the goal. It becomes a sort of ‘personal contract’ that the athlete will feel obligated and committed to complete. Also by writing them down the athlete will not forget any goal and they will get the satisfaction of ticking or crossing them off as he or she achieves them. Recording them also allows the athlete to chart their progress towards their long term goals and evaluate them. Writing goals down also allows the athlete to constantly re-evaluate and possibly modify the goals.
- ☆ **Four pillars of sport** - Set goals in each of the four pillars of sport: technical, tactical, psychological and physiological. It is important that the athlete sets the goals themselves, rather than simply adopt someone else's goals that may not be relevant.
- ☆ **Process, performance and outcome** – We have seen the different types of goals and how they fit together. If an athlete sets process and performance goals then they have done all they can within their control to achieve the outcome goal.
- ☆ **Seek support** - An athlete should and most cases must get goal support through interactions with coaches, teammates and other support personnel as well as those outside the sport, such as family and friends

An athlete should always evaluate their goal effectiveness and adjust the goal difficulty in the future so those goals are optimally challenging for their current abilities and their future potential.

SEEKING ASSISTANCE TO ACHIEVE GOALS

As the athlete progresses through their sporting career, they will be interacting with numerous types of persons that have had an influence on their goal achievement and progress.

Support often comes from people such as:

- ☆ Coaches
- ☆ Trainers
- ☆ Dieticians
- ☆ Medical professionals

The most important support person would be the athlete's coach.

From a sport point of view the coach is able to determine what technical skills need to be developed or improved and many times these are performance goals of the athlete.

Through specific training sessions and activities the coach can ensure the athlete is working towards his or her performance goal achievements by assisting them with the 'process goals' by way of training activities.

In some professional team sports, there will be a 'head coach' and under the head coach would be other coaches that specialise in specific technical skills or tactical skill development. For example, in Australian Rules Football, there will be kicking coaches, defence coaches, forward coaches and so on; all experienced in specific technical and tactical skill development.

To achieve performance goals, an athlete may discover that they need the assistance of a sports trainer to build certain muscle groups, or would require the assistance of a sports dietician to develop a diet that aligns with high performance sports activities.

It could be medical professionals, trainers and dieticians all working together to develop a non-technical training strategy that the coach would incorporate into a technical and tactical training regime.

In simple terms, a professional elite athlete will always require the support and assistance of their coach and a variety of support staff to achieve their professional and performance goals.



**Learning
Activity****SAMPLE ONLY****Question****LEARNING ACTIVITY ONE**

- 1) What does Goal setting help an athlete to focus on?

- 2) Goal setting is a critical part of maintaining something for an athlete. What is that?

- 3) In what ways do setting both short term and long term goals help an athlete?

TEACHER/TRAINER GUIDANCE NOTES

- 1) Goal setting helps an athlete to focus their attention to what tasks need to be completed and develop strategies on how to complete those tasks.
- 2) Goal setting is critical to maintain and enhance the athlete's motivation.
- 3) Setting both short term and longer term goals prolongs an athlete's persistence when they achieve their short term goal knowing that their longer term goals are closer to achievement.

SAMPLE ONLY

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

In this Section we learned about the three types of goals in sports. We have listed each below. In this activity we want you to describe each in a simple form.

Outcome goals***Performance goals******Process goals*****TEACHER/TRAINER GUIDANCE NOTES**

Outcome goals - An outcome goal is a goal that isn't under the athlete's control. For example, an outcome goal for a tennis player would be to win the tournament.

Performance goals - These are what the athlete is trying to achieve. They are the building blocks that help the athlete reach their outcome goal.

Process goals - They are the small steps they take to get to the performance and outcome goals during each training session or competition.

SAMPLE ONLY

**Learning
Activity****SAMPLE ONLY****Question****LEARNING ACTIVITY THREE**

- 1) Of the three types of goals you described, which one is totally under the control of the athlete?

--

- 2) What were the seven principles of goal setting that were reviewed in this Section?

- 3) What four types of support and assistance people could an athlete expect assistance from?

SAMPLE ONLY

TEACHER/TRAINER GUIDANCE NOTES

- 1) Process goals
- 2)
 1. Specific and measurable
 2. Realistic and challenging
 3. Long term and short term
 4. 'Ink it, don't think it'
 5. Four pillars of sport
 6. Process, performance and outcome
 7. Seek support
- 3)
 1. Coaches
 2. Trainers
 3. Dieticians
 4. Medical professionals



DEVELOP AND MAINTAIN WORKING RELATIONSHIPS WITH COACHES AND SUPPORT STAFF AND SEEK ASSISTANCE FROM AND AID COACHES AND SUPPORT STAFF 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)

On the previous pages we reviewed the importance of goal setting and how an athlete should seek the support and assistance of various people.

Establishing and maintaining a professional relationship through an athlete's sporting career will firstly, ensure they will have their continued support and secondly, will strengthen their reputation as being a professional elite athlete.

When it comes to professional sports, coaches and other support staff are there for a reason. They are there to ensure that the professional athlete, or athletes (if in a team) achieve their own sporting goals and those of the club or team.

In short they have a job to do. An athlete can be confident that they can go to and rely on their coach and support staff for assistance. However, as with any working relationship, it is a two way interaction. It is like the saying goes - "Help me help you".

If the athlete does not follow a coach's instruction or does provide support staff with information or their time, then the working relationship will breakdown.

Other support staff not mentioned earlier could include the athlete's personal manager, as well as club management.

In Section One, we learned that an athlete at the professional or elite level has a significant responsibility to abide by the Code of Ethics and Code of Behaviour of their sport and club. The club managers are there to assist the athlete in abiding or complying by those codes through advice, counselling, or even education sessions.

In Section Five, we will be learning about an elite athlete's potential contractual obligations and responsibilities. An athlete at the professional or elite level will often have a personal manager. The athlete would depend on their manager's support to ensure that he or she understands and abides by any contractual arrangement.

Media is also a significant issue for most professional athletes. How an athlete responds to media enquires is important to their ongoing reputation. Again the athlete would depend on their manager's support, as well as club management to ensure that he or she deals with the media properly and effectively..

How the public, other athletes and clubs see the athlete's relationship with his or her coach and support staff can also have a dramatic effect on their sporting reputation.

SAMPLE ONLY

MAINTAINING A PROFESSIONAL RELATIONSHIPS WITH OFFICIALS



As an elite athlete it is important to see sporting competition from the official's point of view. As an official in sport, they are bound by a Code of Practice (relevant to the sport they are officiating) which includes, but is not limited to:

- ☆ Fully understanding the rules of the game
- ☆ Respect the rights, dignity and worth of every athlete and others involved in the sport and treat everyone equally
- ☆ Place the welfare and safety of the athlete above the competition

Conversely, athletes must exhibit an active respect for officials, by accepting the role of the officials in providing judgement to ensure that competitions are conducted fairly and according to the established rules.

Depending on the sport, sporting officials would include:

- ☆ Referees
- ☆ Judges
- ☆ Umpires
- ☆ Scorers

By showing respect to sporting officials, the athlete will develop a reputation of being not only an elite athlete, but also one showing a professional attitude.

This reputation will affect many other aspects of the athlete's career, including becoming an aspiring role model for the sport, community admiration, respect from other athletes and valued by sponsors.

SAMPLE ONLY

**Learning
Activity****SAMPLE ONLY****Question****LEARNING ACTIVITY FOUR**

1) How would the club management assist an athlete?

2) How would an athlete's personal manager assist the athlete?

3) With regards the media, why would the athlete need assistance and generally where would this assistance come from?

4) What could have a major effect on an athlete's professional reputation?

5) What is an athlete developing when they are showing respect to the sport's officials?

SAMPLE ONLY

TEACHER / TRAINER GUIDANCE NOTES

- 1) The club managers are there to assist the athlete in abiding or complying with the various Codes of Ethics or Behaviour through advice, counselling, even education sessions.
- 2) The athlete would depend on their personal manager's support to ensure that he or she understands and abides by any contractual arrangement.
- 3) How an athlete responds to media enquiries is important to their ongoing reputation. Again the athlete would depend on their manager's support, as well as club management to ensure that he or she deals with the media properly and effectively.
- 4) How the public, other athletes and clubs see the athlete's relationship with his or her coach and support staff can also have a dramatic effect on their sporting reputation.
- 5) By showing respect to sporting officials, the athlete will develop a reputation of being not only an elite athlete, but also one showing a professional attitude.

**Learning
Activity****SAMPLE ONLY****Interview****LEARNING ACTIVITY FIVE**

In this activity we want you to interview six people. They should be a mix of ages and genders and include a maximum of only two from your own immediate family.

We want you to ask each one the following questions:

- ☆ What is your favourite sport?
- ☆ What athlete in that sport do you think has the most professional reputation (aside from their sporting skills)?
- ☆ Why do you think that athlete has the most professional reputation?
- ☆ Do you think then, that he or she would be a good role model?

Compile your interview results in a report type format and include the interviewee's first name, gender and suburb they live in.

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

TEACHER / TRAINER GUIDANCE NOTES

This will give the student or trainee an idea of how people in the community, outside the sport, feel about what it takes for an athlete to gain a professional reputation.

This could be an ideal classroom discussion as well.

You as the teacher or trainer could expand this activity and have the students or trainees find out from others which individual athletes they feel have a bad reputation, and why.

SAMPLE ONLY

**SAMPLE ONLY**

MONITOR IMPACT OF COACHING AND SUPPORT STAFF ON PROFESSIONAL AND PERSONAL PERFORMANCE OUTCOMES TO IDENTIFY AREAS FOR IMPROVEMENT AND IMPLEMENT COACHING AND SUPPORT STAFF IMPROVEMENTS TO MAXIMISE PROFESSIONAL AND PERSONAL PERFORMANCE OUTCOMES

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

Every professional athlete will know that there is always room for improvement.

In the planning stages of an athlete's training program, the coach and the athlete would have, or should have spent a significant amount of time learning clearly what the athlete's needs, expectations and preferences were. The coach would have designed a training program with relevant activities/sessions required in order to achieve the athlete's performance goals and satisfy those needs.

As the athlete is participating in the training sessions, the coach as well as the athlete will be able to observe if the athlete is progressing and if it is inline with not only what the training program was designed to achieve, but also if the athlete is progressing towards achieving his or her own goals.

If through monitoring it is clear that the athlete is not progressing as expected, then it is likely the training program needs some modification. The athlete and the coach would then need to identify those areas that need improvement and make those adjustments.

It would be then up to the athlete to implement those improvements and continue to monitor the impact of those improvements of the athlete's performance.

The monitoring and looking for areas of improvement is not just restricted to technical training. It could also be in physical training and diet. As we learned earlier having a performance enhancing diet as well as muscle development training adds to the performance of an athlete, along with the sports technical skills training.

This monitoring and looking for areas of improvement also applies to other areas, such as meeting the expected levels or ethical behaviour, meeting all contractual obligations and dealing with the media. The monitoring of such areas is often the responsibility of the athlete's personal manager and/or the club management. They would provide feedback on where improvements can be made and the athlete would then need to implement those improvements.

SAMPLE ONLY

**Learning
Activity****SAMPLE ONLY****Task****LEARNING ACTIVITY SIX**

To successfully complete this 'Unit of Competency' you are required to work as an athlete in a sport for five days or more and be observed interacting with and seeking feedback from:

- ☆ Your coach
- ☆ A support staff member
- ☆ An official

The assessment requirements for this unit requires you also be observed responding to the feedback received.

Your teacher or trainer will assist you in organising the required forms that would need to be filled in by those observing you over these five days or more.

The person observing you would need to be approved by your teacher or trainer as being experienced themselves in the sport that they are observing you working in as an athlete.

TEACHER/TRAINER GUIDANCE NOTES

The assessment requirements for this unit includes:

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 as an athlete in a specific sport over at least 5 days that involves:***

◆ ***seeking and responding to feedback from:***

- ◇ ***a coach***
- ◇ ***a support staff member***
- ◇ ***an official.***

SAMPLE ONLY

Section Five

Meet Contractual Obligations

WORK AS AN ATHLETE

SECTION FIVE—MEET CONTRACTUAL OBLIGATIONS

INTRODUCTION

As an elite athlete you will likely enter into numerous agreements during the course of your sporting career.

These will add to your many ethical and legal responsibilities, as these agreements or contracts come with certain obligations.

In this final section we look at what you may be exposed to when entering various contractual agreements.

SECTION LEARNING OBJECTIVES

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

- ☆ Interpreting contracts to identify athlete contractual responsibilities
- ☆ Carrying out work tasks to meet athlete contractual responsibilities
- ☆ Monitoring performance against contractual responsibilities to minimise risk of contractual breaches



**INTERPRET CONTRACTS TO IDENTIFY ATHLETE CONTRACTUAL RESPONSIBILITIES
AND
CARRY OUT WORK TASKS TO MEET ATHLETE CONTRACTUAL RESPONSIBILITIES
AND
MONITOR PERFORMANCE AGAINST CONTRACTUAL RESPONSIBILITIES TO MINIMISE RISK OF
CONTRACTUAL BREACHES**

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

As we suggested in the introduction, an elite athlete will find themselves entering into various type of agreements with various parties.

Those who are a 'party' to these agreements or contracts are known as 'stakeholders'. This term refers to those who the athlete has agreed to represent as an athlete and are affected by their actions or duties under the agreement or contract. Some examples of stakeholders could include:

- ☆ The club or sporting organisation
- ☆ Coaches
- ☆ Sponsors
- ☆ Various levels of government bodies or agencies

Under these agreements or contracts, the stakeholders impose some obligations on the athlete. These could include activities such as:

- ☆ **Media activities**—doing interviews during competitions and other non-competition situations. These media obligations could be broadcasted promotional events, functions or official dinners.
- ☆ **Commercial activities**—these are general contractual obligations in an agreement with a sponsor. It could be appearing on TV commercial, promotional events staged by the sponsor and using the sponsor's product, such as sporting apparel or sporting equipment. This often includes photo-shoots used in advertising.
- ☆ **Educational activities**—these obligations could be part of an agreement with the club, the local government (who may also be a sponsor), the sporting association and so on. As an athlete you may be required to assist in junior sporting camps, visit schools and talk about your sport, participate in educational programs such as 'drug in sports', promoting sports 'inclusiveness' and many more.
- ☆ **Community activities**—a local community may sponsor a club you are associated with, or sponsor you as an individual athlete and in return ask you to participate in the many sport and recreation events in the local community, offer educational assistance to community held events, charity events, attend functions, dinners and so on.

SAMPLE ONLY

As part of an athlete's obligations would be the interaction with a wide range of people, both in a professional situation and in social situations.

The athlete will find themselves interacting with fans and supporters on many occasions. This would be both on the field and off the field. Interacting with fans and supporters could be during planned events, or it could be impromptu interaction.

To be seen interacting with fans and supporters in a professional way not only builds the athlete's own reputation, but also the club, sponsors and with the media they are contracted to.

If an athlete was contracted to a team or association, the athlete would then as apart of their obligations be interacting with officials, other competitors, teammates and club or association management.

When interacting with other competitors, the athlete's contractual obligations would require them to compete in a fair and respectful manner. The athlete's obligations would also require them to be drug free, follow the instructions of their coach and support their team in whatever way possible.

Other social situations the athlete may find themselves in could be formal official dinner events put on by the sporting body, by politicians, or by the media.

Many professional athletes offer their time for charity activities, such as visiting ill children, or charity events such as charity fun runs, or telethons.

SAMPLE ONLY



CONTRACTUAL NEGOTIATIONS

Over the past few pages we have talked about elite athletes entering into legal agreements or contracts.

As with all types of agreements or contracts, there is a level of negotiation required before the parties actually formalise the agreement or contract.

There are many parts to an agreement or contract that are negotiated, all differ depending on the type of contract. It could be a monetary component, there often is a time period involved and then there are the rights and responsibilities of each of the parties involved in the contract or agreement.

It is important that any athlete involved in negotiating an agreement or contract, closely review their rights and responsibilities under the agreement or contract.

It is important that the contract or agreement once finalised, does not compromise the ethical rights and responsibilities of an athlete. Also, the athlete must be certain that one contract or agreement does not conflict with other contracts or agreements. The athlete's legal responsibilities in other contracts or agreements could become an issue if there is a conflict.

In all contracts there must be an offer and acceptance, intention to create a legally binding agreement, the legal capacity to enter a contract of the athlete's own free will and proper understanding and consent of what is involved. Once an offer is made and accepted, the athlete will have what is known as a 'formation contract'.

At this stage there may not be any formal written contract, however the athlete's acceptance of an offer and expressing their intention of entering into a formal contract, is by law considered 'legally binding' on the athlete.

It is highly recommended that an athlete seek the advice of a legal adviser during all stages of negotiations and especially for complex contracts or agreements.

TYPES OF CONTRACTS/AGREEMENTS

Elite athletes will often enter into three common types of contracts, depending on the sport they are in. Those three are:

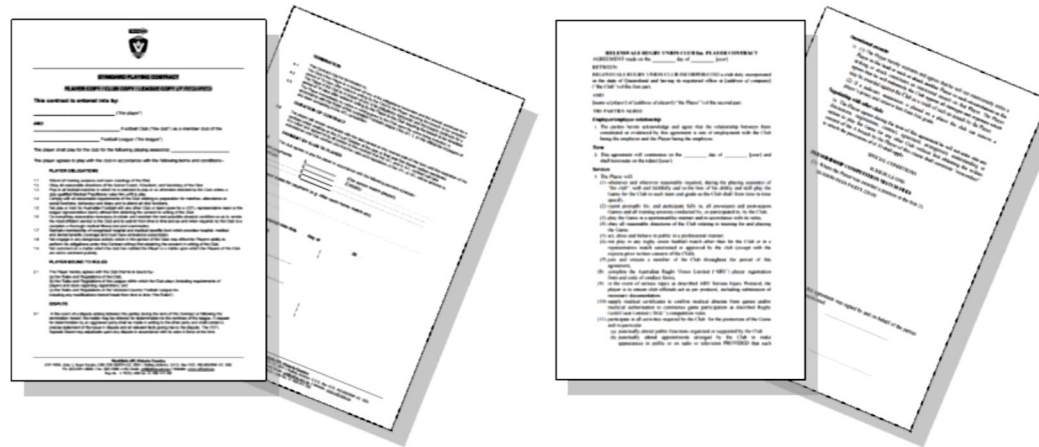
- ☆ Player
- ☆ Performance
- ☆ Sponsorship

'Player Contracts' are for athletes that are playing for a team such as Australian Rules Football, rugby, soccer and so on. Some player's contracts are also considered 'employment contracts', because the club is considered the employer and the player considered an employee.

The player contract clearly outlines the obligations of the player, any payment to be made, as well as the amount and how the contract could be terminated.

Some athlete's will enter into a **'performance contract'**. This is often the type of contract where a sporting club or an association is developing an athlete to compete to international standards and the contract outlines the training required, as well as what skills the athlete is expected to attain within agreed time lines.

Some player contracts include performance clauses.



Sponsorship contracts are those an athlete will enter into with a company or business. The contract will outline what the sponsor will provide, as well as what is expected of the athlete.

Generally the expectations of a business sponsoring an athlete is to sell more product and get greater exposure for the company.

SAMPLE ONLY

CONSEQUENCES OF CONTRACT BREACH

Signing any contract requires the athlete to legally abide by the terms and conditions of the contract, including all their obligations and responsibilities.

Not doing so is called a 'breach of contract'.

A breach can possibly expose the athlete to possible legal and ethical consequences.

Some breaches may be minor and simple resolutions can be negotiated.

However, more serious breaches can result in the contract being terminated and expose the athlete to legal costs if it goes to court.

Depending on the contract, a breach could mean that the athlete is suspended from the team or competition for a pre-determined period, or a period imposed by a sporting tribunal.

Many player contracts will have remedies for breaches, such as fines or disciplinary actions, for example, suspensions.

Sponsorship contracts that are terminated lead to a loss of income derived from the contract and often can affect the athlete's reputation.

Breaches of contracts, especially serious breaches, can sometimes end an athlete's sporting career.

The main point to remember is that when an athlete signs a contract, they need to be very confident that they are able to uphold their obligations and responsibilities of the contract, or risk some serious consequences.

SAMPLE ONLY

**Learning
Activity****SAMPLE ONLY****Question****LEARNING ACTIVITY ONE**

- 1) When entering into an agreement or contract, what four types of stakeholders to that agreement or contract could you encounter?

- 2) What were the four types of activities you may be obligated to undertake as part of an agreement or contract?

TEACHER / TRAINER GUIDANCE NOTES

- 1)
1. The club or sporting organisation
 2. Coaches
 3. Sponsors
 4. Various levels of government bodies or agencies
- 2)
1. Media activities
 2. Commercial activities
 3. Educational activities
 4. Community activities

SAMPLE ONLY

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

In this activity we want you to think back and tell us what three charity events you have seen athletes attend or charity activities undertaken by an athlete. Tell us the name of the athlete and the type of charity event or activity.

1) Athlete's name _____
The event or activity

2) Athlete's name _____
The event or activity

3) Athlete's name _____
The event or activity

TEACHER / TRAINER GUIDANCE NOTES

The student or trainee will not be struggling for examples. They are numerous examples where athletes are seen at charity events or participating in charity type activities.

SAMPLE ONLY

**Learning
Activity****SAMPLE ONLY****Question****LEARNING ACTIVITY THREE**

1) What were the three types of contracts we reviewed in this Section?

--	--	--

2) What does it mean if you have entered into a 'formation contract' and what is important to remember about this type of contract?

--

3) What were the six potential consequences of breaching a contract?

SAMPLE ONLY

TEACHER / TRAINER GUIDANCE NOTES

- 1)
 1. Player
 2. Performance
 3. Sponsorship
- 2) Once an offer is made and accepted you have what is known as a 'formation contract'. At this stage there may not be any formal written contract, however your acceptance of an offer and expressing your intention of entering into a formal contract, is by law conserved 'legally binding' on you.
- 3)
 1. Loss of contract
 2. Suspension
 3. Fines
 4. Disciplinary action
 5. Legal costs
 6. Damaged reputation

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 five sections with training information about working as an athlete. After reviewing the information in Section One, are you confident that you understand and could:
 - 1) Source and interpret industry information to maintain knowledge of international and Australian sport and sport-specific industry structure and governance arrangements?
 - 2) Source and interpret industry information to maintain knowledge of legal and ethical job role responsibilities?
 - 3) Model Australian sport industry professional and personal expectations of an athlete on and off the field?
- ☆ After reviewing the information in Section Two, are you confident that you understand and could:
 - 1) Carry out work tasks according to organisational policies and procedures?
 - 2) Request, acknowledge and act on feedback provided by others within scope of job role?
 - 3) Identify and resolve workplace problems within scope of job role according to organisational policies and procedures?
 - 4) 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 polite 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?
 - 5) Identify communication problems and use strategies to minimise impact on working relationships?

- ☆ After reviewing the information in Section Four, are you confident that you understand and could:
 - 1) Reflect on professional and personal performance goals to identify own coaching and support needs?
 - 2) Source, evaluate and select coaching and support staff to meet own coaching and support needs?
 - 3) Develop and maintain working relationships with coaches and support staff?
 - 4) Seek assistance from and aid coaches and support staff to promote cooperation and fulfil work requirements?
 - 5) Monitor impact of coaching and support staff on professional and personal performance outcomes to identify areas for improvement?
 - 6) Implement coaching and support staff improvements to maximise professional and personal performance outcomes?
- ☆ After reviewing the information in Section Five, are you confident that you understand and could:
 - 1) Interpret contracts to identify athlete contractual responsibilities?
 - 2) Carry out work tasks to meet athlete contractual responsibilities?
 - 3) Monitor performance against contractual responsibilities to minimise risk of contractual breaches?

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.

SAMPLE ONLY

NOTES

SAMPLE ONLY