

# PROGRESS TRACKER

## Chapter 5

SISSSCO002 - Work in a community coaching role

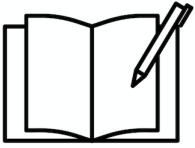


STUDENT NAMES	5A Inquiry Task - Choose a specific type of sport	5B Inquiry Task – Governance of your chosen sport	Quick Learning Engagement – The National Integrity Framework	5C Inquiry Task – Member Protection policy	5D Inquiry Task - Safeguarding Children and Young People Policy	5E Inquiry Task - Improper Use of Drugs and Medicine Policy	Quick Learning Engagement - Anti-Doping Policy	25 Inquiry Task - Social Media Policy	Quick Learning Engagement – Keeping up to date	Reflection Bank – SET A	5G Inquiry Task - Coaches Code of Conduct	5H Inquiry Task - Accreditation for professional coaches	Quick Learning Engagement - Community coaching challenges	Reflection Bank - SET B	5I Inquiry Task - Open or closed questions?	5J Inquiry Task - Asking the right questions for advice	Quick Learning Engagement - Active listening	Quick Learning Engagement - Practice giving constructive feedback	Quick Learning Engagement - Sourcing interpreters	5K Inquiry Task - Coaches Email etiquette	Reflection Bank - SET C	5L Inquiry Task - Preference, need or expectation?	Quick Learning Engagement - Resolving an issue or challenge	Reflection Bank - SET D	Road Map to Success
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## 5A INQUIRY TASK

### Choose a specific type of sport

As you work through this chapter of your workbook, you will be asked regularly to carry out the activities in direct correlation to a specific type of sport that you have chosen.

Consider what sport you would like to focus on. This may be a sport that you might like to work for as a future coach, or a favourite sport that you attend as a spectator, or a sport that you would like to learn more about.

- Using the online *Australian Sports Directory* find and provide the name of the recognised NSO or NSOD. [https://www.ausport.gov.au/australian\\_sports\\_directory](https://www.ausport.gov.au/australian_sports_directory)

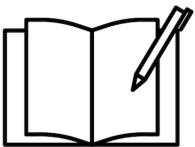
***Volleyball Australia (Volleyball Australia is used throughout this resource as the example NSO)***

- Save the link to the website of the recognised NSO or NSOD, keep it as a bookmark to refer back to later if you like.

<https://volleyball.org.au/>

Now go to that website and see if they have a statewide affiliation with your state, and if they do, make a note of the name of this organisation and save the link to their website so you can refer back to it later.

***Volleyball Victoria. <https://volleyballvictoria.org.au/>***



## 5B INQUIRY TASK

### Governance of your chosen sport

Refer back to your chosen sport earlier in this chapter at Inquiry Task 5A. Take some time to explore the NSO or NSOD website for this sport. You need to find the information that is related to their governance. This type of information is typically found on an “About us” or “Board of directors”, an administration page, or similar. If you need help finding this information, ask your teacher.

- Once you have found the information for your NSO that is related to their governance, provide a response to the following questions:
- Who is the current chair (or president) of the board?

***Craig Carracher LLB, Syd, University Medal; BCL, Oxon, 1st Class Hons. President since 2013.***

- What is so unique about this person being in this role? (why is this their specific sport?)

***I can see from reading Craig's bio that he has been an active participant in beach volleyball since the 1980s competing on local, state and national tours.***

- Choose another person from the board, this may be the vice president, another director, or secretary of the board, etc. Provide the name and position of this person.

***Malcolm Borgeaud B Com (with Distinction) FCPA MAICD. Vice President since 2012.***

- What is so unique about this person being in this role? (why is this their specific sport?)

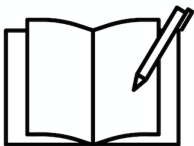
***From reading Malcolm's bio, it states that he loves Volleyball, having played in the U20's for Australia in the Pac Rim Tournament in 1978.***

- Does this NSO have a copy of their strategic plan published and available on their website? If yes provide the link to this source.

***Yes they do. The past and most recent strategic plans are accessible from this page: <https://volleyball.org.au/home/corporate-documents/>***

- Does this NSO provide the name of their CEO? If yes provide their name and how long they have been in this role (if available).

***Andrew Dee, CEO of Volleyball Australia for 7 years.***



## 5C INQUIRY TASK

### Member Protection policy

Once again, refer back to your chosen sport earlier in this chapter at Inquiry Task 5A. Take some time to explore the NSO or NSOD website for this sport to locate their policies. This time you are looking for their published *Member Protection Policy*.

A member protection policy that has been provided by Sport Integrity Australia under the National Integrity Framework must include a clearly defined list of what types of behaviours are identified as '*Prohibited Conduct*' under the policy.

- Provide the name of the NSO or NSOD

**Volleyball Australia**

- Provide the name of the policy or document.

**Volleyball Australia - Member Protection Policy**

- Once you have found the member protection policy for your sport, take some time to go through it to locate the list of behaviours that are defined as prohibited conduct under the policy. Provide these seven words (or terms) that are listed.

**Abuse, Bullying, Harassment, Sexual Misconduct, Discrimination, Victimization and Vilification.**

- Provide the link to your source of information.

**<https://volleyball.org.au/wp-content/uploads/filr/10139/VA%20Member%20Protection%20Policy%20-%20201%20February%202024.pdf>**

**Tip:** If you have trouble finding a Member Protection policy, you can ask your teacher for some help, they may recommend you use a different sport as your example to answer this task.



## 5D INQUIRY TASK

### Safeguarding Children and Young People Policy

Once again, refer back to your chosen sport earlier in this chapter at Inquiry Task 5A. Go back to the NSO or NSOD website for this sport to locate their policies. This time you are looking for their published *Safeguarding Children and Young People Policy*.

- Once you have located the Safeguarding Children and Young People policy for this sport, take some time to go through and read about how this sport addresses any one of the following areas of identified high risk activity:
  - overnight camps and competitions
  - travelling and hosting arrangements
  - change rooms and public environments
  - online spaces.
- Provide the name of the policy or document.

**Volleyball Australia - Safeguarding Children and Young People Policy**

- Provide the section of the policy that describes how the identified area of high risk is addressed. (Copied text or a screenshot is acceptable)

**Section 9: Change room arrangements.**

- (a) Children/Young People must be supervised in any change room that is in official use by a Relevant Organisation, whilst ensuring their right to privacy.**

**(b) A Person in a Position of Authority must not:**

- i. **shower or change at the same time as supervising groups of Children/Young People;**
- ii. **be alone with a Child/Young Person in a change room; or**

**(c) Relevant Persons must not use any camera or other recording device in a change room.**

**(d) Persons in a Position of Authority must ensure adequate supervision in public change rooms when they are used, providing the level of supervision required for preventing abuse by members of the public, adult users, or general misbehaviour, while also respecting a Child/Young Person's privacy.**

- Provide the link to your source of information.

<https://volleyball.org.au/wp-content/uploads/filr/10137/VA%20Safeguarding%20Children%20and%20Young%20People%20Policy%20-%201%20February%202024.pdf>

**Tip:** If you have trouble finding a Safeguarding Children and Young People policy, you can ask your teacher for some help, they may recommend you use a different sport as your example to answer this task.



## 5E INQUIRY TASK

### Improper Use of Drugs and Medicine Policy

Again, refer back to your chosen sport earlier in this chapter at Inquiry Task 5A. Go back to the NSO or NSOD website for this sport to locate their policies. This time you are looking for their published *Improper Use of Drugs and Medicine Policy*.

When you have located the Improper Use of Drugs and Medicine policy for this sport, take some time to go through and read about the purpose of the policy.

- Provide the name of the policy or document.

***Volleyball Australia - Improper Use of Drugs and Medicine Policy***

- Provide the section of the policy that outlines the purpose of the policy. (Copied text or a screenshot is acceptable)

***The purpose of this Policy is to provide a framework to:***

***-ensure appropriately qualified personnel are appointed to provide science and medicine services to Athletes within Volleyball;***

- ensure injections are only administered to Athletes within Volleyball as part of appropriate medical treatment; • ensure Medications are used lawfully and appropriately;
- ensure Volleyball establishes a best practice approach and documented procedure for the use of Supplements, with a focus on safety and evidence-based use, given the risk that Supplements may contain substances included on the Prohibited List;
- address and deter any unlawful distribution and Use of Illegal Drugs in connection with Volleyball;
- aim to reduce the harm caused by Illegal Drugs to Relevant Persons and the broader community.

- Provide the link to your source of information.

<https://volleyball.org.au/wp-content/uploads/filr/10155/VA%20Improper%20Use%20of%20Drugs%20and%20Medicine%20Policy%20-%201%20February%202024.pdf>

**Tip:** If you have trouble finding an Improper Use of Drugs and Medicine policy, you can ask your teacher for some help, they may recommend you use a different sport as your example to answer this task.



## 5F INQUIRY TASK

### Social Media Policy

Once again, refer back to your chosen sport earlier in this chapter at Inquiry Task 5A. Go back to the NSO or NSOD website for this sport to locate their policies. This time you are looking for their published *Social Media Policy*.

When you have located the Social Media policy for this sport, take some time to go through and read about the purpose of the policy.

- Provide the name of the policy or document.
- Provide the section of the policy that outlines what type of online channels are identified as 'social media' under the policy. (Copied text or a screenshot is acceptable)

**Copied screenshot**

## 2. Definition

**Social media** is the collective of online communications channels which may be structured around or in conjunction with community-based input. These channels will generally allow users to participate in an online community which may or may not reflect an offline community through online collaboration, content sharing/viewing, and chat functions.

Social media channels can include but are not limited to:

1. Social networking sites like Facebook, MySpace and Google +;
2. Video and photo sharing sites such as YouTube, Flickr, Pinterest, Snapchat, Instagram, Ticktok and Vimeo;
3. Blogs, including personal and corporate blogs such as Tumblr and Wordpress accounts;
4. Comments left on blogs hosted by media outlets e.g. smh.com.au;
5. Micro-blogging sites such as Twitter and Tumblr;
6. Wiki's and online collaborations;
7. Forums, discussion boards and groups such as Whirlpool;
8. Online multiplayer gaming platforms such as World of Warcraft;
9. Instant messaging including SMS and iMessage;
10. Online dating sites such as Tinder and RSVP;
11. Podcast and vodcast sites;
12. Geo-spacial tagging such as Foursquare; and
13. Livestreaming sites and apps such as Twitch and Periscope.

- Provide the link to your source of information.

<https://volleyball.org.au/wp-content/uploads/filr/2694/Social%20Media%20Policy%20-%209%20September%202022.pdf>

**Tip:** If you have trouble finding a Social Media policy, you can ask your teacher for some help, they may recommend you use a different sport as your example to answer this task.

## REFLECTION BANK



SISSCO002 – Set A

- A. What is the Australian Sports Commission responsible for?  
***The Australian Sports Commission (ASC) is the Australian Government agency responsible for supporting and investing in sport at all levels.***
- B. What does the acronym NSO stand for?  
***National Sporting Organisation***
- C. What does the acronym NSOD stand for?  
***National Sporting Organisation for People with Disability***
- D. True or false? For a sporting organisation to be considered for recognition by the ASC, they must demonstrate in their structure that they have a 'not-for profit' status.  
***True***
- E. True or False? For a sporting organisation to be considered for recognition by the ASC, they do not require a sitting Board of Directors.  
***False***
- F. True or False? In most non-profit organisations, board members do not get paid however, some organisations may choose to pay their board members.  
***True***
- G. True or False? The CEO of a sporting organisation is an individual hired by the board.  
***True***

H. In what year was Sport Integrity Australia established?

**2020**

I. Provide the collective name for the suite of policies developed by Sport Integrity Australia as the guide for how to deal with matters of integrity in sport.

***The National Integrity Framework***

J. Fill in the blanks: The policy to address issues such as bullying and harassment, victimisation and discrimination and other types of unacceptable behaviour is the [**Member**] [**Protection**] Policy.

K. Fill in the blanks: The policy that includes guidelines for ensuring the safety and welfare of children and younger athletes, is the [**Safeguarding**] Children and Young [**People**] Policy.

L. Fill in the blanks: The policy that includes guidance around the use of drugs, supplements, medicine, and components of injections used for pain relief, is the [**Improper**] Use of Drugs and [**Medicine**] Policy.

M. True or False? The purpose of the Australian National Anti-Doping Policy is to have a single and consistent set of anti-doping rules across all sports in Australia.

**True**

N. True or False? NSOs and NSODs can adopt the Australian National Anti-Doping Policy. Once they have done so they are added to the list.

**True**

O. True or False? Under the principles of the World Anti-Doping Code, athletes are not held as responsible for any substance found in their body, regardless of how it got there.

**False**

P. What type of policy would you expect to find your work guidelines around what is considered unacceptable online behaviour, posting, or reposting, the use of images (and images of children), privacy and permissions, copyright, reporting suspected breaches of the policy and consequences of a breach?

***Use of social media policy.***

Q. True or False? A code of conduct (or behaviour) is like the rulebook for participants.

**True**

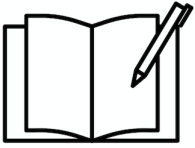
R. True or False? A code of conduct provides guidance on all of the expectations and how to behave while taking part in the sport.

**True**

S. Fill in the blanks: As the coach, and whether you are a paid employee or volunteer, the sports [**environment**] is still considered a [**workplace**] under Australian workplace health and safety law.

T. Fill in the blanks: As the coach, part of your duty of care obligations involves taking [**reasonable**] steps to prevent [**foreseeable**] harm or injury.





## 5G INQUIRY TASK

### Coaches Code of Conduct

Refer back once again to your chosen sport from earlier in this chapter at Inquiry Task 5A.

If you found at task 2A that this sport had an affiliated member that exists for your state, go to that website. Otherwise, you can stay on the main website for the NSO for the sport.

For example, if the NSO for your chosen sport is Soccer, the NSO is *Football Australia* and for the state of Victoria, the affiliated member is *Football Victoria*

Take some time to explore the policy area of the website. You need to find their published *Code of Conduct* (or Code of behaviour) that lists the professional standards that must be upheld to be a coach in this sport.

- Provide the name of the NSO or the affiliated member for your state.

***Volleyball Victoria***

- Provide the name of the policy or document.

***Volleyball Victoria: Code Of Conduct – Coaches (2021)***

- Who does the policy or document apply to?

***The document applies to Coaching staff engaged by Volleyball Victoria.***

- Provide a copy of the expectations as set out, that **directly relate** to the expectations of **conduct** or **behaviour**. (Copied text or a screenshot is acceptable)

***The code of conduct for coaches provides an itemised summary of behaviour on pages 2-4 and reads as follows:***

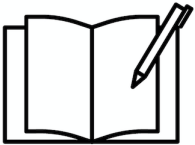
- 1. Treat all participants with respect at all times. Be honest and consistent with them. Honour all promises and commitments, both verbal and written.***
- 2. Respect the rights, dignity and worth of players, fellow coaches, referees, officials, parents/guardians and spectators regardless of their gender, ability, cultural background, religion, political beliefs, socio-economic status and other conditions.***
- 3. Provide feedback to participants in a caring sensitive manner to their needs. Avoid overly negative feedback.***
- 4. Place the safety and welfare of the players above all else.***
- 5. Refrain from any form of harassment, abuse or discrimination towards others, especially children and young people.***
- 6. Avoid situations with your players and participants that could be construed as compromising.***
- 7. Behave in a sportsmanlike manner at all times and ensure that the game of volleyball is not brought into disrepute by your actions.***

- 8. At all times act as a role model that promotes the positive aspects of sport and of volleyball by maintaining the highest standards of personal conduct and projecting a favourable image of the sport of volleyball and of coaching at all times.**
- 9. Be courteous, respectful and open to discussion and interaction. Involve the player or participant in decisions that affect them.**
- 10. Encourage and facilitate participants' independence and responsibility for their own behaviour, performance, decisions and actions.**
- 11. Recognise participants' rights to consult with other coaches and advisers. Cooperate fully with other specialists.**
- 12. Make no detrimental statements in public in respect of the performance of any match referee or officials.**
- 13. Provide a climate of mutual support amongst the players. Encourage players to respect one another and their worth within the team.**
- 14. Determine, in consultation with player/participants and others, what information is confidential and respect that confidentiality.**
- 15. Be aware of the FIVB Rules of the Game, Volleyball Australia and Volleyball Victoria, affiliated Associations and Clubs rules, policies and guidelines. Understand your responsibility if you breach, or are aware of any breaches of their Codes of Behaviour.**
- 16. Accept and respect the role of referees and officials in ensuring that competitions are conducted fairly and according to established rules.**
- 17. At all times use appropriate training methods which in the long term will benefit the participants and avoid those that could be harmful.**
- 18. Ensure that the tasks/training set are suitable for age, experience, ability and physical and psychological conditions of the participants.**
- 19. Provide a safe environment for training and competition.**
- 20. Recognise the individual differences in players and cater to these as best you can. Always think of the player's long-term best interests.**
- 21. Conduct yourself in a responsible manner relating to language, temper and punctuality.**
- 22. Be acutely aware of the power that you as a coach develop with your players/participants in the coaching relationship and avoid any sexual intimacy that could develop as a result.**
- 23. Adhere to the Volleyball Victoria Anti-Doping Policy, Alcohol Policy and Smoke Free Policy. Actively discourage the use of performance enhancing drugs, the use of alcohol and tobacco and illegal substances.**
- 24. Make a commitment to providing a quality service to your players. Provide a training program which is planned and sequential. Maintain or improve your current NCAS accreditation, seek continual improvement through performance appraisal and ongoing coach education and be open to other people's opinions.**
- 25. Respect the fact that your goal as a coach for the participant may not always be the same as that of the participant. Aim for excellence based upon realistic goals and due consideration for the participant's growth and development.**
- 26. Do not exploit any coaching relationship to further personal, political or business interests at the expense of the best interests of your participants.**
- 27. Refrain from using obscene, offensive or insulting language and/or making obscene gestures which may insult players, referees, officials or spectators.**

- 28. Respect other coaches and always act in a manner characterised by courtesy and good faith.**
- 29. Encourage participants and coaches to develop and maintain integrity in their relationships with others.**
- 30. Do not do anything which adversely affects or reflects on or discredits the game of volleyball, Volleyball Victoria, Volleyball Australia, or any team, competition, tournament, sponsor, official supplier or licensee, including but not limited to, any illegal act or any act of dishonesty or fraud.**
- Provide the link to your source of information.

**<https://cdn.revolutionise.com.au/cups/volleyballvictoria/files/gaan5ich7lsjnmlq.pdf>**

**Tip:** If you have trouble finding a coaching code of conduct or behaviour, you can ask your teacher for some help, they may allow you to use a different sport as your example to answer this task.



## 5H INQUIRY TASK

### Accreditation for professional coaches

Refer back to your chosen sport from earlier in this chapter at Inquiry Task 5A.

Take a moment to review the NSO or state affiliated partner website and see if your chosen sport offers any type of professional accreditation for coaches in this sport. Look specifically for a section dedicated to coaching, outlining the different accreditation levels and requirements.

*If you have trouble finding an accreditation program for coaches in your chosen sport for this activity you can use a different sport as your example to answer this task.*

Look for information on courses, workshops, and other requirements needed to achieve accreditation.

Once you have explored the information about accreditation for coaches, provide a response to the following questions:

- What is the name of the sport that offers an accreditation pathway for coaches?

**Volleyball.**

**Volleyball Victoria partners with Volleyball Australia to help their members improve their coaching and refereeing standards through accreditation.**

- Is this information on the NSO website or the affiliated state partner website?

**State partner, Volleyball Victoria**

- Provide the link/s to your source of information.

**<https://www.volleyballvictoria.org.au/development/coach-accreditations>**

***<https://volleyball.org.au/wp-content/uploads/2022/12/Coach-Accreditation-framework-2023.pdf>***

- Is there more than one type of accreditation available? (For example, community level, club level, association level). If yes, what are these types (or levels) called?

***Yes. Volleyball Victoria offers different levels of accreditation (Associate, State and National).***

***Level 1***

***Level 2 (Associate and State)***

***Level 2 (Associate and National)***

***Level 3 (National)***

- Is there a fee to pay? If yes, is it a once off application or an ongoing fee? Briefly explain.

***Yes, the accreditation fee for Volleyball Coaches is \$55. This is to be paid every year on renewal.***

- Are there online training courses or modules to become accredited as a coach? If yes, briefly describe these.

***Yes, Coaches start with online training. For example, Level 2 State Coach has to successfully complete all of the following:***

***Sports Integrity Australia - Child Safeguarding in Sport Induction online course***

***Play by the Rules - Harassment and Discrimination online course***

***Sports Integrity Australia: Anti-doping Coaches course***

***Australian Sports Commission: Community Coaching - Essential Skills Course (7 modules)***

- Are there practical sessions, workshops or on-field assessments to become accredited as a coach? If yes, briefly describe these.

***Yes, practical sessions come after online training is completed. Coaches are assessed on their practical skills and abilities this includes 1x Coaching Training Session Assessment and 1x Match Coaching Assessment.***

- Are there additional requirements to fulfil, such as a Working with Children Check, completing a first aid course, or other specific criteria? If yes, briefly describe these.

***There is nothing specifically mentioned in the coaching accreditation section, however these requirements may be covered in the organisations policies and procedures for hiring new coaches.***

- Are there any conditional aspects to maintaining accreditation? Such as attending ongoing professional development sessions? If yes, briefly describe these.

***Yes, coaches have to accumulate what are known as 'Continuous Development Credit (CDC) points' of renewal activities. The number of points required depends upon the level being renewed. Renewal Activities can be comprised of coaching hours, facilitating education and attending seminars.***

# REFLECTION BANK



SISSCO002 – Set B

A. Outline two responsibilities of a community coach during training.

- *Designing and implementing training sessions to help athletes develop their skills and abilities in their sport.*
- *Teaching proper techniques, strategies, and tactics relevant to the sport.*
- *Planning and overseeing conditioning programs to improve athletes' strength, speed, agility, and endurance.*
- *Providing encouragement, support, and positive reinforcement to motivate athletes and build their confidence.*
- *Recognising and addressing the unique needs and abilities of each athlete, offering personalised training programs.*
- *Encouraging teamwork, friendship, and a positive team culture through effective and open communication.*

B. Outline two responsibilities of a community coach during competition.

- *Studying opponents, planning game strategies, and getting athletes ready for competition both mentally and physically.*
- *Making decisions during games, such as changing players, planning game moves, and making adjustments based on what's happening in the game.*
- *Providing support, guidance, motivation and encouragement to athletes during competitions to help them perform their best.*
- *Promoting good sportsmanship, fair play, and respect for opponents, officials, and teammates.*
- *Helping athletes manage stress, pressure, and emotions during competitive situations, fostering resilience and composure.*
- *Reflecting on team performance, identifying areas for improvement, and providing constructive feedback to athletes for future development.*
- *After competitions, coaches should lead discussions to review performance, identify strengths, and plan improvements.*

C. Outline two major limitations coaches may face in the role

- *Injury management*
- *Providing sport science advice*

D. Fill in the blanks: Working with [**qualified**] professionals like sports scientists or physiotherapists can help address areas where you lack [**knowledge**] and experience.

- E. Fill in the blanks: Being [**honest**] about what you can and can't do and making sure you take care of yourself to avoid getting too tired, is a big part of handling [**limitations**] as a coach.
- F. List four model behaviours of a good coach.

- **Being prepared and organised**
- **Promoting cooperation and good relationships**
- **Using acceptable language**
- **Dressing and presenting in a professional manner**
- **Arriving on time**
- **Using self-reflection to identify areas for improvement**

- G. What are interpersonal skills and why should coaches have strong interpersonal skills?

**Interpersonal skills are all about how you interact with others. These skills help you to communicate well, understand how others feel, and work together smoothly.**

- H. List three or more ways to demonstrate good interpersonal skills when coaching.

- **Effective communication**
- **Empathy**
- **Active listening**
- **Conflict resolution**
- **Relationship building**
- **Emotional intelligence**
- **Flexibility**
- **Providing constructive feedback**

- I. Fill in the blank: [**Technical**] skills are the fundamental movements and actions required to play the sport.

- J. Fill in the blank: [**Tactical**] skills refer to the strategies and decisions a team or individual makes during a game or competition.

- K. Fill in the blank: Beyond just the physical aspects, a skilled coach understands the entire [**ecosystem**] of their sport.

- L. List five or more different issues at work that a coach may face in their role.

- **Team disagreements**
- **Player struggles**
- **Fixing misunderstandings**
- **Managing behaviour**
- **Time juggling**
- **Handling injuries**
- **Working with parents**
- **Dealing with a lack of resources**
- **Sorting out roles**



- **Cultural or diversity issues.**

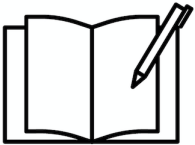
M. Outline the steps involved in identifying problems in the workplace as a coach.

1. **Observation - Pay attention to interactions among athletes, coaching staff, and others involved in the sports environment. Look out for signs of tension, frustration, or communication breakdowns.**
2. **Feedback - Encourage open communication with athletes, staff, and stakeholders. Ask for feedback regularly to understand their perspectives and any concerns they may have.**
3. **Performance analysis - Monitor athlete performance and behaviour during training sessions, competitions, and team activities. Identify any patterns of inconsistency, lack of motivation, or disruptive behaviour.**
4. **Team dynamics - Observe team dynamics during practice sessions and competitions. Look for signs of cliques, conflicts, or disengagement among athletes.**
5. **Communication channels - Evaluate the effectiveness of communication channels within the coaching environment. Assess whether information is being conveyed clearly and promptly to all stakeholders.**

N. What should the coach do if a problem or issue is outside of their job role?

O.

**They must escalate the problem in line with the sporting organisations' policies and procedures.**



## 51 INQUIRY TASK

### Open or closed questions?

Determine for each of the provided example questions if it is 'open' or 'closed'.

Questions from the coach		Select one	
1	"What motivated you to join our team?"	<b>Open</b> <input checked="" type="checkbox"/>	Closed <input type="checkbox"/>
2	"Did you attend this morning's training session?"	Open <input type="checkbox"/>	<b>Closed</b> <input checked="" type="checkbox"/>
3	"Do you think we should try working on new technique?"	Open <input type="checkbox"/>	<b>Closed</b> <input checked="" type="checkbox"/>
4	"Have you previously participated in the sport?"	Open <input type="checkbox"/>	<b>Closed</b> <input checked="" type="checkbox"/>
5	"Can you share with me your preferred style of training?"	<b>Open</b> <input checked="" type="checkbox"/>	Closed <input type="checkbox"/>

6	"What aspects of our swimming programs do you find most appealing?"	<b>Open</b> <input checked="" type="checkbox"/>	Closed <input type="checkbox"/>
7	"Do you like training in the morning or evening?"	Open <input type="checkbox"/>	<b>Closed</b> <input checked="" type="checkbox"/>
8	"Did you use the online registration system for the swimming lessons?"	Open <input type="checkbox"/>	<b>Closed</b> <input checked="" type="checkbox"/>
9	"In your opinion, what improvements do you want to make as an athlete?"	<b>Open</b> <input checked="" type="checkbox"/>	Closed <input type="checkbox"/>
10	"What suggestions do you have to improve your technique?"	<b>Open</b> <input checked="" type="checkbox"/>	Closed <input type="checkbox"/>
11	"Have you been a member of this club before?"	Open <input type="checkbox"/>	<b>Closed</b> <input checked="" type="checkbox"/>
12	"Did you get my text message about training?"	Open <input type="checkbox"/>	<b>Closed</b> <input checked="" type="checkbox"/>
13	"What type of horse-riding experience do you have?"	<b>Open</b> <input checked="" type="checkbox"/>	Closed <input type="checkbox"/>
14	"Can you please tell me if you've had any previous injuries?"	Open <input type="checkbox"/>	<b>Closed</b> <input checked="" type="checkbox"/>

## REFLECTION BANK



- A. Fill in the blanks: If a coach comes across as sounding negative or critical, it can bring the mood of the participants down in [**confidence**] and make them feel less [**motivated**].
- B. Fill in the blank: [**Open**] questions are designed to encourage detailed and expansive responses.
- C. Fill in the blank: [**Closed**] questions are designed to elicit specific, often one-word or short responses.
- D. Fill in the blank: [**Reflective**] questions make athletes think harder about their performance or experiences.
- E. List four or more key components of active listening.

- **Giving full attention**
- **Using verbal and non-verbal cues**
- **Paraphrasing**
- **Reflecting feelings**
- **Avoiding interruptions**
- **Withholding judgment**
- **Responding appropriately**
- **Summarising**

SISSCO002 – Set C



F. What does it mean to give constructive feedback?

***Constructive feedback means giving athletes helpful advice to help them get better at their sport. It's about pointing out what they're doing well and suggesting ways they can improve.***

G. Briefly explain the concept of the 'feedback sandwich'.

***You start with something positive, then address areas needing improvement gently, and finish with another positive note.***

H. When is it important for a coach to use an interpreter?

***When coaching athletes who speak different languages or may have hearing difficulties, an interpreter can help with communication. An interpreter listens to what one person says and then explains it to another person in a way they can understand.***

I. List three or more types of positive body language.

- ***Encouraging gestures***
- ***Active listening***
- ***Demonstrating techniques***
- ***Motivational posture***
- ***Feedback and corrections***
- ***Calm and relaxed presence.***

J. List three or more types of negative body language.

- ***Folding arms***
- ***Not looking at people***
- ***Frowning***
- ***Hands on hips***
- ***Tapping foot, fingers or looking at their watch***
- ***Rolling eyes***
- ***Turning away.***

K. In terms of body language what does the use of space mean in coaching?

***Use of space as a coach refers to how you position yourself and move within the coaching environment.***

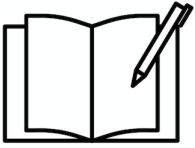
L. List two or more types of written communication a coach may use in their role.

***Newsletters***  
***Emails***  
***Text messages***  
***Social media posts.***

M. Why is it important for coaches to have cultural awareness in their communications?

***By being sensitive to people's backgrounds and needs and adjusting how they interact to demonstrate respect, in doing this, a coach can make sure everyone feels included and supported.***





## 5L INQUIRY TASK

### Preference, need or expectation?

#### Task 2:

Categorise each of the following statements as a preference, a need or an expectation.

**P**reference

**N**eed

**E**xpectation

Circle the correct one

- |   |          |
|---|----------|
| 1. "I do best with a coach who focuses on improving my skills rather than team tactics."          | <b>P</b> |
| 2. " My coach needs to consider my food restrictions for team meals and snacks."                  | <b>N</b> |
| 3. " I expect regular feedback from my coach about how I'm doing and where I can improve."        | <b>E</b> |
| 4. "I like coaches who stress working together as a team rather than just individual success."    | <b>P</b> |
| 5. "Having special equipment and facilities is really important for me because of my disability." | <b>N</b> |
| 6. "I need my coach to tell me right away about any changes to practices or games."               | <b>N</b> |
| 7. "I like it when my coach teaches us ways to stay strong mentally and calm."                    | <b>P</b> |
| 8. "My coach must show me how to avoid injuries and properly warm up and cool down."              | <b>E</b> |
| 9. "It's crucial to me that my coach promotes a friendly and fair team environment."              | <b>E</b> |
| 10. "I appreciate a coach who adjusts to what I need and like."                                   | <b>P</b> |

# REFLECTION BANK



SISSCO002 – Set D

A. Fill in the blanks: Developing and [***maintaining***] highly effective working [***relationships***] across the sporting community involves building rapport and trust, collaborating with athletes, fellow coaches, parents and carers.

B. What is 'rapport'?

***Rapport means having a good understanding and connection with athletes and their families, and it's crucial for providing excellent coaching.***

C. How can a coach build rapport with their sporting community?

***A coach can build rapport through the facilitation of effective communication. This means talking and listening in a way that helps athletes, and their families feel comfortable and understood.***

D. Fill in the blank: [***Preferences***] relate to what a person likes over another.

E. Fill in the blank: [***Expectations***] are what a person perceives they will achieve from participating in the session.

F. Fill in the blank: [***Needs***] are something that are necessary.

G. Fill in the blanks: When everyone feels [***respected***] and [***valued***], it makes the experience better for everyone.

H. Explain why teamwork is important between all of the coaching staff?

***When coaches assist each other and are willing to seek help when necessary, there is a sense of teamwork and unity. By working together, the coaching staff can all effectively meet the responsibilities of the job and achieve common goals.***

I. List four or more common challenges or conflict a coach may face in their role.

- ***Communication breakdown***
- ***Selection disputes***
- ***Abuse of officials***
- ***Team conflict***
- ***Complaints from athletes, parents and others***
- ***Members' protection breaches.***

SUCCESS

SUCCESS

A+

# ROAD MAP



What are common challenges coaches face in their role:

- Communication breakdown
- Selection disputes
- Team conflict
- Complaints



10

How can team work and working with others benefit coaches?

9

What is involved in building rapport and how does it relate to building and maintaining good working relationships as a community coach?



7

Can you identify and explain the different types of written communication used by coaches?

8

Why is it important for coaches to build and maintain positive working relationships?

Why is it important for coaches to be culturally aware in their roles?



5

What are 'interpersonal skills' and can you describe the characteristics of a good coach?



4

Can you outline the role responsibilities of a coach during training and competition?

What are limitations to a community coaching role?

6

Do you know the National Sporting Organisation (NSO) policies?



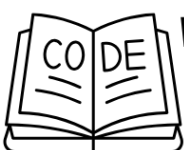
2

Can you identify the different sources of sport and sport specific industry information available for coaches?



3

What are the legal and ethical responsibilities of a community coach?



What is a "Code of Conduct" for coaches?

1

What are some important organisational policies and procedures that are important in community coaching?