



Australian Government

SISSCO411 Apply self-management to intermediate level coaching

Release: 1

SISSSCO411 Apply self-management to intermediate level coaching

Modification History

The release details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Release	Comments
1	New unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to improve coaching skills for sport competition environments. This unit focuses on the ability to apply self-reflection techniques and plan and implement a professional development plan.

Application of the Unit

This unit applies to those personnel who are responsible for coaching athletes at an intermediate level, where the competition is at a minimum of regional level. Personnel will already have achieved basic level coaching accreditation through their National Sporting Organisation (NSO).

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

- | | |
|---|--|
| <p>1. Assess the broader requirements of a coaching role.</p> | <p>1.1 Identify the role of a coach in implementing <i>sports policies</i>.</p> <p>1.2 Identify key <i>personnel</i> that have influence on coaches.</p> <p>1.3 Confirm scope of authority with key personnel in relation to role within sport structure.</p> <p>1.4 Identify professional standards expected of a coach.</p> <p>1.5 Source information on risk management principles and types of insurance available to coaches.</p> <p>1.6 Identify time management strategies.</p> |
| <p>2. Design a professional development plan.</p> | <p>2.1 Use <i>evaluation strategies</i> to establish personal professional development objectives.</p> <p>2.2 Review own performance against agreed program objectives and in response to senior coach comments.</p> <p>2.3 Use <i>self-reflection methods</i> to assist the self-evaluation process.</p> <p>2.4 Identify aspects of <i>coaching styles</i> to improve.</p> <p>2.5 Design a <i>professional development plan</i> to enhance performance and build resilience as a coach.</p> <p>2.6 Undertake actions to implement the plan.</p> |
| <p>3. Analyse own coaching performance.</p> | <p>3.1 Use appropriate technology and equipment to evaluate performance.</p> <p>3.2 Determine own coaching philosophy suitable for athletes being coached.</p> <p>3.3 Record coaching actions or styles that were particularly effective or to be avoided for future use.</p> <p>3.4 Share and discuss <i>feedback</i> regarding the evaluation and recommended future modifications with <i>support personnel</i>.</p> <p>3.5 Confirm with support personnel any changes to future performances based on outcomes of evaluation process.</p> <p>3.6 Modify professional development plan accordingly.</p> |
| <p>4. Monitor progress and make modifications to</p> | <p>4.1 Determine timing of review of professional development plan.</p> <p>4.2 Identify support personnel to be part of review.</p> <p>4.3 Assess progress towards career objectives and coach requirements</p> |

plan. of NSO.

4.4 Adjust objectives and modify plan based on evaluation outcomes.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to share and discuss feedback with others
- problem-solving skills to:
 - determine professional development objectives
 - identify weaknesses or gaps in performance standards
 - identify strategies to enhance performance
 - determine performance strengths
- self-management skills to respond appropriately to feedback
- psychological skills to build resilience as a coach
- literacy skills to:
 - document a professional development plan
 - read written feedback
- technology skills to access and use information and equipment to gather feedback and improve performance.

Required knowledge

- coaching philosophies and styles for intermediate level coaching
- time management strategies
- career pathways and performance standards related to coaching in chosen sport
- roles and responsibilities of:
 - coaches in a sport structure
 - other personnel in enhancing performance
- self-reflection and evaluation methods.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- reflect on own performance and career objectives related to coaching to inform the professional development plan
- critically analyse own performance using available technology and equipment to identify areas for improvement
- demonstrate understanding of role within sport structure and behaviours expected of a coach
- communicate effectively with support personnel to gain feedback and information to enhance performance
- implement changes to improve the quality of coaching based on formal and informal feedback.

Context of and specific resources for assessment

Assessment must ensure:

- identification and application of strategies to enhance coaching performance over a period of time to demonstrate competence and consistency of performance.

Assessment must also ensure access to:

- a sport-specific training or competition setting or environment
- organisation sports policies
- athletes, equipment and facilities and support personnel in a competition setting or environment
- a NCAS qualified senior coach or mentor
- current NSO rules and regulations and best practice principles for coaches
- Australian Sports Commission (ASC) Coach Code of Behaviour.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of identifying performance deficiencies
- oral and or written questioning to assess knowledge of evaluation and self-reflection techniques

- observation of receiving feedback
- a portfolio containing written reports or diaries, evidence or documentation of oral reports, relevant paperwork and analysis of feedback where required
- third-party reports from support personnel detailing coaching professional development.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSSCO306 Provide drugs in sport information
- SISSSCO307 Provide nutrition information to athletes
- SISSSCO308 Support athletes to adopt principles of sports psychology
- sport-specific units of competency.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Sports policies may include:

- member protection
- child protection
- coaches codes of conduct or behaviour
- anti-doping
- media
- risk management.

Personnel may include:

- administrators
- board or committee members
- other coaches
- media
- parents
- officials
- mentors.

Evaluation strategies may include:

- reflection on past performance
- questioning and discussions
- observations
- cross-referencing with coaching standards
- consultation with other support personnel or specialists
- feedback from senior coach or mentor.

Self-reflection methods must include:

- coaching diary
- mentoring
- video self-analysis.

Coaching styles may include:

- friendly and approachable while maintaining a 'professional distance'
- directive regarding non-negotiable issues such as safety factors
- directive regarding not-negotiable issues
- casual
- critical friend
- motivational
- disciplinarian
- humorous when appropriate
- organised and efficient
- supportive and encouraging.

Professional development plan

must include:

- career objectives
- coaching standards or best practice to be met
- lifestyle adjustments
- psychological approaches
- use of mentor or senior coach
- use of support personnel
- identified deficiencies
- strategies to improve performance.

Feedback may be:

- verbal
- written
- visual
- tactile
- informal
- formal.

Support personnel may include:

- sport administrators
- officials
- other coaches
- mentors
- sports medicine professionals
- fitness professionals
- accredited practising dietician
- psychologist.
- physiotherapist
- sports scientist.

Unit Sector(s)

Sport

Competency Field

Sport Coaching