



Australian Government

SISSSDE201 Communicate effectively with others in a sport environment

Release: 1

SISSSDE201 Communicate effectively with others in a sport environment

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 communicate with others in a sport environment. It involves developing relationships, selecting appropriate communication strategies for different people and negotiating with support personnel and others. It also includes dealing with conflict and disputes and underpins effective performance in the sport environment.

Application of the Unit

This unit describes a key function for all people who require essential communication skills to support their role in sport activities. This unit applies to individuals who undertake a variety of roles in any sport such as officials, coaches and administrators.

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.

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| <p>1. Develop effective working relationships.</p> | <p>1.1 Identify own <i>responsibilities and duties</i> in relation to <i>others</i> and undertake activities in a manner that promotes cooperation and good relationships.</p> <p>1.2 Practise high standards of <i>personal presentation</i> according to organisational guidelines and specific requirements for particular duties or situations.</p> <p>1.3 Seek assistance from colleagues when required to fulfil responsibilities and duties.</p> <p>1.4 Offer assistance to colleagues when required.</p> <p>1.5 Encourage, acknowledge and act upon constructive <i>feedback</i> provided by others.</p> |
| <p>2. Use a range of communication mechanisms.</p> | <p>2.1 Conduct <i>communication</i> with others in a polite, professional and friendly manner.</p> <p>2.2 Use language and tone appropriate to a given situation in both written and spoken communication.</p> <p>2.3 Use appropriate <i>non-verbal communication</i> in all situations.</p> <p>2.4 Show sensitivity to <i>cultural and social differences</i>.</p> <p>2.5 Use active listening and questioning to facilitate effective two-way communication.</p> <p>2.6 Select appropriate <i>medium of communication</i> for the particular audience, purpose and situation, taking into consideration characteristics of each medium and relevant factors involved.</p> |
| <p>3. Deal with issues and problems that arise.</p> | <p>3.1 Respect differences in personal values and beliefs and their importance in the development of relationships.</p> <p>3.2 Identify any linguistic and cultural differences in communication styles and respond appropriately.</p> <p>3.3 Identify potential problems and conflict likely to be encountered in the sport environment and devise strategies to deal with these issues.</p> <p>3.4 Seek assistance from others when <i>issues, problems</i> and conflict arise and suggest possible ways of dealing with them or refer them to relevant others.</p> |

Required Skills and Knowledge

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

Required skills

- communication and interpersonal skills including active listening and questioning to obtain information to request advice, receive feedback and build relationships with others
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- meeting personal presentation standards according to organisational requirements
- identifying and dealing with conflict situations, complaints and misunderstandings within scope of responsibility
- problem-solving techniques to identify strategies to prevent misunderstandings and conflict.

Required knowledge

- organisational policies and work procedures, roles and responsibilities
- Sporting Organisation requirements specific to chosen role
- characteristics, uses and conventions of different types of communication mediums
- teamwork principles.

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:

- develop effective relationships with others in the sport environment
- provide support to others to ensure goals are met
- seek feedback from others and taking appropriate action
- select the right communication mechanisms when interacting with others
- apply appropriate conflict resolution techniques.

Context of and specific resources for assessment

Assessment must ensure application of legal and ethical coaching practices as they relate to the individual's current or intended sport.

Assessment must also ensure access to:

- access to actual or simulated sport environment with a range of other people in a variety of roles
- access to Sporting Organisation sport specific rules, regulations and requirements for role in individual's chosen sport
- access to ASC codes of behaviour.

Method of assessment

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

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the individual
- analysis of responses to case studies and scenarios
- role-plays about communication situations and dealing with complaints and misunderstandings
- demonstration of different communication techniques
- observation of demonstrated techniques in resolving conflict
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

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

- SISSSCO202 Coach beginner or novice participants to develop fundamental motor skills
- SISSSOF202 Officiate games or competitions
- SISSSOF203 Judge competitive situations
- sport-specific technical units.

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.

Sources of information may include:

- formal and informal research
- media
- reference books
- legislation or plain English publications describing the law and responsibilities to comply
- Australian Sports Commission (ASC)
- libraries
- National Sporting Organisations (NSO)
- industry journals
- internet
- informal discussions and networking with officials
- industry seminars
- training courses
- participation in industry accreditation schemes
- industry codes of behaviour or ethics.

Responsibilities and duties may include:

- code of conduct or behaviour
- job description and employment arrangements
- organisational policy relevant to coaching role
- skills, training and competencies
- supervision and accountability requirements including work health and safety
- sport or club structures.

Others may include:

- senior coaches
- other coaches
- club members
- board or committee members
- parents
- players
- spectators
- assistants
- volunteers
- officials
- administrators
- sports trainers.

Personal presentation may

- uniform

- include:
- hair and grooming
 - footwear
 - personal protective equipment
 - jewellery.
- Feedback** may include:
- formal/informal performance appraisals
 - obtaining feedback from players
 - obtaining feedback from senior coaches and peers
 - self reflection.
- Communication** may include:
- verbal
 - written format, such as electronic (e.g. email) or hard copy (e.g. letter)
 - by telephone
 - in languages other than English, including Australian Indigenous languages
 - visual, such as sign language:
 - via an interpreter.
- Non-verbal communication** may include:
- body language
 - dress and accessories
 - gestures and mannerisms
 - voice tonality and volume
 - use of space
 - culturally specific communication customs and practices.
- Cultural and social differences** may include:
- modes of greeting, farewelling and conversation
 - body language, including use of body gestures
 - formality of language.
- Medium of communication** may include:
- fax
 - email or text message
 - simple written messages, such as equipment bookings
 - face-to-face
 - telephone
 - video
 - standard forms and pro formas
 - assistive technology, e.g. telephone typewriter (TTY)
 - through interpreters.
- Issues and problems** may include:
- misunderstandings
 - selection disputes
 - abuse of officials and others
 - parent roles
 - team harmony
 - compliance with policies and procedures
 - members protection

- complaints.

Unit Sector(s)

Sport

Competency Field

Sport Development