



**Australian Government**

# **SISSOF306 Apply self-management to enhance high performance officiating**

**Release: 1**

# SISSSOF306 Apply self-management to enhance high performance officiating

## 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 officiating skills for high performance 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 officiating competitions such as referees and umpires in a high performance environment, where the competition is comprised predominantly of elite participants. Personnel will already have achieved higher level officiating accreditation through their NSO.

## Licensing/Regulatory Information

Each National Sporting Organisation (NSO) has specific training and assessment requirements for industry accreditation of officials. These requirements will vary between different sports and those developing training and assessment for this unit should undertake consultation with the relevant NSO or State Sporting Organisation (SSO) to determine any specific arrangements for courses, trainers and assessors to facilitate RPL for individuals to achieve the required registration status to operate as an official in that sport.

## 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.

1. Design a professional development plan.

- 1.1 Use *evaluation strategies* to establish personal professional development objectives.
- 1.2 Review own performance against agreed program objectives and in response to senior officials' comments.
- 1.3 Use *self-reflection methods* to assist the self-evaluation process.
- 1.4 Identify aspects of *officiating styles* to improve.
- 1.5 Design a *professional development plan* to enhance performance and build resilience as an official.
- 1.6 Identify specialists to assist with implementation of the plan.
- 1.7 Take action to implement the plan.

2. Analyse own officiating performance.

- 2.1 Use appropriate technology and equipment to evaluate performance.
- 2.2 Record *officiating actions* or officiating styles that were particularly effective or to be avoided for future use.
- 2.3 Share and discuss *feedback* regarding evaluation and recommended future modifications with *support personnel*.
- 2.4 Confirm with support personnel any changes to future performances based on outcomes of evaluation process.
- 2.5 Modify professional development plan accordingly.

3. Monitor progress and make modifications to plan.

- 3.1 Determine timing of a review of the professional development plan.
- 3.2 Identify support personnel to be part of the review.
- 3.3 Assess progress towards career objectives and performance standards of NSO and International Federation (IF).
- 3.4 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
- self-management skills to respond appropriately to feedback
- psychological skills to build resilience as an official
- 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

- career pathways and performance standards related to officiating in chosen sport
- physical requirements of the sport, including nutrition, fitness and recovery
- roles and responsibilities of other officials and support personnel in enhancing performance
- mental preparation requirements and strategies for high performance officiating
- 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:

- reflects on own performance and career objectives related to officiating to inform the professional development plan
- critically analyse own competition performance using available technology and equipment to identify areas for improvement
- communicate effectively with support personnel to gain feedback and information to enhance performance
- implement changes to improve the quality of officiating based on formal and informal feedback.

#### Context of and specific resources for assessment

Assessment must ensure:

- demonstration of officiating multiple competitions in a high performance environment.

Assessment must also ensure access to:

- technology or equipment to facilitate feedback capture
- groups or teams of participants playing the sport at the advanced level
- officiating equipment and resources

NSO and IF officiating standards and career pathways.

#### 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 officiating professional development.

#### Guidance information for

Holistic assessment with other units relevant to the

**assessment**

industry sector, workplace and job role is recommended:

- SISSSOF305 Officiate in a high performance environment.

## 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.

***Evaluation strategies*** may include:

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

***Self-reflection methods*** must include:

- officiating diary
- mentoring
- video analysis.

***Officiating styles*** may include:

- friendly and approachable while maintaining a 'professional distance'
- clear, precise and, if appropriate, directive regarding non-negotiable issues such as safety factors
- humorous when appropriate
- organised and efficient
- supportive and encouraging.

***Professional development plan*** must include:

- career objectives
- performance standards to be met (technique and competition)
- fitness
- nutrition
- recovery
- mental preparation
- use of mentor or officials coach
- use of support personnel
- identified deficiencies
- strategies to improve performance
- time management or lifestyle balance.

***Officiating actions*** may include:

- competition/performance
- self-improvement
- lifestyle adjustments
- mental preparation
- comfort/discomfort levels.

***Feedback*** may be:

- verbal
- written

*Support personnel* may include:

- visual
- tactile
- informal
- formal
- officials administrators
- officials coaches
- other officials
- mentors
- sports physician
- sports trainer
- sports doctor
- physiotherapist
- accredited exercise physiologist
- sports scientist
- remedial massage therapist
- accredited practising dietician
- other appropriate personnel.

## **Unit Sector(s)**

Sport

## **Competency Field**

Sport Officiating