



Australian Government

SISSSOF307 Coach officials

Release: 1

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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 to coach officials to develop technical skills and improve their officiating performance. It includes the application of strategies to review and analyse the officiating environment, competition performance and skills required to modify and improve future performances.

Application of the Unit

This unit applies to those responsible for the development of officials in a chosen sport. This unit covers the application of relevant NSO and International Federation rules, regulations and guidelines to design activities and drills to develop officiating skills. It also includes the application of strategies to analyse game performance and provide advice on performance enhancement.

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

SISSSOF101 Develop and update officiating knowledge

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. Prepare to coach officials.	<ul style="list-style-type: none"> 1.1 Identify key aspects of the current officiating environment by consulting with key stakeholders. 1.2 Confirm participant eligibility, motivation and officiating career goals and assess readiness to acquire skills. 1.3 Select the particular officiating skills to be developed. 1.4 Ensure health and safety requirements, presentation and equipment are in line with organisational policies and procedures. 1.5 Select components of the official's development program. 1.6 Identify appropriate professionals to assist with design and implementation of training and recovery program for officials.
2. Conduct drills and activities to develop officiating skills.	<ul style="list-style-type: none"> 2.1 Prepare a session plan and allocate sufficient space and resources for the activities. 2.2 Confirm that environment, facilities and equipment meet organisational requirements. 2.3 Select and use a range of coaching styles and teaching methods to transfer skills and knowledge. 2.4 Undertake observation with minimal disruption to activities. 2.5 Observe officials skill execution and apply correction techniques to improve the skill on an individualised and/or group basis. 2.6 Explain and demonstrate specific skills to be coached. 2.7 Apply strategies to maintain group control to ensure safety and enjoyment of the individual and group. 2.8 Provide feedback in a constructive and supportive manner.
3. Prepare officials for competition.	<ul style="list-style-type: none"> 3.1 Prepare officials at an appropriate motivational and psychological level for competition. 3.2 Ensure appropriate administrative requirements are advised to the official prior to competition. 3.3 Prepare an officiating plan in consultation with the official.
4. Analyse official's competition	<ul style="list-style-type: none"> 4.1 Observe officials performance and record key officiating aspects of performance.

- performance.
- 4.2 Identify any ***performance problems or difficulties***.
 - 4.3 Analyse officiating performance against NSO and International Federation (IF) standards.
 - 4.4 Conduct debriefing session with officials following competition using effective ***communication strategies***.
 - 4.5 Identify ways to rectify performance problems or difficulties and develop relevant coaching strategies to enhance officiating performance.

Required Skills and Knowledge

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

Required skills

- communication skills specifically the use of questioning techniques and clarity in oral communication
- interpersonal skills to facilitate participation and encourage effective coaching outcomes
- observation skills to determine strengths and weaknesses in officials' competition performance
- language and literacy skills to:
 - access and interpret information about the officiating standards for the relevant level of game or competition
 - complete documentation in relation to session and officiating plans
- problem-solving skills to:
 - respond appropriately to performance problems experienced by officials
 - apply strategies to design coaching activities to meet identified needs
 - planning and organising skills to design and conduct coaching sessions for officials.

Required knowledge

- NSO and IF codes, rules and guidelines including officiating standards
- relevant legislation to enable safe conduct of activities
- officiating codes of practice and best practice principles to coach officials to the highest standard
- basic principles of training, such as explanation, demonstration, review, trainee explanation, trainee demonstration and feedback
- activities relevant to the sport and officiating level
- basic principles of group management.

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:

- interpret relevant rules, regulations and competition requirements to coach officials according to NSO and IF requirements
- apply effective planning and organisation skills to deliver sessions to improve technical skills
- use a range of coaching styles and teaching methods to transfer skills and knowledge to officials
- observe and monitor the progress of the officials and provide feedback objectively within required time frames about performance enhancements
- use a range of communication strategies to work effectively with officials.

Context of and specific resources for assessment

Assessment must ensure:

- coaching of multiple officials over a sufficient period of time to observe progress in technical skills.

Assessment must also ensure access to:

- a sport-specific training or competition setting or environment
- participants, equipment and facilities and support officials in a competition setting or environment
- current NSO and IF rules and regulations and best practice principles for the development of officials.

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 training sessions including making and communicating information about skills
- observation providing feedback to officials after the competition or game
- oral or written questioning to assess knowledge of NSO and IF rules and regulations for coaching officials
- review of portfolios of evidence such as session

and officiating plans

- third-party reports from a supervisor detailing work performance.

Guidance information for assessment

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

- 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.

Key aspects may include:

- current relevant registration and accreditation requirements
- emotional tone:
 - hostile
 - emotionally charged
 - isolated
 - supportive
 - negative.

Stakeholders may include:

- competitors
- teams
- coaches of individuals/teams
- sports administrators
- media
- officials.

Session plan may include:

- aims
- dates and times
- activity or drill components and structure
- logistics
- equipment required.

Equipment may include:

- protective or safety
- sport specific
- training aids
- personal equipment
- technical equipment such as video, wireless and monitoring.

Coaching styles may include:

- friendly and approachable while maintaining a 'professional distance'
- clear, precise and if appropriate directive regarding non negotiable issues, e.g. safety factors
- humorous when appropriate
- laissez faire when appropriate
- organised and efficient
- a 'critical friend'
- supportive and encouraging
- motivational and inspiring

Teaching methods may include:

- disciplinarian, including modification of undesirable behaviours in officials.
- whole or part approaches
- shaping approaches
- modelling approaches
- command and response approaches
- directive approaches through specific set tasks
- reciprocal or peer tutoring approaches
- feedback and refinement approaches
- guided discovery approaches (setting problems and allowing officials to discover solutions)
- experimental or problem solving approaches.

Feedback may be:

- verbal
- written
- visual
- tactile
- incremental during an event or activity
- at completion.

Administrative requirements may include:

- advice of appointment
- level of competition
- officiating partners
- venue
- start time
- competition teams
- format of competition
- official's contact at competition.
- anticipated focus of performance
- goals
- intended strategies
- measures.

Officiating plan must include:

- shyness or lack of confidence
- ineffective communication
- language or cultural barriers
- insufficient knowledge of rules
- distraction by players, coaches, spectators and others
- physical fitness and preparation
- psychological preparation
- lack of resilience.
- active listening
- questioning techniques
- rephrasing and repeating questions, requests and statements to confirm that they have been correctly

Performance problems or difficulties may include:

Communication strategies may include:

understood

- empathising with the official's situation while upholding rules and regulations
- assertiveness
- non-verbal communication and recognition of non-verbal signs
- ability to speak clearly to be understood and use appropriate language, style and tone.

Unit Sector(s)

Sport

Competency Field

Sport Officiating