



Australian Government

SISSSCO014 Develop sport coaches

Release: 1

SISSCO014 Develop sport coaches

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop coaches in a specific sport. This includes planning, conducting and reviewing the provision of on-the-job support, advice and encouragement to coaches.

This unit applies to experienced coaches working in community based coaching roles in the Australian sport industry. This includes individuals working and volunteering in sport clubs and organisations.

Individuals undertaking this unit often work autonomously.

Specific industry accreditation requirements may apply to sport-specific coaching accreditation and information should be obtained from the relevant National Sporting Organisation (NSO).

Pre-requisite Unit

Nil

Competency Field

Sport Coaching

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Plan for coach development.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Observe, consult and evaluate coaches working with participants in training and competition to identify individual coaching practice and performance needs.
- 1.2. Develop agreed coach development objectives to address individual coaching practice and performance needs.
- 1.3. Select coach development strategies and develop coach development content to address coach development

- objectives.
- 1.4. Document coach development plans according to organisational policies and procedures.
2. Conduct coach development.
 - 2.1. Establish and maintain coach development relationships with coaches.
 - 2.2. Support, advise and encourage coaches before, during and after training sessions and competitions.
 - 2.3. Provide feedback to coaches to improve individual coaching practice and performance.
 - 2.4. Monitor and evaluate coach development progress against coach development objectives.
 - 2.5. Modify coach development strategies and content to meet coach development objectives.
 3. Reflect on coaching development practice.
 - 3.1. Seek feedback from others to identify areas to improve own coach development practice.
 - 3.2. Reflect on own coach development practice to identify areas for improvement.
 - 3.3. Analyse findings and incorporate learnings in future coach development sessions.
 - 3.4. Seek opportunities to address identified professional development needs.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	interpret coach practice and performance information.
Oral communications skills to:	ask open and closed questions and actively listen to determine and meet coach development needs.
Numeracy skills to:	interpret and discuss coach practice and performance data.
Teamwork skills to:	work with coaches.

Unit Mapping Information

No equivalent unit

Links

Companion Volume Implementation Guides -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b>

Assessment Requirements for SISSSCO014 Develop sport coaches

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role and:

- develop one novice and one experienced sport coach in a specific sport that involves:
 - conducting a model session for each coach
 - helping each coach to adapt their coaching practice to meet the needs of the participant being coached
 - facilitating peer feedback after a session delivered by each coach.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in the elements and performance criteria of this unit:

- organisational policies and procedures applicable to developing sport coaches in a specific sport
- tactical and technical fundamentals of a specific sport
- types of sport-specific coaching activities:
 - game sense
 - technique-centred activities
 - constraints-led approach
- types and safe use of sport-specific coaching equipment
- sport-specific rules, regulations and policies
- roles and responsibilities of sport-specific coaches and officials
- sport-specific terminology and communication systems
- benefits of effective coaching and risks of poor coaching
- communication styles:
 - active listening
 - open and closed questions
 - non verbal communication
 - giving and receiving feedback
 - tone and level of voice
 - terminology and language
- purposes of coach development:
 - increasing participant outcomes
 - improving coach retention

- creating a positive sport environment
- methods for supporting coaches:
 - focusing on coaching process and coach performance
 - creating a positive experiential learning environment
 - challenging coaches
 - listening to coach views and challenges and responding without bias
 - sharing personal coaching experiences
 - valuing commitment and contribution
 - encouraging self-reflection
 - positioning in relation to the coach
 - conducting model sessions
 - providing advice on adapting coaching practice to meet the needs of participants
- methods of managing the coaching relationship:
 - building rapport
 - preventing and defusing conflict
 - professional boundaries
 - confidentiality
 - developmental stages of participants
- types of coach observations:
 - frequency and specificity of instruction
 - pre-game plan instructions
 - body language and tone of voice
 - participant engagement
 - giving feedback
 - rest and recovery instructions
 - meeting the expectations of the sport
- coach development planning processes
- coach development review processes
- methods for giving feedback and timing of feedback
- methods for self reflection.

Assessment Conditions

Skills must be demonstrated in:

- a community based sport environment in a specific sport. This can be a workplace or simulated environment.

Assessment must ensure access to:

- sport-specific facilities, equipment and resources
- coach development plan template

- sport-specific rules, regulations and policies
- National Sporting Organisation coaching information.

Assessment must ensure use of:

- sport-specific coaches to be developed.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

Links

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