

## MODULE 3 – WORKING WITH OTHERS

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### LEARNING OUTCOME:

At the end of this module, *'I will be able to communicate effectively to build positive relationships with participants and others involved in physical activity and sport'*.

The primary aim of the module is to provide a range of communication and basic conflict resolution techniques relevant to the coaching environment.

### CONTENT:

<b>What communication skills do coaches need?</b>	<ul style="list-style-type: none"><li>• Selecting from a range of communication techniques:<ul style="list-style-type: none"><li>– verbal</li><li>– non-verbal</li><li>– active listening</li><li>– demonstrations</li><li>– inclusive communication</li><li>– providing feedback</li></ul></li><li>• Barriers to effective communication</li><li>• Understanding individual differences:<ul style="list-style-type: none"><li>– communicating with a diverse range of participants (cultural, age and social differences)</li><li>– learning styles</li><li>– motivation.</li></ul></li><li>• Use of social media</li></ul>
<b>How do I choose the right style?</b>	<ul style="list-style-type: none"><li>• Selecting coaching styles from direct to indirect for different situations and individuals:<ul style="list-style-type: none"><li>– friendly and approachable while maintaining a 'professional distance'</li><li>– directive regarding non-negotiable issues such as safety factors</li><li>– casual</li><li>– critical friend</li><li>– motivational</li><li>– disciplinarian</li><li>– humorous when appropriate</li><li>– organised and efficient</li><li>– supportive and encouraging.</li></ul></li><li>• The coach as role model:<ul style="list-style-type: none"><li>– promoting cooperation and good relationships</li><li>– acceptable language</li><li>– arriving on time</li><li>– presentation standards</li><li>– self-reflection to identify areas for improvement.</li></ul></li></ul>

## MODULE 3 – WORKING WITH OTHERS continued

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How do I deal with issues and problems that might arise?

- Preventing issues by building relationships with others:
  - identifying key stakeholders
  - strategies for gaining support from key people
  - understanding climate or environment in which you coach (difficult or supportive)
  - being clear about your role and responsibilities in relation to others
  - respecting different personal values and beliefs.
- Working positively with parents (including expectations of parents)
- Working with officials (including the issue of abuse and how coaches can have a positive influence)
- Working positively with Boards and Committees
- Roles and relationships with sports administrators or school staff
- Choices when dealing with difficult behaviour:
  - listen more, talk less
  - understand the intent
  - work out how to resolve the conflict or prevent it reoccurring
  - know when to walk away, seek assistance from others or refer the matter to someone else.