Title	Demonstrate and apply knowledge of vision, values, and group culture as a sport coach		
Level	4	Credits	3

| Purpose | This unit standard is aimed primarily at sport coaches referred to as 'developing coaches' in the Sport and Recreation New Zealand (SPARC) *Coach Development Framework*.
People credited with this unit standard are able to: develop and implement a process for creating a vision within a specific group of athletes one is coaching; develop and implement a process for establishing group and individual values in sport coaching; and demonstrate and apply knowledge of group culture strategies in sports coaching. |
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Classification	Recreation and Sport > Recreation and Sport - Coaching and Instruction

Available grade	Achieved

Entry information	
Recommended skills and knowledge	Unit 25805, *Demonstrate and apply knowledge of individual and group characteristics and needs for coaching activities in recreation,* or demonstrate equivalent knowledge and skills.

Explanatory notes

1   All activities must be consistent with the Health and Safety in Employment Act 1992.

2   In relation to coaching children, the creation of a vision (see outcome 1) may have lower emphasis than for adult or young adult athletes and may arise from an informal rather than a structured process. However the rules and behaviours arising from group culture considerations, and their consistent implementation in coaching practice, may have an increased emphasis for children compared to adult or young adult athletes.

3   This unit standard relates to creating a vision, individual and team values, and effective team culture strategies in *Leadership Module 1: Leadership* in the SPARC *Coach Development Framework*, summary document 'Coach Development Framework – Developing Coach Learning Outcomes' available at http://www.sparc.org.nz/search/ key words 'Developing Coach Learning Outcomes'; use link 'Summary Learning Outcomes'.

A PDF copy of the SPARC *Coach Development Framework* booklet is available at http://www.sparc.org.nz/en-nz/communities-and-clubs/Coaching/Coach-Development--Education/Coach-Development-Framework1/.

In addition, SPARC has developed learning support materials that may be useful to national sport organisations and others in designing coach development programmes related to the Coach Development Framework learning outcomes. These materials are not intended to be used directly for assessment purposes against unit standards. Links to these learning support materials are listed in relation to Coach Development Framework learning areas in a table beneath the heading 'Coach Development Modules – Learning Resources and Materials' at http://www.sparc.org.nz/en-nz/communities-and-clubs/Coaching/Coach-Development--Education/Framework-programme-materials/.

4   Definitions
Group refers to a group of athletes being coached, whether or not they perform as a team, a squad, or independently.
Sport coaching community refers to a coaching community (of athletes) primarily, but not exclusively, recognised in terms of age and/or stage by SPARC in the Coach Development Framework and/or by a national sport organisation.

Outcomes and evidence requirements

Outcome 1

Develop and implement a process for creating a vision within a specific group of athletes one is coaching.

Evidence requirements

1.1   The process for creating a vision within the group of athletes is consistent with the needs of the athletes in the sport coaching community and includes athlete involvement.

1.2   A vision that has athlete support is created in accordance with the process developed.

Outcome 2

Develop and implement a process for establishing group and individual values in sport coaching.

Evidence requirements

2.1   A process is developed for establishing group and individual values that is suitable for the sport coaching community and involves athletes and relevant management team members.

2.2   The process is implemented, with any modifications required to meet athlete needs, and identifies group and individual values that support the team vision and identifies individual values that align with group values.

2.3   Reflection on the process for developing group and individual values identifies effective aspects of the process and improvements for similar activities in the future.

Outcome 3

Demonstrate and apply knowledge of group culture strategies in sports coaching.

Evidence requirements

3.1   Group culture strategies are identified in relation to group values and coaching practice.

Range   group culture strategies arise from the team values and may include but are not limited to – principles, ground rules, roles and responsibilities, behaviours, expectations of others, feedback, dealing with conflict, consequences of non-compliance.

3.2   Group culture strategies agreed by coach and athlete(s) are implemented in ongoing coaching practice consistently and in relation to the needs for the sport coaching community.

Range   ongoing coaching practice – over a season or other significant period of time of at least five weeks;
may include but is not limited to – reference to group values in coaching practice; monitoring and application of strategies in training, practice, group briefings, competition, and travel.

3.3   Reflection on the implementation of group culture strategies in coaching practice draws conclusions regarding the contribution of the strategies to supporting the group vision and values, creating a positive environment, and supporting the group's performance.

Replacement information	This unit standard replaced unit standard 5365.

Planned review date	31 December 2012

Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	16 April 2010	31 December 2012
Rollover and Revision	2	20 May 2011	N/A

Consent and Moderation Requirements (CMR) reference	0099

This CMR can be accessed at http://www.nzqa.govt.nz/framework/search/index.do.

Please note
Providers must be granted consent to assess against standards (accredited) by NZQA, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be granted consent to assess against standards by NZQA before they can register credits from assessment against unit standards.

Providers and Industry Training Organisations, which have been granted consent and which are assessing against unit standards must engage with the moderation system that applies to those standards.

Requirements for consent to assess and an outline of the moderation system that applies to this standard are outlined in the Consent and Moderation Requirements (CMRs). The CMR also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

Comments on this unit standard

Please contact Skills Active Aotearoa Limited info@skillsactive.org.nz if you wish to suggest changes to the content of this unit standard.