



AUSTOUCH
LEADER TRAINING
PROGRAM

LEARNER GUIDE

Australian Touch Association

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ABOUT THIS LEARNER GUIDE

This Learner Guide has been developed by the Australian Touch Association (ATA) to support AusTouch Leaders (those delivering the program to participants) when undertaking the **ATA AusTouch Leader Training Program**. This Learner Guide is designed to be used in conjunction with face-to-face training. It is hoped that all activities and assessment tasks will be undertaken “in-class”, within the 1-day face-to-face course. Although this is the case, those candidates who require additional support will receive this and have the opportunity to undertake assessment tasks “post course” in practical settings, under the guidance of their trainer.

This resource corresponds to the following Units of Competency within the Sports Industry Training Package:

Section 1 – SRXGCS004A

Section 2 – SRXCAI007A

AusTouch Leader Training Program

SRXGCS004A – Meet Client Needs and Expectations
SRXCAI007A – Conduct a Sport and Recreation Session



AusTouch Trainer Training Program

BSB404A – Train Small Groups
BSB405A – Plan and Promote a Training Program
BSB406A – Plan a Series of Training Sessions
BSB407A – Deliver Training Sessions
BSB408A – Review Training Sessions



AusTouch Assessor Training Program

BSB401A – Plan Assessment
BSB402A – Conduct Assessment
BSB403A – Review Assessment

This training program is “competency based” and therefore qualified assessors will assess candidates.

What is a Competency?

A competency can be defined as “the application of specific knowledge and skill to a required standard of performance in a given situation” (ASC RIA Manual, 2000, p27).

A competency can include a number of aspects of performance, such as:

- Applied Skills (e.g. being able to teach specific skills)
- Management Skills (i.e. being able to prepare, plan and organise)
- Contingency Management Skills (i.e. being able to fix problems as they arise)
- Inter-personal Skills (i.e. being able to deal effectively with others)

Usually all four of these areas are considered.

What is Competency Based Assessment?

▪ Criterion Based

Candidates are assessed against a set of specific performance criteria or benchmarks, NOT against each other.

▪ Evidence Based

Decisions, about whether a person is competent or not, are based upon evidence provided by the candidate.

▪ Participatory Processes are used

The candidate is involved in planning and arranging assessment processes wherever possible. They have some input to assist them to achieve competency.

How Do I Use this Learner Guide?

The Learner Guide provides you with the information and activities that will enable you to develop competency, within the aforementioned units of competency, within the ATA AusTouch Leader Training Program.

What Resources Do I Need?

The only resource you will need to complete the learning for this program is this Learner Guide. You will be assisted by working with your trainer to discuss the content of the Learner Guide and by actively participating in all activities and assessment tasks within this guide.

What if I Already Have the Skills?

You may already have some or all of the skills or knowledge required for these units of competency. If this is the case, you may not have to undertake additional training in these areas.

You can ask the ATA for an initial assessment of your **current competence** to determine what skills you have and whether you need additional training. If you would like to attempt to gain formal recognition of your existing skills, you will be required to complete a detailed Recognition of Current Competency (RCC) application form that will allow an assessor to review your skills against the specific requirements for this course. **Discuss this process with the ATA.**

What About Assessment?

When you complete the assessment tasks within this Learner Guide and are assessed as competent by your “Certificate IV – Assessment and Workplace Training qualified” trainer, you will be eligible to receive a nationally recognised Statement of Attainment for the units of competency already mentioned. To do this, you will need to apply for RCC with a Registered Training Organisation (such as a TAFE) who offers sport and recreation training.

To undertake assessment for this program, you will need to complete the assessment tasks found at the end of each section of the Learner Guide.

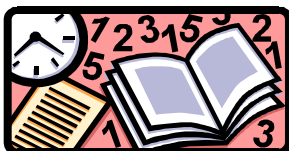
The assessment process is what is known as **integrated assessment**. This means that several elements / performance criteria are grouped together and assessed at the same time using one assessment task.

You will need to successfully complete all assessment tasks in this Learner Guide if you are to be deemed competent in all areas.

All assessment tasks are to be completed “within the Learner Guide” and handed to your trainer for assessment. You will then receive the assessed Learner Guide and be able to use this to gain RCC etc.

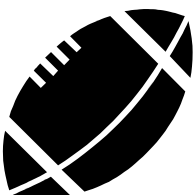
In making a decision on your competency level, your trainer will complete an assessment tool for each of the assessment tasks, in which each performance criteria for both units of competency will be assessed.

The assessment activities are found at the end of each section within the Learner Guide and can be identified by the icon below:



Official Assessment

The Learner Guide also includes a series of specifically designed learning **activities**, which will allow you to practice your new skills prior to assessment. These activities are represented by the logo below.



Activity

How Do I Start?

You will undertake the activities in the Learner Guide within the 1-day course, under the supervision of your trainer. If you require additional time to undertake activities or assessment tasks, or require further assessment, this can be negotiated with your trainer.

When you are ready to start your training, turn to **Section One** of this Learner Guide.

Section One

SRXGCS004A -

Meet Client Needs and Expectations

This unit covers the skills and knowledge required to understand, clarify and meet client needs and expectations.

Key areas discussed within this Unit of Competency include:

1. Identifying client needs and expectations
2. Providing customer service to meet these needs

Providing high quality client service to all AusTouch stakeholders (children, parents, coaches, teachers etc) requires a range of skills and knowledge that all AusTouch Leaders should aim to constantly improve. These include:

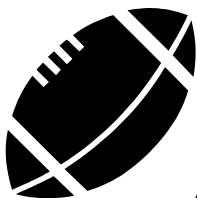
- Excellent communications skills (listening, speaking, questioning, writing).
- A high level of interpersonal skills (understanding the client).
- The ability to accurately assess client needs.
- The ability to provide accurate, prompt and professional service when the client wants this.
- ***An excellent knowledge of the AusTouch product / program is critical.***

I. Identifying Client Needs and Expectations

Providing quality client service and therefore meeting their needs and expectations is a key element in operating successfully as an AusTouch Leader and in all sport industry roles. For this to occur, the first thing that has to be ascertained is **“what does the client really want”**. Once this has been established, you can go about ensuring that the service you provide meets these needs.

What Does the Client Really Want?

This will depend on the client. You will no doubt deal with a range of clients (not just those that come to participate - children).



Activity 1.1

List the client groups that you will deal with in your role as an AusTouch Leader.

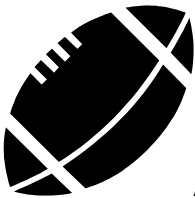
- 1.
- 2.
- 3.
- 4.
- 5.

Once you are aware of what it is that you are able to offer clients, it is time to use strategies to determine their needs as quickly as possible. Some qualities seen as important to clients in the sport / Touch industry include:

- Knowledge of the product
- Sincere interest in the clients needs
- Commitment to service
- Accessibility
- Interpersonal skills
- A positive, enthusiastic attitude
- Good listening skills (don't interrupt, let the customer know you are listening, check understanding, take notes, ask questions)
- ***The ability to establish a positive business relationship with the client***

Tip - To establish and build positive business relationships with your clients you should:

- Use positive language and project a confident and relaxed manner
- Show that your primary interest is to help / meet the needs of the client
- Use the client's name in the course of conversation
- Maintain good eye contact (80%) if face to face
- Have a good knowledge of your industry and the changing trends, services, products available etc.



Activity 1.2

Of the above qualities, which would you use every time you deal with a client (give examples)?

It cannot be stressed enough, that to quickly and accurately identify client needs, you need to be **enthusiastic!** A big part of your enthusiasm will come from your body language. ***Would you want to bring your child to an organisation / sporting program where Leaders frowned, crossed their arms, slouched and generally looked disinterested?***

Body language to use when dealing with clients includes:

- Smiling
- Nodding (agreeing with the client)
- Good posture
- Looking interested at all times
- Good movement between all activities (show some energy)

Some research has suggested that up to 85% of the message received comes from the body language of the sender (you).

How Urgent is the Client's Need?

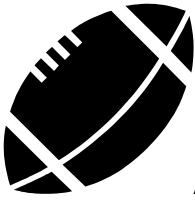
All requests received, whether by phone, fax, email or face to face, should be addressed as soon as possible. Often, it is required that you provide information to the client immediately. However, often you may not be able to satisfy the client straight away, or you may need more information. If this is the case, let the client know that you will deal with the issue AND when you will get back to them. Make sure you respond to the client on time.

Options

After questioning a customer about their needs, it may be worth providing them with a range of options or suggestions. This not only shows your knowledge of the AusTouch Program, but also demonstrates that you are sincerely interested in helping them. Explain variables such as:

- Price
- Program details
- Choices available
- What may suit them better and why
- Safety aspects of the activities
- Links to affiliated competitions
- The Game Sense Approach used in the program
- Others

This will allow you to find out more detailed information about the needs of the client.
DO NOT ASSUME WHAT THE CLIENT WANTS!!



Activity 1.3

If a parent asks you about joining their children up with your AusTouch Centre, how could you go about identifying their specific needs?

When you believe that you have accurately identified the needs of the client, it is time to provide client service to meet these needs.

2. Providing Quality Client Service to Meet Their Needs

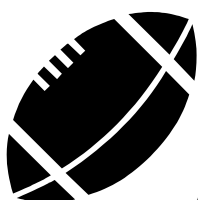
Once you know what it is that a client wants, the appropriate action steps need to be taken as soon as possible. These might include:

- Provide the information immediately
- Refer the client to another staff member or Leader
- Putt the client on hold while the information is located
- Collect the information and mailing it to the client
- Arrange an appointment with the client
- Send follow-up materials
- Direct clients to the organisation's website
- ***Make adjustments to the program to suit client needs***

REMEMBER TO ATTEND TO THE NEEDS OF THE CLIENT AS SOON AS YOU POSSIBLY CAN. Always let the client know what action is being taken and why.

Recording Client Service Details

Most organisations like to keep a record of when and why clients contact them. The system that is used to record the information can be computer or paper based and should be simple and fast to use.



Activity 1.4

Why should you record the details of client requests for the / within your AusTouch Program?

It is essential to record details such as client details, questions they ask, needs they have and the action that you took. An example of where this system can benefit you might be when a client asked you send them a brochure and a week later they stated that you failed to do so. You can consult the records and demonstrate that you did in fact post the brochure that day.

An example of how the organisation could benefit from the system might be if you stated to a client that you would call them in a week to discuss their needs further and on the day that you were to call them, you would have forgotten had you not consulted the records.

An example of a simple client request recording system can be seen below:

Name and Contact Details	Date and Method of Contact	Reason for Contact	Information Given (and by whom)	Action Required / Taken	How did the client know about the organisation?
Pat Side 4 Leyton Street Birkdale Q. 4159 0406 999 999	Telephone 19 th October	Membership information	Costs and benefits discussed, plus brochure posted. DS	Brochure posted 19 October Follow up call on 30 th Oct	Word of mouth

Follow-Up Actions

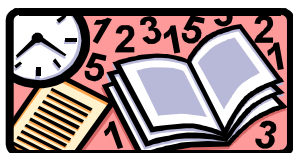
Always follow-up any actions that have been recorded and the time required and make sure all actions have been undertaken and that the client is satisfied. People and organisations that fail to do this are being both **lazy and inefficient**.

Check that the Client is Satisfied

It is very important to verify that the client is satisfied after talking with you, or after each session. If they are not (even if you assumed they were), they are likely to take their business elsewhere.

Check that one or more of the following options have been covered:

- The client has received the information they required
- Information has been obtained from another person and given to the client
- The client has been referred to someone else in the organisation
- An appointment has been made for the client
- The client knows they will receive more information and when this will occur
- All follow up actions have been completed
- The client is aware who to call if they ever need more assistance
- The client is pleased with the service you provided



Official Assessment

Task 1a

You are a qualified ATA AusTouch Leader and you have just had a parent (client) approach you before a session. You have seen the parent before, but have not yet spoken to them. The client lets you know that they are not totally pleased with the program that is being offered to their 10 year-old son.

Outline (in detail) how you will go about:

1. Identifying the client's specific needs
2. Meeting the client's needs
3. Checking to ensure that the client is satisfied

Task 1b

You are to outline how you would effectively deal with a situation where a 9 year-old participant says that they are not coming to AusTouch anymore, after only two sessions.

Outline (in detail) how you will go about:

1. Identifying the client's specific needs
2. Meeting the client's needs
3. Checking to ensure that the client is satisfied

The assessment tool that your trainer will use to measure your competency can be seen on page 19 of this Learner Guide.

Assessment Tasks may be completed in the space provided on the following pages.

Task 1a (2 pages available)

Task 1a Continued

Task 1b (2 pages available)

Task 1b Continued

AUSTOUCH LEADER TRAINING PROGRAM

IN-CLASS ASSESSMENT TOOL (SRXCGS004A – Meet Client Needs and Expectations)

Name:

Competency Granted: YES / NO

Performance Criteria	Evidence Supplied	Validity (Is the evidence relevant)?	Sufficiency (Is there enough evidence)?	Authenticity (Is the evidence a true reflection of the candidate)?	Current	Comments
I.1 The ability to accurately identify client needs and expectations is demonstrated	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	
I.2 The ability to provide service to meet client needs and expectations is demonstrated	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	

All performance criteria for this unit are met: (please tick)

YES

NO (please provide advice to the applicant of what evidence they are still required to supply)

Date of Assessment: _____

Name of Assessor: _____

Position: _____

Contact Number: _____

Assessor's Comments / Recommendations:

Assessor's Signature: _____ Date: _____

Section Two

SRXCAI007A -

Conduct a Sport and Recreation Program

This unit covers the skills and knowledge required to effectively conduct well planned sport and recreation **programs (with specific attention paid to the ATA AusTouch Program)**.

Key areas discussed within this Unit of Competency include:

1. Co-ordinating your resources
2. Conducting the AusTouch program
3. Concluding the AusTouch program
4. Evaluating the effectiveness of the program

For the AusTouch Program to be a success, and for all participants to enjoy their participation and hopefully flow on into affiliated junior Touch competitions, your ability to conduct all aspects of the program in a professional and effective manner is critical. That is why you are undertaking this training.

I. Co-ordinating Your Resources

As you may be aware, coaching (and in this case, facilitating AusTouch sessions) is more than simply showing up to the venue. AusTouch Leaders need to organise activities, use contingencies (plan B), and act as counsellors, friends, teachers, managers and much, much more. AusTouch Leaders need to manage their resources very effectively if they are to provide the best service to their clients (the participants), whilst enjoying their role as much as possible.

AusTouch Leaders may also manage tasks such as:

- Budgets
- Planning programs (contingencies)
- Booking venues
- Purchasing of equipment
- Arranging insurance
- Keeping records of all sessions
- Organising equipment and activities

Some Tips:

- Gather a good support team around you if possible (mentors, other Leaders, teachers, players, the local association etc)
- Communicate well with the support team and other stakeholders and encourage and value their input into the program
- Develop your management skills to coordinate all of the functions you have
- Develop networks and research skills to allow you to find and interpret the latest coaching information to help your facilitation of the AusTouch program.

One aspect of resource management, which is critical to your success as an AusTouch Leader, is your use and management of equipment.

Relevant items of equipment may include:

- Modified Touch balls
- Markers
- Field space
- Water bottles
- Whistles
- Whiteboard
- Other training aides such as ropes, video camera, music etc

MAKE SURE THAT YOU ARRANGE ALL EQUIPMENT FOR EACH SESSION, BEFORE THE PARTICIPANTS ARRIVE. GET THEIR 15 MINUTES EARLY!

Using Mentor Coaches to Assist You

Mentoring is when a coach selects another coach / Leader or person whom they respect to assist with the self-reflection process.

When choosing a mentor, make sure that they are:

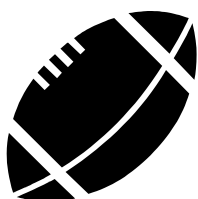
- Approachable
- Good communicators
- Understanding of the culture of the sport
- Experienced
- Able to share information openly
- Keen to be your mentor to assist your coaching development

How can a mentor assist you as an AusTouch Leader?

- Motivation
- Challenges
- Identifies opportunities
- Shares networks
- Empowers and gives confidence
- Learn new skills
- Increased confidence and empowerment
- Learn to accept constructive feedback
- Career enhancement

What's in it for the mentor?

- Share knowledge and skills
- Revitalise their enthusiasm for Touch
- Reduce feelings of coach isolation
- Personal satisfaction
- Enhance networks
- Challenges their own perspectives



Activity 2.1

If you were to enlist the assistance of a mentor coach, what characteristics would you like them to have? How could your coaching benefit from this process? How would you know if your coaching has improved?

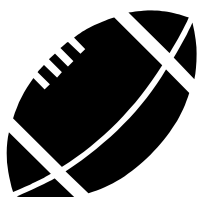
Sourcing Information

As an AusTouch Leader, you have access to the session plans developed by the ATA, however, you will also have specific information and assistance requirements. Various methods / sources can be employed to gain this information, and depending upon your needs and situation some of these may include:

- Coaches / mentors
- Officials
- Administrators
- Parents
- Teachers

How to Get the Information

- Your state / national body (ATA)
- Your state coaching centre (contact your state department of sport and recreation)
- Australian Sports Commission resources (Sports Coach Magazine, Coaching Australia Newsletter and The Sport educator)
- State institutes / academies of sport
- The National Sports Information Centre (Australian Sports Commission)
- Conferences
- Formal coaching courses
- www.ausport.gov.au/info (and other web based research)



Activity 2.2

As an AusTouch Leader, how could you gain access to information that you may need to assist you in your role?

Time Management for AusTouch Leaders

As an AusTouch Leader, you are an integral part of an extremely exciting program. As such, you have made a commitment to the program and its success. This commitment takes time and you need to effectively manage this time commitment with others in your busy life.

Most coaches (AusTouch Leaders) know, that despite their best intentions, they often face time management challenges. These could include changing roles, equipment problems, human resource problems, illness or injury, social and family commitments, professional development requirements etc.

There are numerous benefits of effective time management for AusTouch Leaders and some of these include:

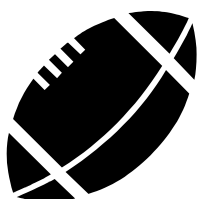
- Increased productivity
- Prevention of duplication of effort
- Reduced stress
- Realisation of goals
- **Increased enjoyment!!!**

If you are constantly finding that you are running out of time, you need to ask yourself the following questions:

- By the end of the session, day, week, have I at least completed the most important tasks that I set myself?
- What are my priorities daily, weekly and each month?
- What strategies am I currently using to deal with the demands on my time?

Causes of poor time management include:

- Underestimating the time it will take to complete tasks such as planning sessions etc
- Procrastination
- Saying yes to new tasks without considering the time demands it will present
- Jumping from task to task
- Wasting time



Activity 2.3

Which of the aforementioned causes of poor time management have you been guilty of and how did it affect your coaching / performance?

Improving Time Management:

Planning

You need to develop daily, weekly and monthly plans that identify your goals, prioritise tasks and outline strategies that you will use to complete them.

Prioritising

It is essential that you rank tasks from the most important to the least important and ensure they you work to these priorities.

Setting Limits

Only take on additional work if you will have spare time after completing your high priority tasks in your plan.

Systems

It is a good idea to use systems for completing routine tasks. If this means that you set aside one hour per day where you are alone to complete tasks, this needs to be planned for.

Support Structures

Involve mentors to help you in these processes. You are not expected to have great time management skills over night, but you are expected to work hard to develop these skills and using other people's knowledge and experience to assist this development should be a part of this process.

2. Conducting the AusTouch Program

Why do you want to be an AusTouch Leader?

This simple question is not given much thought by many Leaders / coaches and as a result, often they may get bored, lose commitment or perhaps just go through the motions. Some common reasons given by coaches as to why the coach include:

- To put something back
- Because nobody else would
- To help the players achieve their goals
- To stay involved in the sport
- To learn new skills
- To see players having fun and improving
- To have fun

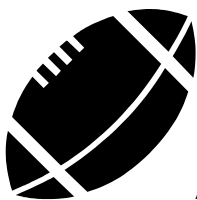
A good way to consider the role of the AusTouch Leader is to focus on assisting the participants to achieve whatever their goals are. Notice the word **THEIR**.

So why do children take part in sport? To:

- Learn new skills
- Form new friendships
- Have fun
- Develop a sense of belonging

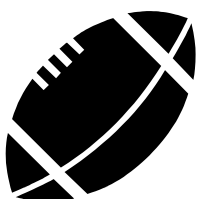
What do parents of children playing sport seek from sporting programs?

- Safety
- Fun
- Family involvement
- Success
- Develop social skills
- Develop physical skills



Activity 2.4

Why do you want to be an AusTouch Leader, and why is it important to know what participants and their parents want from the program?



Activity 2.5

How would you like to be seen as an AusTouch Leader and what would you like to achieve?

Ethical Responsibilities of the AusTouch Leader

To be accredited as an ATA AusTouch Leader, you are required to abide by the ASC Coach's Code of Ethics.

The essence of the CCOE is:

All participants at all levels have the right to participate in a safe and enjoyable sporting environment. As an AusTouch Leader you have a responsibility to do everything within your power to ensure that this is the case in your coaching sessions. (For a copy of the code, go to www.coachingaus.gov.au).

Coaching Styles

You will have seen coaches who are very serious, angry, fun, light hearted, intense, easy going and probably a combination of all of the above. There is a range of coaching styles, which have been identified, and these are seen below.

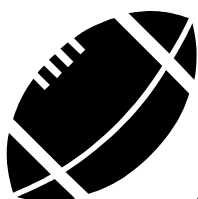
- **Authoritarian** – very strict, frequent punishment, win at all costs
- **Business-Like** – Not people oriented, keen to see 100% effort and result driven
- **Nice-Guy** – Personable and cooperative and can be taken advantage of
- **Intense** – Highly stressed, focused of quality and results
- **Easy-Going** – Casual or submissive, not serious.

Although there are advantages and disadvantages to all styles, all of them can be deemed to be successful. It is well recognised that coaches will have a preferred style.

The important thing for AusTouch Leaders to remember is that their preferred style may **not** be the preferred style of their participants.

A good coach / Leader will adapt his/her style depending on the situation they are in and the participants they are working with at the time.

REMEMBER, YOU ARE THERE TO HELP THE PARTICIPANTS ACHIEVE THEIR GOALS!



Activity 2.6

What is your preferred style of coaching? Do you feel that you effectively change your style of coaching to meet the needs of your athletes and if so, how do you go about doing this?

Teaching Skills

It is important that all AusTouch Leaders have a good understanding of some basic principles of skill learning prior to conducting sessions for their participants. The issues of whether a skill is simple or complex, open or closed, how to effectively demonstrate a skill and teaching considerations are all critical precursors to effectively teaching fundamental skills linked to the game of Touch.

Simple v Complex Skills

Should an AusTouch Leader teach a beginner the finer art of spiral passing, side stepping or line defence in their first session? The answer of course is no. Leaders need to know the level of skill that a player has and design or implement skills training programs that are relevant to this level. The 8 AusTouch sessions have been designed in this manner, however the skill of the Leader to deliver these sessions and make changes as required (based on the participants) is very important. Leaders may need to start with teaching the participants simple skills prior to progressing to more complex skills.

Simple Skills:

A simple skill is one that has few components, and these components require basic and uncomplicated movements. *An example of such a skill would be a 5 metre stationary pass to a stationary target.*

Beginner players can develop competencies in simple skills quite quickly if they are given the correct coaching from the start. If these players are instructed poorly and develop “bad habits” and inefficient motor patterns, these patterns can be very hard to change. Get it right from the start! Once the fundamentals of simple skills are developed, the players can progress to developing more complex baseball skills.

Complex Skills:

A complex skill is one that has many intricate segments and will involve complicated movement patterns. *An example of such a skill could be running towards a defender, and then throwing a cut-out pass to a team mate at full speed.*

It is obvious how simple skills form the foundation for more complex skills. A player needs to have developed efficient simple passing techniques prior to attempting a complex passing skill, such as that mentioned above.

Intertwined with simple and complex skills are open and closed skills (see below).

Closed v Open Skills

Closed Skills

Characteristics of closed skills include:

- Performed in a stable and predictable environment
- Few signals from the external environment
- Can be easily practiced over and over with the one movement pattern until it becomes automatic

An example of a closed skill would be a player repeatedly passing the ball to a stationary target from a constant distance, with the same technique. The player does not have to worry about the target moving, the distance changing, players intercepting the pass or any external factors. *The only external / environmental factor that could affect this process, would be wind or rain.*

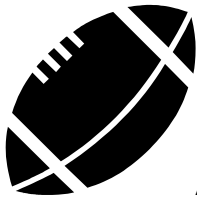
Closed skills allow players to develop very accurate motor patterns for the skill in question, before trying to implement this skill with high accuracy in a game or *open* situation.

Open Skills

Open skills can largely be categorised as *game skills*. They are categorised by the fact that they are:

- Performed in a constantly changing environment
- Participants must be aware of these changes and be able to make adjustments to the skill

An example of an open skill is a defender noticing an attacker attempting to effect a switch in line attack at full pace and the defender reacting correctly to defend the situation. The player not only had to perform a skill (in this case complex), but they also had to **MAKE A DECISION** based on the actions of the opposition!



Activity 2.7

Are the following examples of skills simple, complex, open, closed, or a combination?

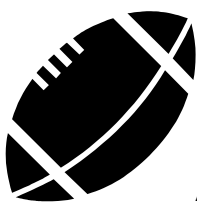
- A player being passed a ball from three different distances and catching each throw?
- A player repeatedly running from 10 metres out from the attacking scoreline and practicing putting the ball down over the line for a Touchdown?

- A player passing the ball (cut-out) over the same distance repeatedly with no offence to consider?

Teaching Factors

Generally speaking the following should be adhered to when coaching skills to players:

- If possible, teach in a closed and simple environment first
- Gradually increase complexity
- Add external environmental variances
- End with complete skill execution and players having to make decisions.



Activity 2.8

Choose a Touch based skill and outline how you could teach this skill using the aforementioned teaching factors information. That is, progress the teaching of the skill by designing four skill development activities:

1. Simple/Closed; 2. Simple/Open; 3. Complex/Closed; 4. Complex/Open

1. Simple/Closed:

2. Simple/Open:

3. Complex/Closed:

4. Complex/Open:

Demonstrations

When AusTouch Leaders are developing skills in their participants, a very effective means of allowing players to visualise the correct or desired performance, is for the coach to use quality demonstrations. Demonstrations are extremely effective, especially for visual and kinesthetic learners.

The sequence for effectively demonstrating a skill is:

1. Demonstrate the skill correctly and **at full speed**
2. Break the skill down into basic components
3. Demonstrate a component
4. Allow players to practice the component
5. Allow players to then add components together until they demonstrated the entire skill (or at least the level required in one session). This is called “skill chaining”.

The “Game Sense Approach” to Skill Development

The need for players to be able to use skills in game situations is clear and it is a goal of the AusTouch program, to introduce participants to the game and then for them to flow through to affiliated junior and senior competitions. What allows the good players to be able to execute the right skill at the right time? The answer is, that the good players not only have high skill levels, but they make the right decisions at the right times.

The traditional coaching methods focused on teaching skills in isolation and then the coach would wonder why the players could not execute the skills in a game situation. AusTouch Leaders need to develop and include modified game activities that are specific to both the sport and the skill they are attempting to develop in their players. These modified games can incorporate variations in skills, time, defence, offence, space, speed and much more, as required. This approach to skill development is known as the *Game Sense Approach*.

Game sense involves the use of modified games in training to develop both the player’s skill levels specific to Touch and their ability to make accurate and fast decisions relating to how and when to use their skills. Although this is true, the main reason for the AusTouch program following the game sense approach to skill learning is that is fun and what kids want to do (play).

Game sense helps develop “thinking players” and increases player’s enjoyment of training sessions.

(Watch the Game Sense Video)

Providing Safe AusTouch Sessions

As an AusTouch Leader, you have a duty of care, to provide all participants with a safe and fun environment in which to learn the skills of Touch. Remember also, that one of the most important considerations parents have in selecting sports for their children, is **safety**.

What is Risk Management?

“The process of managing an organisation’s / individual’s potential exposure to liabilities, preventing their occurrence or putting processes in place to meet the costs of liability”.

Today's society is becoming increasingly litigious in nature and sport is not excluded from this situation. There is evidence of more and more examples of sports personnel having legal cases brought against them. Cases may be due to:

- A player injuring themselves in a training session
- A coach being punched by a spectator or parent
- A player being harassed by an official
- A player not being selected for a national team
- Many others

There is one principle that the courts in Australia will use to decide if a defendant is to be found guilty and that is, was the defendant **NEGLIGENT** in fulfilling their duty of care.

Establishing Negligence:

In establishing if a coach, official or administrator is found to have been negligent, the following questions will be asked:

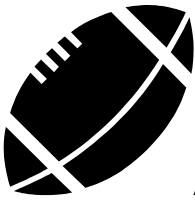
- Do they owe a duty of care to the participant and if so is the risk of any injury reasonably foreseeable?
- What is the standard of care that must be achieved?

Standard may vary depending upon:

- The type of activity
- The age of the participant
- The ability of the participant
- The coach's/instructor's/ administrator's level of training and experience
- What steps can I take to avoid the foreseeable risk of harm or injury?

The responsibilities of the AusTouch Leader include:

- Provide a safe environment
- Ensure activities are adequately planned
- Athletes are evaluated for injury if necessary
- Abide by the ASC coach's code of ethics



Activity 2.8

Answer the following three questions:

- If a 14 year-old AusTouch participant has a previous injury, participates in the training session and exacerbates the injury, is the Leader negligent? Justify your answer. Do you need more information to make a decision and if so, what?
- Does a Leader owe a higher standard of care to an 8 year-old player of a 17 year-old player, both of whom have never played Touch before? Justify your answer.

The Risk Management Process

Risk management is not a complex process and AusTouch Leaders can not only provide a safe and fair environment for their participants, but they can also easily avoid litigation by following some basic steps in the coaching planning process. These are:

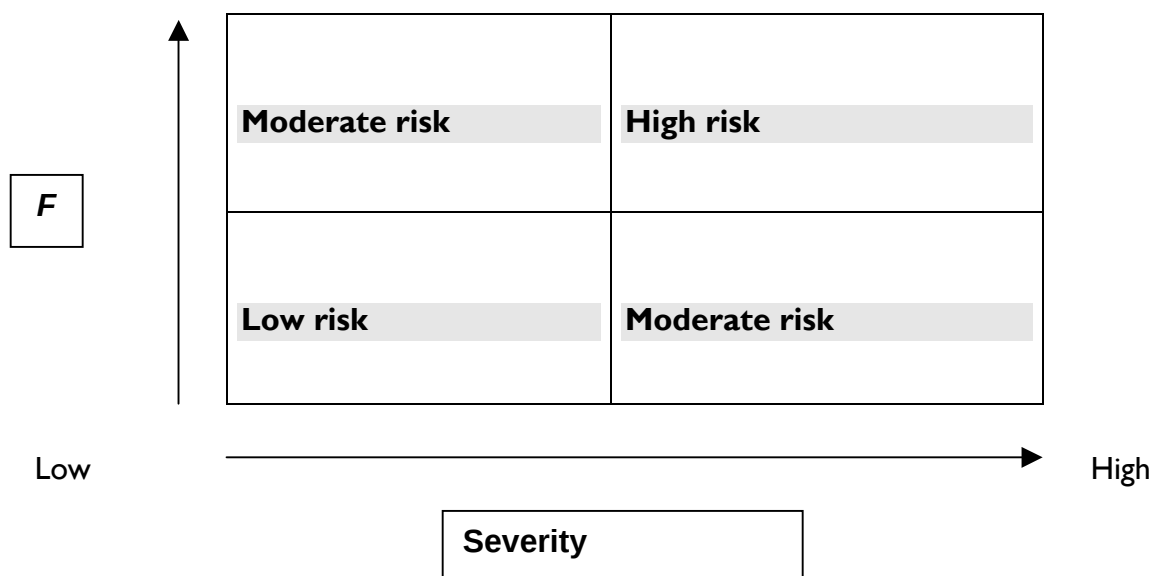
1. RISK IDENTIFICATION
2. RISK ASSESSMENT
3. RISK REDUCTION
4. IMPLEMENTATION
5. REVIEW AND MODIFICATION

Risk Identification:

What are the possible risks that could occur at an AusTouch session?

Risk Assessment:

Once you have identified the risks, you need to assess these and place them in order of highest to lowest risk (priority) considering the type of risk, its impact and the likelihood of it occurring.



Risk Reduction:

Once risks have been identified and prioritised, you need to develop some basic strategies that you can use to reduce the likelihood and severity of risks eventuating. These are called risk reduction strategies. An example of such a strategy may be to ensure all players wear appropriate footwear and have water bottles at all sessions.

Implementation:

Now it is time to use your risk reduction strategies. Put them into practice (literally). There is no point developing strategies and then leaving them in the coaching diary.

Review:

If your risk reduction strategies are working or not, you need to know this. You will need to keep records of all injuries and situations that take place at training and at games and compare this information over time. If your strategies are not effective, try something new.

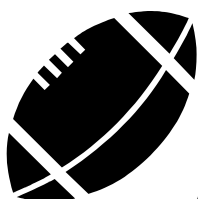
Risk Management Action Plan:

Once you have walked through the 5 steps in the risk management process relating to your coaching, you need to develop a basic and user friendly RISK MANAGEMENT ACTION PLAN.

This table allows you as an AusTouch Leader to very easily see the risks you have identified (in priority order) and then see the risk reduction strategies you have developed, at a glance.

This document will also serve you well if you ever need to demonstrate to your association or a court of law, that you have met your duty and standard of care.

Risk ID (prioritised)	Risk reduction strategies	Responsible officer	Assessment tool (did it work)	Cost (if any)
<i>Injury to players due to poor facility conditions</i>	• Check state of facility prior to training • Warn players of any risks in the training area	AusTouch Leader	Keep injury report sheets	N/A
1.				



Activity 2.9

Complete the following risk management action plan for an AusTouch Leader. You must identify three possible risks and place them in prioritised order from 1-3. Then you need to develop at least one risk reduction strategy for each risk, outline who the responsible officer will be, how you will assess the effectiveness of the strategy and any costs associated with its implementation.

Risk ID (Prioritised)	Risk Reduction Strategies	Responsible Officer	Assessment Tool (did it work)	Cost (if any)
1.				
2.				
3.				

Injury Prevention

There are several strategies an AusTouch Leader can use in an attempt to prevent their participants from suffering injuries. Most of these solutions are common sense, however it is surprising to see how often common sense IS NOT USED. Some examples of injury prevention strategies include:

- Warm-up and cool down
- Progression of activities
- Adequate footwear for all participants
- Avoiding exercise if athletes are ill or injured or if the temperature is above 38 degrees c.
- Frequent drink and rest breaks

Fluid Replacement Guidelines

Maintaining appropriate hydration levels is critical for all participants performance AND health. If a participant loses more than 2% of their body weight from fluid loss during training or games, their performance will suffer. If they lose more than 3-4% their health can be at risk. It must also be noted, that children have an under-developed “sweat response mechanism”, meaning that they can over-heat far more easily than adults. See some basic fluid replacement guidelines below that you can use with your players.

- 1-2 glasses 45 minutes pre.
- 1 glass every 15 minutes during.
- Constant replacement post

Group Management

As an AusTouch Leader, you will need to be able to effectively manage the activities and behaviour of groups of children. This is not always easy, but a few tips can help ensure that the aims of the program are met and that you and the participants have a great time.

Starting a Session

As a good AusTouch Leader, the importance of starting a session well should not be underestimated.

Some things you should consider in this regard include:

- Establish time and place of training
- Be prepared (review the session plan) and organised (equipment)
- Arrive early and check equipment AND facilities (condition of the ground etc)
- Check for player illness / injury
- Start the session on time
- **BE ENTHUSIASTIC!**

Organising Groups

A lot of your practice activities will involve small group work and your ability to efficiently organise the participants into these groups and ensure maximum participation and minimum “idle time” is critical.

There is a range of factors that you, as an effective Leader will need to consider when planning and implementing sessions, which involve group activities. Some of these may include:

- Height
- Weight
- Skill level
- Playing position
- Speed
- Experience
- A combination of the above

Considering the aforementioned (and other) factors allows the following to occur:

- All participants to enjoy safe participation
- All participants to enjoy a highly active rate of participation
- All participants to learn in a game simulated (game sense) training environment
- Participants to have the opportunity to improve their skills and have a sense of achievement in all sessions
- Specific skill requirements to be effectively developed
- Game performance improvements

Some handy hints that may assist you when planning to incorporate group activities in your training program include:

- Have any drills, grids etc set up in advance if possible (planning)
- Demonstrate the activity clearly (don't take too long to do this)
- Gain the player's attention (whistle)
- Ensure high participation rates (don't allow them to stand idle)
- Use practice stations (like a skill circuit), where several drills / grids are set up around the training area and players rotate between them at certain time intervals
- Try to develop "game sense" or game focused activities which simulate real game situations in a modified training environment

You will be practically assessed whilst you are facilitating an AusTouch session in this competency area.

Dealing with Conflict

There may be times when potential conflict or actual conflict arises in your role as an AusTouch Leader. In such cases, some simple strategies for dealing with these situations are outlined below:

- Isolate the facts from the emotions
- Task v relationship
- Actively listen more
- Try to empathise with the person
- Don't be defensive
- Be flexible
- Make the person aware that the conflict may be negatively affecting the group's learning and that the points he/she raises can be discussed in a break or after the session

Coaching Children

"The unpleasantness associated with children's sport can be prevented. It is the responsibility of all adults to ensure that the experience is positive."

Important considerations when coaching children include:

- Cardiovascular fitness does not vary between boys and girls before the age of 12.
- The focus of training at this age should be on **skill development** and fitness should be acquired as part of skill practice.
- Between 7 and 11 years, boys and girls can vary as much as 40% in height. At the same age, they can be 4 years apart in physical development.
- Improvement in performance should be measured against individual past performance, not that of other junior players.
- **Well managed** competition can be motivating and help juniors feel good about themselves.
- The result of the game should **not** be stressed, but their improvement should be.
- Success = achievement of their goals (not a focus on winning).

You will be practically assessed whilst you are facilitating an AusTouch session in this competency area.

The Ugly Parent

Be aware of the “ugly parent” and follow the AusTouch policies and guidelines regarding parental behaviour!

3. Adjusting the program to meet new needs and circumstances

As has been discussed at various times throughout this Learner Guide, although the ATA have planned and developed a series of 8 AusTouch sessions for Leaders to follow, it is important for Leaders to be able to adjust the program / sessions as required, based on the individual needs of the participants. The sessions are developed based on average or anticipated participants, however there is no point in delivering the 8 sessions exactly as they are outlined, and the participants not enjoying the sessions because their needs are not being met.

For adjustments to the program to be made effectively, each session needs to be monitored, to measure its effectiveness.

There are a number of ways that this can occur, some of which include:

- Self-analysis
- Mentor assessment
- Feedback from participants and all other stakeholders

Video Self-Analysis: 5-Step Process

1. Recording
2. Reflecting
3. Consulting (mentor)
4. Planning
5. Follow up (more recording)

Coaching Diary

This allows coaches to:

- Plan a session or series of sessions.
- Make changes to these plans quickly.
- Keep accurate records of the effectiveness of a session.
- Assess whether the training completed over a period worked and then determine why or why not.
- **DON'T MAKE THE SAME MISTAKE TWICE.**
- Justify their actions

Examples of a self-assessment sheet can be seen below:

AusTouch – Leader Self-Assessment Tool

Session Number:

Leader Name:

Activity	Positives	Areas for improvement	Improvement strategies
Session preparation			
Session introduction			
Warm-up			
Game / activity 1			
Game / activity 2			
Warm-down and conclusion			

Further Comments:

Receiving Feedback

For you as a Leader to gather accurate information on the effectiveness of your sessions, you need to actively encourage client feedback (from participants, parents, mentors, other Leaders, teachers and others). Too often, coaches / Leaders do not encourage feedback, as they are defensive and worried that they may receive negative feedback. This attitude will not improve their skills and will not assist them to cater to the needs of their participants as much as possible.

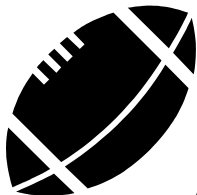
When you receive feedback, consider its' relevant in an open manner and use the pieces of feedback which could help you to make positive adjustments to your program. Don't take it personally if constructive feedback is provided. Nobody is perfect and everybody is always learning and improving.

4. Conclude the Program

Remember the objectives of the AusTouch program:

1. To introduce junior participants to Touch activities
2. To develop skills using the game sense approach game sense
3. For all participants to have fun and receive a positive experience from every session
4. For participants to flow into affiliated junior competitions in their area

When it comes time to conclude the 8-week program, is it important to ensure that the aforementioned has been achieved. It is also important to ensure that all participants and their parents are aware of the potential for the participants to play in their local affiliated junior competition. This information must be provided to all concerned, to ensure their understanding of the system.



Activity 2.10

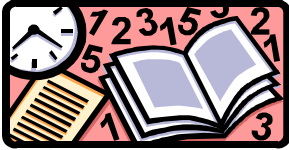
As the face of the program and the link to the affiliation, it is not enough to merely inform participants and parents of the affiliated competitions. You should guide those who are keen to take the step into an affiliated competition.

How could you guide this process?

5. Evaluate the Effectiveness of the Program

Self-assessment has already been discussed as a mechanism for evaluating the success of the program. In addition to this form of assessment, there may also be mentor / coordinator assessments of your facilitation of sessions, analysis of participant numbers, analysis of participant improvement and enjoyment, parental feedback and many others. As a Leader, you will need to analyse the effectiveness of the program, to ensure that any areas requiring improvement can be identified and strategies developed to address these issues.

How will you evaluate the success of the program?



Official Assessment

In addition to completing all activities (2.1-2.10), you will be assessed against a range of performance criteria relevant to this unit of competency, in a real / **practical AusTouch setting**. This will allow your qualified assessor to assess you whilst you are actually conducting the program. **The assessment tool that will be used by the assessor can be seen over the page.**

It is hoped that you will have the opportunity to provide sufficient evidence to be deemed competent in **one session**, however if this is not the base, additional assessments will take place.

AUSTOUCH LEADER TRAINING PROGRAM

PRACTICAL ASSESSMENT TOOL (SRXCAI007A – Conduct a Sport and Recreation Program)

Element: **Coordinate Resources**

Name:

Competency Granted: **YES / NO**

Performance Criteria	Evidence Supplied	Validity (Is the evidence relevant to the learning outcome)	Sufficiency (Is there enough evidence?)	Authenticity (Is the evidence a true reflection of the candidate?)	Current (is the evidence recent? obtained within the last four years?)	Comments
1: Available resources are adequate for the planned program and satisfy health and safety requirements	Yes o No o	Yes o No o	Yes o No o	Yes o No o	Yes o No o	
2: Resources are set up and arranged in a way which meets client needs	Yes o No o	Yes o No o	Yes o No o	Yes o No o	Yes o No o	
3. Access to the area is safe and possible for all clients	Yes o No o	Yes o No o	Yes o No o	Yes o No o	Yes o No o	
4. Any other staff are briefed re their responsibilities	Yes o No o	Yes o No o	Yes o No o	Yes o No o	Yes o No o	

All performance criteria for this unit are met: (please tick)

YES

NO (please provide advice to the applicant of what evidence they are still required to supply)

Date of Assessment: _____

Name of Assessor: _____

Position: _____

Contact Number: _____

Assessor's Comments / Recommendations:

Assessor's Signature: _____ Date: _____

AUSTOUCH LEADER TRAINING PROGRAM

PRACTICAL ASSESSMENT TOOL (SRXCAI007A – Conduct a Sport and Recreation Program)

Element: Conduct a program and monitor client's performance

Name:

Competency Granted: YES / NO

Performance Criteria	Evidence Supplied	Validity (Is the evidence relevant to the learning outcome)	Sufficiency (Is there enough evidence?)	Authenticity (Is the evidence a true reflection of the candidate?)	Current (is the evidence recent? obtained within the last four years?)	Comments
1: The style of program delivery corresponds to agreed aims and is appropriate to client needs	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	
2: Activities are available which meet the program aims	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	
3. Clients ability, safety and progress are monitored	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	
4. Vigilance is paid to the whereabouts of clients at all times	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	

Performance Criteria	Evidence Supplied	Validity (Is the evidence relevant to the learning outcome)	Sufficiency (Is there enough evidence?)	Authenticity (Is the evidence a true reflection of the candidate?)	Current (is the evidence recent? obtained within the last four years?)	Comments
5: The number of clients remain within safe limits	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	
6: Interventions are made to reduce risk and ensure safety	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	
7. The level of client service is held at a high standard throughout the session	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	
8. Motivation and or participation levels are monitored	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	
9. Client's performance is monitored in relation to the aims of the program	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	
10. Adequate and safe resources are available	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	

All performance criteria for this unit are met: (please tick)

YES

NO (please provide advice to the applicant of what evidence they are still required to supply)

Date of Assessment: _____

Name of Assessor: _____

Position: _____

Contact Number: _____

Assessor's Comments / Recommendations:

Assessor's Signature: _____ Date: _____

AUSTOUCH LEADER TRAINING PROGRAM

PRACTICAL ASSESSMENT TOOL (SRXCAI007A – Conduct a Sport and Recreation Program)

Element: Adjust the program to meet new needs and circumstances

Name:

Competency Granted: YES / NO

Performance Criteria	Evidence Supplied	Validity (Is the evidence relevant to the learning outcome)	Sufficiency (Is there enough evidence?)	Authenticity (Is the evidence a true reflection of the candidate?)	Current (is the evidence recent? obtained within the last four years?)	Comments
1: Activities are monitored and action taken to keep behaviour and activities within acceptable boundaries	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	
2: Efforts are made to obtain feedback from clients and adjust the program to meet their developing needs	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	
3. Venue and equipment are monitored to ensure suitability	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	
4. Contingency plans are implemented with minimal disruption	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	

All performance criteria for this unit are met: (please tick)

YES

NO (please provide advice to the applicant of what evidence they are still required to supply)

Date of Assessment: _____

Name of Assessor: _____

Position: _____

Contact Number: _____

Assessor's Comments / Recommendations:

Assessor's Signature: _____ Date: _____

AUSTOUCH LEADER TRAINING PROGRAM

PRACTICAL ASSESSMENT TOOL (SRXCAI007A – Conduct a Sport and Recreation Program)

Element: Conclude a program

Name:

Competency Granted: YES / NO

Performance Criteria	Evidence Supplied	Validity (Is the evidence relevant to the learning outcome)	Sufficiency (Is there enough evidence?)	Authenticity (Is the evidence a true reflection of the candidate?)	Current (is the evidence recent? obtained within the last four years?)	Comments
1: The program is concluded at a pace appropriate to the client	Yes o No o	Yes o No o	Yes o No o	Yes o No o	Yes o No o	
2: Clients are informed of any other suitable activities or programs which would take their development forward	Yes o No o	Yes o No o	Yes o No o	Yes o No o	Yes o No o	

All performance criteria for this unit are met: (please tick)

YES

NO (please provide advice to the applicant of what evidence they are still required to supply)

Date of Assessment: _____

Name of Assessor: _____

Position: _____

Contact Number: _____

Assessor's Comments / Recommendations:

Assessor's Signature: _____ Date: _____

AUSTOUCH LEADER TRAINING PROGRAM

PRACTICAL ASSESSMENT TOOL (SRXCAI007A – Conduct a Sport and Recreation Program)

Element: Evaluate the effectiveness of the program / activities

Name:

Competency Granted: YES / NO

Performance Criteria	Evidence Supplied	Validity (Is the evidence relevant to the learning outcome)	Sufficiency (Is there enough evidence?)	Authenticity (Is the evidence a true reflection of the candidate?)	Current (is the evidence recent? obtained within the last four years?)	Comments
1: Criteria upon which the evaluation will be conducted are determined	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	
2: Feedback is sought by clients, staff, colleagues and stakeholders	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	
3. The views of all stakeholders are treated positively	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	
4. All aspects / sessions are evaluated	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	

Performance Criteria	Evidence Supplied	Validity (Is the evidence relevant to the learning outcome)	Sufficiency (Is there enough evidence?)	Authenticity (Is the evidence a true reflection of the candidate?)	Current (is the evidence recent? obtained within the last four years?)	Comments
5: Information relevant to the program is recorded	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	
6: Improvement strategies are documented	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	
7. The evaluation identified personal development objectives	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	
8. Discussions / disagreements are handled effectively, promoting continuing and effective relationships	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	

All performance criteria for this unit are met: (please tick)

YES

NO (please provide advice to the applicant of what evidence they are still required to supply)

Date of Assessment: _____

Name of Assessor: _____

Position: _____

Contact Number: _____

Assessor's Comments / Recommendations:

Assessor's Signature: _____ Date: _____