



Touch Football Australia

AUSTOUCH *LEADER TRAINING PROGRAM*

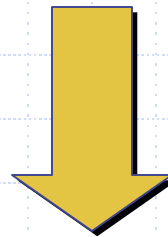


The AusTouch Education Program (*see page 3 – LG*)

AusTouch **Leader** Program

AusTouch **Trainer** Program

AusTouch **Assessor** Program



AusTouch Certificate IV Coordinator (slide 4)

Australian Qualifications Training Framework

- ◆ Certificate I
- ◆ Certificate II
- ◆ Certificate III
- ◆ **Certificate IV**
- ◆ Diploma
- ◆ Advanced Diploma

Certificate IV in Assessment & Workplace Training

- ◆ **BSZ401A-** Plan Assessment
- ◆ **BSZ402A-** Conduct Assessment
- ◆ **BSZ403A-** Review Assessment
- ◆ **BSZ404A-** Train Small Groups
- ◆ **BSZ405A-** Plan & Promote Training
- ◆ **BSZ406A-** Plan a Series of Sessions
- ◆ **BSZ407A-** Delivery Training Sessions
- ◆ **BSZ408A-** Review Training



AusTouch Leader Program – Module Outline

- 1. Meet Client Needs and Expectations (SRXGCS004A)**
- 2. Conduct a Sport and Recreation Program (SRXCAI007A)**

Module 1: Meet Client Needs and Expectations

◆ The AusTouch Program

- (An Introduction)

A. Identifying Customer Needs and Expectations

B. Providing Customer Service To Meet Their Needs

A. Identifying Customer 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”***.

The First Question!

◆ Who are your customers?

Did you consider these?

- ◆ Participants?
- ◆ Teachers?
- ◆ Touch coaches?
- ◆ Parents?
- ◆ Sponsors?
- ◆ The media?
- ◆ Others?
- ◆ Why do you need to identify your customers?

Activity 1.1

◆ *Turn to page 8 of the LG and complete activity 1.1*

Analysing and Meeting Customer Needs

- ◆ If you do not know who your customers are, how can you go about meeting their needs?
- ◆ *What happens if you don't meet their needs?*

Qualities Seen As Important By Sports Consumers

- ◆ 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)
- ◆ **To share a positive business relationship**

Tips For Building Positive Business Relationships

- ◆ 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

◆ *Turn to page 9 of the LG and complete activity 1.2*

Enthusiastic Body Language

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

Identifying Specific Client Needs

- ◆ 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.

Product Options

- ◆ 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
- ◆ Venues
- ◆ Others?

Activity 1.3

◆ *Turn to page 11 of the LG and complete activity 1.3*

B. Providing Quality Service to Meet Customer 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.
- ◆ Once you know what it is that a client wants, the appropriate action steps need to be taken as soon as possible.

Action Steps

- ◆ Provide the information immediately
- ◆ Refer the client to another staff member or leader
- ◆ Put 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***

Activity 1.4

- ◆ **Recording Customer Requests**
- ◆ ***Turn to pages 12 and 13 of the Learner Guide and complete activity 1.4***

Checking Client Satisfaction

- ◆ 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 Has Occurred

- ◆ 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**

Engaging the Customer

- ◆ Does the customer have a sense of ownership of the program?
- ◆ What do I mean by this?
- ◆ Is this important? Why?
- ◆ How can you give the customer a sense of ownership?

Giving the Customer a Sense of Ownership

- ◆ If the customers feel or even perceive that the program is not FOR and ALL ABOUT them meeting some need, their enthusiasm for participation may slide.
- ◆ Ask for feedback
- ◆ Use the feedback
- ◆ Have contingencies and be flexible

Active Listening & Engaging The Customer

- ◆ **S** – face the other person **squarely**.
 - ◆ **O** – Adopt and **open** posture.
 - ◆ **L** – **Lean** slightly toward the other person.
 - ◆ **D** – be at a **distance** of about 1 metre (where possible).
 - ◆ **E** – Keep good **eye** contact.
 - ◆ **R** – try to **relax**.
- *Show interest, bridge the conversation and ask questions. Put yourself in the shoes of the person delivering the message!*

Assessment

- ◆ *Turn to page 14 of the LG and complete the 2 assessment tasks outlined.*

BREAK!!

◆ Have a rest

2. Conduct a Sport and Recreation Program

- A. Coordinating Your Resources**
- B. Conducting The AusTouch Program**
- C. Concluding The AusTouch Program**
- D. Evaluating the effectiveness of the program**

A. Coordinating Your Resources

- ◆ AusTouch Leaders need to organise activities, use contingencies, 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 Resources

- ◆ A major aspect of resource management, which is critical to your success as an AusTouch Leader, is your use and management of equipment.
- ◆ *What types of equipment will you need to manage?*

Be Prepared!

◆ **MAKE SURE THAT YOU ARRANGE ALL EQUIPMENT FOR EACH SESSION, BEFORE THE PARTICIPANTS ARRIVE**

◆ **GET THERE 15 MINUTES EARLY!**

Using a Mentor As a Resource

- ◆ Mentoring is when a coach selects another coach or person whom they respect to assist with the self-reflection process
- ◆ *“Making Mentors” resource.*

What Makes a Good Mentor?

- ◆ Approachable
- ◆ Good communicator
- ◆ Understands the culture of the sport
- ◆ Experienced coach
- ◆ Shares information openly
- ◆ Wants to help

How Can Mentoring Help You?

- ◆ Motivates
- ◆ Challenges
- ◆ Identifies opportunities
- ◆ Shares networks
- ◆ Empowers and gives confidence
- ◆ Learn new skills
- ◆ Increased confidence and empowerment
- ◆ Learn to accept constructive feedback
- ◆ Career enhancement
- ◆ ***You will be practically assessed (can you make this person your mentor?)***

Activity 2.1

◆ *Turn to page 24 of the LG and complete activity 2.1*

Activity 2.2

◆ *Turn to pages 24 / 25 and undertake activity 2.2*

Time Management (TM) for AusTouch Instructors

◆ Causes of poor TM:

- 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
- ***BEING UNPREPARED!***

Activity 2.3

◆ *Turn to page 27 of the LG and complete activity 2.3*

Improving Your Time Management Skills

- ◆ **Planning**
 - ◆ **Prioritising**
 - ◆ **Setting limits**
 - ◆ **Systems**
 - ◆ **Support structures**
-
- ◆ *(Check out page 27 of the LG)*

B. Conducting The AusTouch Program

- ◆ Before you can achieve your potential as an AusTouch Leader, you need to know **WHY YOU WANT TO DO IT!**
- ◆ This simple question is not given much thought by many leaders / coaches and as a result, often they get bored, lose commitment or perhaps just go through the motions

The Role of the AusTouch Leader

- ◆ 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**

Why Do Kids Play Sport?

- ◆ Have fun
- ◆ Make friends
- ◆ Learn new skills
- ◆ Increase confidence
- ◆ Be challenged
- ◆ Be actively involved and successful

**- IT IS NOW YOUR ROLE TO
FACILITATE THESE OUTCOMES**

What Do Parents Want From Sports Programs?

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

IT IS NOW YOUR ROLE TO FACILITATE THESE OUTCOMES ALSO

Activity 2.4

◆ *Turn to page 29/30 of the LG and complete activities 2.4 and 2.5*

Ethical Responsibilities

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

◆ *Handout (CCOE)*

Coaching Styles

- ◆ **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

Activity 2.6

◆ *Turn to page 31 of the LG and complete activity 2.6*

Teaching AusTouch Skills

- ◆ Simple v complex skills
- ◆ Open v closed skills
- ◆ Teaching factors
- ◆ Demonstrating a skill

What Is a Skill?

◆ “Skill consists of the ability of an athlete to bring about some end result with maximum certainty and minimum outlay of energy, or of time and energy”.

1. Maximise achievement certainty.
2. Minimise physical and mental energy costs.
3. Minimise time used to execute.

Skill Categories

◆ Simple

◆ Complex

◆ Closed

◆ Open

Simple Skills

◆ A skill which has few components and these components require basic and uncomplicated movements

◆ **EXAMPLES (P32-34)**

Complex Skills

- ◆ A skill which has intricate and many segments and will involve complicated movement patterns
- ◆ **EXAMPLES (P32-34)**

Closed Skills

- ◆ 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
- ◆ **EXAMPLES (P32-34)**

Open Skills

- ◆ Performed in a constantly changing environment
- ◆ Athletes must be aware of these changes and be able to make adjustments to the skill
- ◆ **EXAMPLES (P32-34)**

Activity 2.7

◆ *Turn to page 33 /34 of the LG and complete activity 2.7 and 2.8*

Demonstrating Skills

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

Demonstrations (Continued)

1. Give feedback on performance and skill instruction
2. Move on to the next component and follow the same process. This is called “skill chaining”
3. ***Remember to use modified games to develop skills and their components***

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.
- ◆ Game sense helps develop “thinking players” and increases player’s enjoyment of training sessions.
- ◆ *Watch the “Game Sense” Video.*

Safe AusTouch Sessions

- ◆ What is risk management?
- ◆ Coach's duty of care
- ◆ Coach's responsibilities
- ◆ The risk management process
- ◆ Injury prevention
- ◆ Hydration guidelines

Injury Prevention

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

What Is Risk Management?

“the process of managing a coach’s potential exposure to liabilities, preventing their occurrence or putting processes in place to meet the costs of a liability”.

*Watch the “**Risk Management For Coaches – Protecting You and Your Athletes**” Video.*

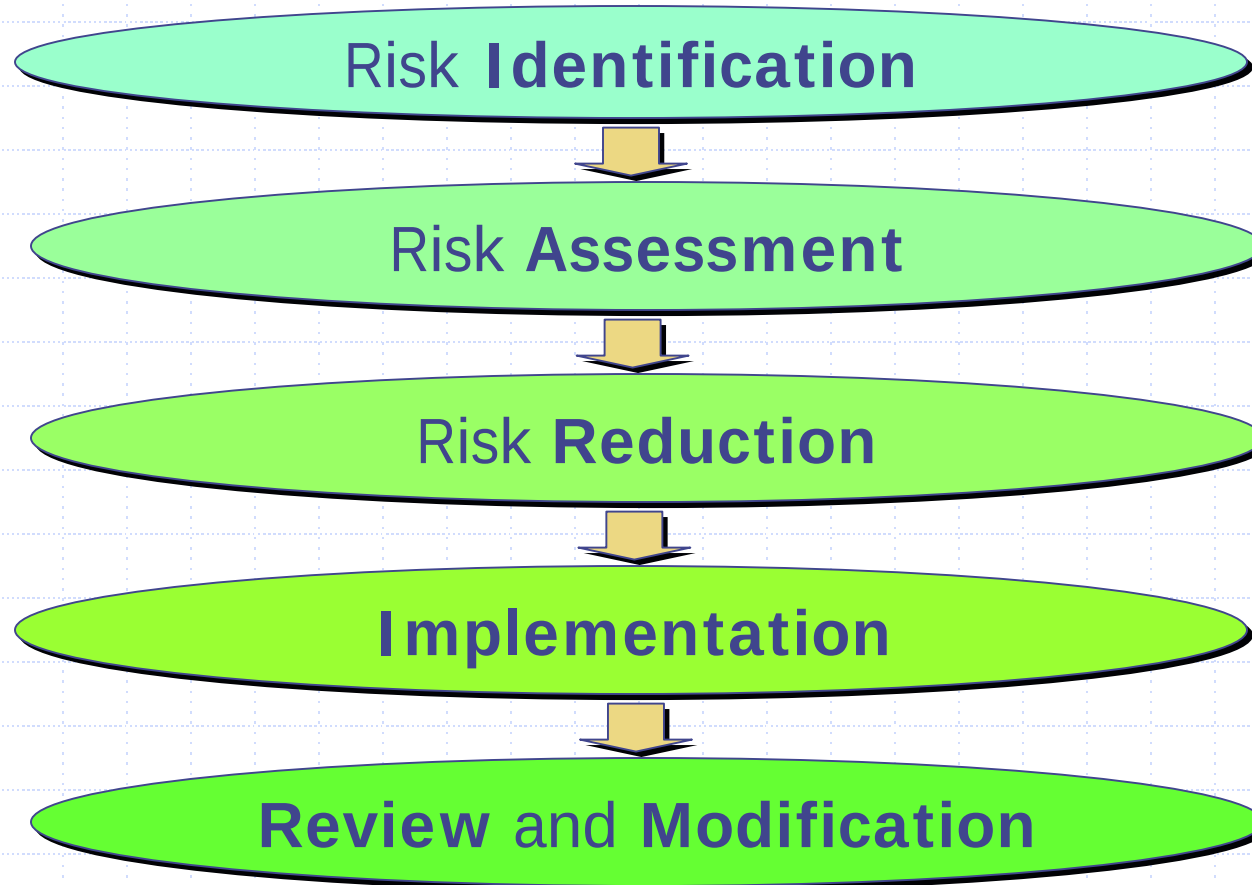
Duty Of Care

- ◆ AusTouch Instructors must exercise reasonable care to ensure that participants under their care are not injured. If the instructor does not show this duty of care, they can be found to be **NEGLIGENT!**

Your Responsibilities

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

The Risk Management Process



Activity 2.9

◆ *Turn to page 42 of the LG and complete activity 2.9*

Group Management

- ◆ Starting a session
- ◆ Organising groups
- ◆ Dealing with difficult situations / conflict
- ◆ Handy hints

Starting a Session

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

Maximise Participation

- ◆ A lot of your practice activities may involve small group work and your ability to efficiently organise the players into these groups and ensure maximum participation and minimum “idol time” is critical.

Things To Consider

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

Hints

- ◆ Have any drills, grids or games set up in advance if possible (planning)
- ◆ Demonstrate the activity clearly
- ◆ Gain the player's attention (whistle)
- ◆ Ensure high participation rates
- ◆ 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

Dealing With Conflict

- ◆ 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

Adjusting The Program To Meet New Needs and Circumstances

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

4. Concluding The Program

Remember that the program is about:

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

Activity 2.10

◆ *Turn to page 49 of the LG and complete activity 2.10.*

Practical Assessment

- ◆ Now that you have undertaken the activities within the LG, you are ready to begin facilitating AusTouch sessions
- ◆ As part of the assessment process, you will be assessed by your trainer / assessor in a real AusTouch session (or a video of a session you have conducted). This will allow you to demonstrate competence and allow you to work with a mentor to support your development