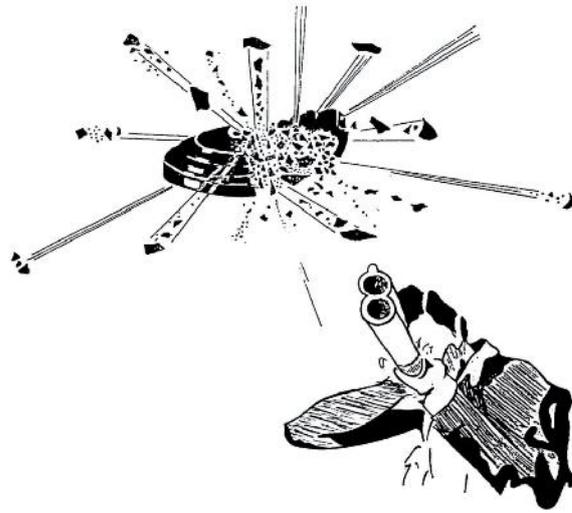


Australian Clay Target Association Inc.



2012

CLUB COACH PRESENTER'S NOTES

NAME .....

## **INTRODUCTION**

Thank you for agreeing to be part of the team that delivers the AISL Club Coach course. As you would have read in the syllabus document, the aim of the course is to develop further the skills gained in the Instructor course.

The participants may be Club Instructors, or entering coach education for the first time. To facilitate this process, this manual will offer a number of suggestions and ideas as well as the thoughts and intentions behind the modules.

People learn best when they take an active part in the learning process. In order to let participants, find their own solutions, the presenter's job will involve giving more advice, guidance and encouragement, and less lecturing.

It is important that participants are involved in an activity at least every 15 minutes. Presenters therefore need to ensure that information is gained through an interactive process as often as, possible and to refrain from lecturing for more than 15-20 minutes at any one time.

## **THE COURSE**

Any times noted in the syllabus are notional. That is to say... a number of the competencies and content items will often be covered in a combined manner. This is not an issue, but rather something to be anticipated.

The course in its entirety should be able to be covered in 2 full 8 hour days including breaks (and practical work). There is a sample timetable within this package.

The main focus of the course is to produce good club coaches who are confident and competent to work with newcomers to the sport, regular club members and those who wish to extend their skills to a higher level by providing sound technique skills and training awareness.

Check the overview for the snapshot of the course, and where it fits into the coaching scheme. While AISL has developed the syllabus, it has been the responsibility of each discipline to create supporting material. ACTA has a current participant manual, workbook and technical quiz.

## **ASSESSMENT**

Assessment is to be undertaken under the guidance of the accredited AISL Presenter & Assessor, and involves working through the assessment tasks, the course workbook, the technical quiz and demonstrating active practical skills either during the course practical sessions or post course (as noted in the assessment sheet in the syllabus document).

The intention of the **WORKBOOK** is just that – work through the course modules, writing personal thoughts and adding other good ideas that are initiated through discussion with other participants. Workbook tasks are not to be formally “marked”, but should be utilised within the course time as part of the discussion on that topic, to provide the assessor with a greater indication of the competency of the coach.

Part A...Assessment is mostly to be undertaken by you, the course presenter, via the course Workbook and the coach demonstrating active practical skills during the course practical sessions and/or post course (to be determined in the assessment sheet in the syllabus document). The firearms test needs to be completed and discussed

Part B...The Coach Diary / reflection with mentor coach. The intention of the Diary is that the participants are encouraged to reflect on their own coaching, and watch others coaching, writing personal thoughts after observation and adding other good ideas that are discovered after the course or as a result of outside observations.

## **USE OF THE MANUAL**

It is anticipated that the presenter has read the relevant syllabus area and manual notes to understand the intended direction of the module/s within the course. However, it has not been the intention to create each section of the manual precisely in line with the words of the syllabus area....rather that it be a supplement to the modules as a whole.

Presenters should feel welcome to convey his/her own "view" of that module area in line with the stated objectives. Extra material (written / multi-media) provided for the student coach to insert within the manual is to be encouraged.



**Refers to the availability of a PowerPoint presentation, relevant to the topic, which is contained on the CD that you may elect to use, or not**

**Ⓟ refers to the availability of practical exercises, and/or discussion starters**

**Please note: The practical discussion starters, scenarios for discussion, and helpers and hints are contained within the APPENDIX. This list is by no means conclusive.... and additions are welcome.**

This course promotes and reinforces the basic shooting skills that can be then imparted to the newer shooter or visitor to the club.

While this course is a pre-requisite to the Competition Coach course, your comments and suggestions are most welcome as this is to be a growing document. Added ideas, visual presentations, handouts etc can always be added with suitable acknowledgement to the author.

Thank you for your participation  
August 2012

Compiled by  
Tricia Van Nus  
on behalf of ACTA

# MODULE 1 – THE COACH

## UNIT 1.1 - ROLE OF THE COACH



*This module asks the participant to be aware of, and share in the responsibilities surrounding the varied role and duties of the coach. Much of this module is common sense, however numerous extra activities are included in the Appendix.*

CONTENT	MODULE SUGGESTIONS
<p>Role of the Coach</p> <p>Duty of Care</p> <p>Providing a safe environment Assessing risks Minimising the risk of injury</p> <p>Coach's Code of behaviour</p> <p>Working with others</p> <p>Inclusive coaching</p> <ul style="list-style-type: none"> <li>o Gender</li> <li>o Age</li> <li>o Disability rules</li> <li>o Skill level</li> </ul> <p>Legislation that may impact on the coach</p> <p>Coaching styles</p> <ul style="list-style-type: none"> <li>o Dominating</li> <li>o Casual &amp; Easy going</li> <li>o Balanced &amp; effective</li> </ul>	<p>The Manual provides good direction for this module. Suggested that the module discussion commence with a duties &amp; qualities list being created by participants, to establish a clear picture of the coach's role.</p> <p>Recommended that you utilise "scenarios or discussion" rather than "lecture" for the basic elements in this module. See the Appendix.</p> <p>Duty of Care is an area that may be presented in numerous ways</p> <ul style="list-style-type: none"> <li>o Consider conducting a physical range audit noting any areas that require attention</li> <li>o Discuss the results of this audit, and the implications ... (also create some potential issues if need be)</li> <li>o Conduct an "safe environment" audit...ie what are the usual practices, what does the coach need to know about the shooter, what does the shooter need to be aware of to minimise risk.</li> </ul> <ul style="list-style-type: none"> <li>• There is an AISL Coach Code of Behaviour – present at this point and highlight the points.</li> <li>• Discuss the positive aspects of working with those within the club situation. The role of the coach should be consciously cohesive....consider ways to make this happen.</li> <li>• Inclusive coaching anticipates consideration of ways to ensure the smooth transition to shooting for people of all ages and abilities</li> <li>• Legislation – e.g. Working With Children legislation. This will vary with each State. What are the rules regarding coaches handling shooters' firearms (again this will vary). Also note... <ul style="list-style-type: none"> <li>o Privacy Act 1988</li> <li>o Discrimination Act 1991</li> <li>o Disability Discrimination Act 1992</li> <li>o Sex Discrimination Act 1984</li> <li>o Child Protection Legislation</li> </ul> </li> </ul> <p>Coaching Styles - after discussion (and/or use of a Role play, allow the coaches time to reflect on their coaching style of and other coaches they know.</p>

## UNIT 1.2 –COMMUNICATION



*This module involves appreciating and developing the various communication techniques required in the coaching of shooting. It should be leaning towards the practical application.*

CONTENTS	MODULE SUGGESTIONS
Communication Types <ul style="list-style-type: none"> <li>o Verbal</li> <li>o Non verbal</li> </ul> Listening & Questioning	Utilise the PowerPoint presentation on “non-verbal” Communication actions as a discussion starter.  Examine and role play the art of good listening  Work through Appropriate questions and level of language to suit various athlete groups

## UNIT 1.3 – FIREARMS & SAFETY



*This module involves training in the specific elements of firearms and safety involved in the sport.*

CONTENTS	MODULE SUGGESTIONS
Firearm safety <ul style="list-style-type: none"> <li>o State firearm safety regulations</li> <li>o Club requirements Club Standing Orders</li> <li>o Safety code</li> <li>o Procedures range commands</li> </ul> Etiquette of shooting Range <ul style="list-style-type: none"> <li>o Competition</li> </ul> Basic competition rules  Emergency action plans	Overview the local regulations <ul style="list-style-type: none"> <li>o Firearms licences / permits for juniors – any specific issues that may occur</li> </ul> <ul style="list-style-type: none"> <li>• Overview the State Association’s Club requirements and Standing Orders – are they common to all clubs in the State?? What is the purpose</li> <li>• Work through the standard range commands – even complete a dummy run on the range if need be.</li> <li>• Establish a list of the “most essential” competition rules that shooters should know</li> <li>• Create an Emergency action plan</li> </ul>

## MODULE 2 – PREPARE TO COACH

### UNIT 2.1 – PLANNING FOR COACHING SESSIONS



*This module involves an appreciation of personalised planning*

CONTENT	MODULE SUGGESTIONS
Positive environment for athletes  Cater for individual differences & requirements/ needs <ul style="list-style-type: none"> <li>o Personalities</li> <li>o Skill level</li> <li>o Gender</li> <li>o Age</li> <li>o Disability</li> <li>o Safety</li> </ul> Coaching session outline <ul style="list-style-type: none"> <li>o Selecting training activities</li> </ul> Resources for session <ul style="list-style-type: none"> <li>o Equipment / Ammunition</li> </ul>	Good move – establish the need for a coach to keep records, either on paper or computer. Look at the reasons why and how records assist the coach  Work through (and help develop) a sample training session... on paper and then later in the course, on the range  Consider (via brainstorm) such things as <ul style="list-style-type: none"> <li>... why do people join a shooting club</li> <li>... what are the dangers of the sport</li> <li>... is shooting a gender biased sport</li> </ul> What is this “positive environment” for athletes <ul style="list-style-type: none"> <li>• how can it be promoted</li> </ul>

### UNIT 2.2 – UTILISING RESOURCES



*This module stimulates the coach to research and extend their knowledge*

CONTENTS	MODULE SUGGESTIONS
Developing coaching skills & sourcing information on coaching shooting  Support & assistance <ul style="list-style-type: none"> <li>o Who &amp; where</li> <li>o Internet access</li> <li>o Discipline publications</li> </ul>	On line (referred to various websites)  Journals / magazines available  Knowing the AISL, ACTA and State/club websites

# MODULE 3 – THE COACH in ACTION

## UNIT 3.1 – COACHING ATHLETES



*This module looks at the real education of athletes – the best methods and practices*

CONTENTS	MODULE SUGGESTIONS
<p>Stages of learning</p> <ul style="list-style-type: none"> <li>o Breaking techniques and skills into parts</li> <li>o Allowing adequate time for practice</li> <li>o Automatic skill development</li> </ul> <p>Styles of learning</p> <ul style="list-style-type: none"> <li>o Visual</li> <li>o Aural</li> <li>o Kinaesthetic</li> </ul> <p>Stages of development of the Athlete</p> <p>Coaching practices to reduce risk</p> <p>Presentation methods</p> <ul style="list-style-type: none"> <li>o Interactive</li> <li>o Demonstration</li> <li>o Lecture</li> <li>o Use of questions</li> <li>o Use feedback from athlete/s</li> </ul> <p>Breaking down techniques and skills into parts</p> <p>Allowing adequate time for practice</p> <p>Progressing the activity</p>	<ul style="list-style-type: none"> <li>o <i>Often a great module to remind participants how complex the shooting actually is, and that for good learning, numerous considerations should be made</i></li> <li>o <i>Stress that learning is best achieved when it is “stepped” to cater for athlete ability and differences.</i></li> <li>o <i>Use practical example of teaching the participant coaches a vastly different skill, to re-enforce how essential it is to break complex skills into parts.</i></li> <li>o <i>Have the participants give a 2 minute talk or demonstration... a mini “presentation” on an aspect of shooting</i></li> <li>o <i>Work through the various forms of presenting... Consider the pros and cons of each</i></li> <li>o <i>Also work through practical shooting exercises that show progression of skill</i></li> </ul>

## UNIT 3.2 – SHOOTING TECHNIQUES



*This module looks at the sport's techniques – the best methods and practices*

CONTENTS	MODULE SUGGESTIONS
<p>Position / stance Holding the firearm Eyesight and sighting Trigger and follow-through Changes available within the Firearm</p> <p>Relevant clothing requirements</p>	<p>○ Out on the range for most of this module</p> <p>○ Use role play.. or have some volunteers at the range for the participant coaches to work on</p> <p>If the participant coaches are active shooters, then get them to experiment with their gear, just to see the “cause and effect” of changes.</p> <p>○ Try to have each coach try a different technique e.g maintain lead, follow through, spot shoot.</p> <p>○ Create as many references/worksheets as possible</p>

## UNIT 3.3 – DEVELOPING THE ATHLETE



*This module looks at the development of athletes*

CONTENT	MODULE SUGGESTIONS
<p>Competition pathways</p> <p>The use of physical activity and stretching to enhance shooting performance</p>	<p>The pathway information is available on the ACTA website, however it is intended that you show a flowchart of how an athlete can progress from club upwards</p> <p>Please emphasise the importance of physical training and stretching. There are a number of pdf files available.</p>

## UNIT 3.4 – ASSESSING ATHLETES



*This module looks at the value of assessment*

CONTENTS	MODULE SUGGESTIONS
Assessment <ul style="list-style-type: none"> <li>o Rules</li> <li>o Principles</li> </ul> Basic shooting technique <ul style="list-style-type: none"> <li>o Position/stance</li> <li>o Shooting the firearm</li> <li>o Safe practices handling</li> <li>o Areas to improve</li> </ul> Equipment suitability <ul style="list-style-type: none"> <li>o Fit</li> <li>o Set up</li> <li>o Accuracy</li> </ul> Performance <ul style="list-style-type: none"> <li>o Consistency</li> <li>o Preparation</li> </ul>	<ul style="list-style-type: none"> <li>o Look at the aspects of assessment...                             <ul style="list-style-type: none"> <li>♦ What to assess</li> <li>♦ In what context</li> <li>♦ External or internal assessment</li> <li>♦ Working only with aspects that can be measured and assessed</li> <li>♦ Assessment is futile without resolution strategies</li> <li>♦ Athlete assessment should ultimately be a positive experience</li> </ul> </li> <li>o Again use the practical session to have the coaches work with ill-fitting equipment etc</li> <li>o Discuss the stance and gun set-up</li> <li>o Emphasise with the coaches, the need for a consistent approach when preparing athletes for training or competition</li> </ul>

## MODULE 4 – REVIEWING COACHING SESSIONS



*This module looks at the need for coaches to review their work/direction/programs*

CONTENTS	MODULE SUGGESTIONS
Purpose of review Review procedures <ul style="list-style-type: none"> <li>• How &amp; what to review</li> </ul> Review outcomes <ul style="list-style-type: none"> <li>• Future directions</li> </ul>	<ul style="list-style-type: none"> <li>• Reviews are stepping-stones to development and success, for both the athlete and coach</li> <li>• Review keeps everyone on track and assesses both progress and effectiveness of the work</li> <li>• Challenging the coach to review at regular intervals, keeps the process fresh for all parties, and provides avenues for successful change.</li> </ul>

# APPENDIX

## SCENARIOS / DISCUSSION STARTERS:

### M1U1 - ROLE OF THE COACH

1. You coach a small group of junior shooters. One youngster has a parent always in attendance, and being a quiet sort, you try to engage the athlete in conversation about the training (or match) just completed. The parent always jumps in and effectively answers for the youngster.... how do you work through this.....

2. Comment on the following

The coach plays a variety of roles. The most important role of the coach is:

- i. Motivating, counselling, and being a good friend to the athlete
- ii. Planning, teaching, communication, organisation and being a good role model to the athletes
- iii. Disciplining and being like a parent to the athletes
- iv. Managing the participant's training schedule and being a personal fitness trainer

3. For discussion: Pose these two questions and record the responses from the group on the Whiteboard:

What are the types of jobs that a coach has to undertake in their role? (DUTIES)

What skills does a coach need to coach effectively? (QUALITIES)

4. What could you do to include an athlete with a physical disability into the sport?

- What changes would you need to make to your training program?
- How would the other participants respond?

5. For discussion

- Which coaching style suits you most and what factors influenced you?
- What would you look for in a coach, and how would you compare to your model?

6. You have had a very busy week, and haven't had a chance to plan anything for tonight's training. You are tempted to 'wing it' when you get to training. What are the risks in following this course of action?

7. "Play by the Rules" is an OPTIONAL online training course. Not recommended as the program is oriented more towards children and team sports.

8. Hand out sheet available for discussion

### M1U2 – COMMUNICATION

#### Practical 1 - Information overload:

- Split participants into groups of three people
- Assign two talkers with one listener in the middle
- The two talkers tell the listener, at the same time, how they got into coaching for 30secs.

#### Practical 2 - Information requires feedback

- Split the group into pairs and have one person talk to the other for 30 sec without any reaction from the other person – swap over and repeat

#### Practical 3 - Active listening:

- Split participants into groups of three people
- Assign 1 talker, 1 listener, 1 observer
- The talker has 30secs to tell listener about their last holiday
- Listener then recalls as much information as possible and retells it back to the talker
- The observer looks for body language and gaps in the retelling of the information.

#### **Practical 4 - Body language:**

- Split participants into groups of two
- Assign one talker, one listener
- Talker relates a funny story, joke or interesting story
- Listener makes out they are not interested and try to let the talker know this without speaking.

#### **Presenter Debrief from Practical 1**

- Which listeners managed to get both lots of information
- Who listened to one talker only - why?
- Who alternated between the two?
- Who gave up?
- Highlight information overload, the ability to only take in so much information.

#### **Presenter Debrief from Practical 2**

- Which listeners felt “out of the conversation” and found it hard not to react
- Who need to react in some way to confirm what was being said

#### **Presenter Debrief from Practical 3**

- How well did the listener retell the story
- What was the body language displayed?

#### **Presenter Debrief from Practical 4**

- What body language was used to convey lack of interest?
- What did the speaker do to “get a reaction”

#### **Practical 5 Workshop some examples relating to the coaching of shooting.....**

- a. “OPEN” questions – those that must be answered with a sentence / discussion starter
- b. “CLOSED” question - those that can be answered with a word, yes or no

#### **M1U3 – FIREARMS & SAFETY**

1. Discuss and create an appropriate Emergency action plan for the range where you coach.  
Range Audit – Looking for such things as light globes “out”...mats left around....disposal method of bullet cases ... clear path into the range

#### **M2U1 – PLANNING FOR COACHING**

1. John is planning the first training session with a group of new shooters to the club. All shooters are total beginners in the sport. What type of information should John be collecting about the athletes before he plans or conducts the session?
2. Debbie has decided that the main goal for her shooters should be to focus on technique correction. She thinks that with this as the goal, there is no point in the shooters competing in any competitions for now. What do you think of this approach?
3. Terri has seen an article about shooting in the local newspaper, and wants to try the sport. She drives, and her wheelchair is light and portable. How can you help Terri.

#### **M2U2 – RESOURCES**

1. If needing further information on a particular aspect of your shooting coaching, how would you go about sourcing it? Brainstorm a collection of potentially useful web sites.
2. Brainstorm a few ideas about the types of “aids” (visual or practical) that can help shooters

### **M3U1 – COACHING ATHLETES**

#### 1. Skill Learning

- Select a generic activity to be “taught”. Possible activities include: juggling, dance steps, making a paper aeroplane, or a simple sports skill.... use your imagination.
- The selected activity is demonstrated by the presenter while participants observe. No instructions are given. Participants then asked to repeat the activity.
- After 1- 2 minutes gather the participants to observe a second viewing of the sequence. This time the presenter provides instruction on one or two specific aspects. Participants again move away and perform the activity

As a group, discuss issues raised regarding coaching and skill development. (5 mins)

How did people feel in the initial stages of learning?

Was there feedback between partners?

What was the response after the second demonstration?

What are the implications for progression of skills?

2. You are coaching a group of older athletes, and there is a mixture of motivations in the group – some want to win, while others are more interested in the social aspects. How do you get the best from everyone in this situation?

3. You are coaching a group of shooters, and several seem to be lacking in interest, and often don't turn up to training. They have mentioned that they are thinking about dropping out. What might you do in this situation?

4. Have the participants give a 2 minute talk or demonstration... a mini “presentation” on an aspect of shooting that appeals to them

### **M3U2 – SHOOTING TECHNIQUE**

1. Use the shotgun work sheet.

2. Anne is having a lot of trouble with stance – her shots keep going high...what would you suggest that she try ... and in what order.

3. Write down some considerations required when working with ageing athletes. What adaptations are essential for the older shooter.

4. Work out as a group the different ways to test for eye dominants.

### **M3U3 – DEVELOPING THE ATHLETE**

1. You are the coach of a group who will compete in the state championships next month. One of the shooters, Jane, has had a problem with her ankle for the past few months, which has been exacerbated by the increase in training in the lead up to the championships.

The doctor has prescribed some anti-inflammatories for Jane to take, and told her to reduce her training for a bit. Jane has not followed the doctor's instructions and is taking double the dosage each day whilst continuing her training. What is the coach's advice

2. Plan and demonstrate a warm up activity appropriate for shooting  
After the last training session, Jane's ankle becomes very swollen and she also complains of nausea. What should you do as Jane's coach?

3. You are coaching two young adults. Dave seems to be progressing well, and Ted is struggling a little. They are good friends, and you can see that the gap in their competition results is getting larger, to the point where it is affecting Ted training and attitude. How do you help both shooters to progress

4. What precautions should you recommend to athletes to avoid heat stress.

## **M3U4 – ASSESSING ATHLETE**

## **M4U1 – REVIEWING COACHING SESSIONS**

### **USEFUL AIDS:**

Club Coach – Module presentation (Powerpoint slides)

Club coach – Coaching styles (Powerpoint slides)

Create a Duties & Qualities list (Manual contains suggestion)

Self Evaluation Checklist

### **PRACTICAL EXERCISES:**

#### **1. MANAGEMENT / ORGANISATIONAL**

Have the student coaches.....(one or two of these only)

- Organise themselves into pairs of roughly equal height
- Organise two groups of participants into two parallel lines, facing each other
- Organise the group into one line, in order of birthdays (day/month, not year!)
- Organise participants into two circles one inside the other

2. Work through some of the basic rules of FGFA when out on the range.

3. **ROLE PLAY** – have a “shooter” and “coach” play out one of the following situations.... (approx. 2min) The coach will need to invent the details of the situation, and allow the “shooter” to react

- \* The shooter has completed one part of a competition, and leaves the stand, The shots are ok; however the shooter is not confident and taking a lot of time over each shot.
- \* The coach can see something that the shooter is doing, that is against the rules, when the shooter comes off the stand what will he/she say?
- \* Coach is trying to help a shooter with position....comment from the shooter is.... “I know”
- \* Shooter has performed well below their standard today in an important event. There is however, more shooting the next day

4. Brainstorm the creation of a visual “teaching aid”

REFERENCES: ASC BEGINNING COACHING

# Coordinator's Check List

If you are to conduct a coaching course, then consider the following:

ITEM	TICK WHEN COMPLETED	Follow-up Action?
<b>Timing of course</b>		
<ul style="list-style-type: none"> <li>• Advertising and information must be published a minimum of two months before the event</li> </ul>		
<ul style="list-style-type: none"> <li>• Coincide with school or public holidays... or other significant events on the sporting calendar?</li> </ul>		
<b>Venue</b>		
<ul style="list-style-type: none"> <li>• Venue adequate and booked?</li> </ul>		
<ul style="list-style-type: none"> <li>• Identify work areas required</li> </ul>		
<ul style="list-style-type: none"> <li>• Refreshment facilities</li> </ul>		
<ul style="list-style-type: none"> <li>• Seating, desks</li> </ul>		
<ul style="list-style-type: none"> <li>• Nearest shops for lunch (if required)</li> </ul>		
<ul style="list-style-type: none"> <li>• Who will open and close the venue</li> </ul>		
<ul style="list-style-type: none"> <li>• Is there phone access</li> </ul>		
Availability of first aid including ice		
<b>Equipment</b>		
<ul style="list-style-type: none"> <li>• Audiovisual equipment – data projector, video camera, VCR/DVD player, Monitor, Cables, overhead projector, screen</li> </ul>		
<ul style="list-style-type: none"> <li>• Lap top computer</li> </ul>		
<ul style="list-style-type: none"> <li>• Worksheets</li> </ul>		
<ul style="list-style-type: none"> <li>• Writing surfaces:</li> <li>• White board, pens and eraser</li> <li>• Butchers paper and pens, - Masking tape, map pins or Blu Tack, pen &amp; paper</li> </ul>		
<ul style="list-style-type: none"> <li>• Extension leads / double adaptor</li> </ul>		
<ul style="list-style-type: none"> <li>• Photocopier or means of copying</li> </ul>		
<b>Specific equipment</b>		
<i>Shotgun</i>		
<i>Ear and Eye Protection</i>		
<i>Cartridges 28g &amp; 24g</i>		
<b>Venue Requirements</b>		
<ul style="list-style-type: none"> <li>• Hot water urn, Coffee / tea, Milk, Sugar, juice, Biscuits, Cups, spoons, clean-up needs, plates, waste bin</li> <li>• Toilets</li> </ul>		
<b>Administration</b>		
<ul style="list-style-type: none"> <li>• Any Saleable items, Name tags, Flyers, stickers, Create Coach Folders, Wall displays</li> </ul>		
<b>On the day</b>		
<ul style="list-style-type: none"> <li>• Arrive one hour early, open and set up venue, check AV equipment, turn on the urn, greet early candidates .</li> </ul>		
Attend to break and lunch arrangements,		
<b>START ON TIME!!</b>		

# Participant Evaluation Form

Are you currently coaching? Yes No

**Please rank the following using the scale below:**

1 = Poor 2 = Adequate 3 = Good 4 = Excellent

## **COURSE AISL CLUB COACH.....**

### **OVERALL CONTENT DELIVERY**

1=Poor 2=Adequate 3=Good 4=Excellent

**1. Presenters** Effective delivery of the material

1=Poor 2=Adequate 3=Good 4=Excellent

**2. Modules presented** Variety of modules within the course

1=Poor 2=Adequate 3=Good 4=Excellent

### **OVERALL ORGANISATION** 1=Poor 2=Adequate 3=Good 4=Excellent

**1. Pre-course** Comments (e.g.: publicity, application form, your involvement)

1=Poor 2=Adequate 3=Good 4=Excellent

**2. In-course** Comments (e.g. group allocations, timetable, etc)

1=Poor 2=Adequate 3=Good 4=Excellent

**3. Venue** 1=Poor 2=Adequate 3=Good 4=Excellent

**4. Your enjoyment of the course**

1=Poor 2=Adequate 3=Good 4=Excellent

Best features of the course:

Aspects of the course that could be improved upon or changed:

List any topics not covered, that you would like to see covered in future courses:

*Thanks for your feedback, good luck with your coaching future.*