



Assessor Training Presenter DVD – Presenter Notes

Overview

The DVD features four scenarios that can be used for assessment and activities as part of the ASC Assessor Training Program. Presenters will need to refer to the *ASC Assessor Training Program Presenter's Guide* for further detail on the activities and assessment that this DVD is linked to (download the Presenter's Guide for free at www.ausport.gov.au/coachofficial/education/assessortraining/assessors.asp). The *ASC Assessor Training Participant Manual* (available to purchase through ASC publications at www.ausport.gov.au/publications/catalogue/index.asp) is also used in relation to this DVD.

This DVD has been developed so that the participants at an Assessor Training Course can practice their assessment skills. The course participants assess the coaches and officials on the video, and identify whether they are competent in a range of generic skills. The DVD is **not** intended to be instructional (that is, it isn't about how to be a good assessor).

The scenarios that feature on the DVD include;

- Group Management (Netball)
- Coaching Teams (Touch football)
- Coaching Individuals (Cycling)
- Officiating (Basketball).

The Group Management scenario can be used for Activity 1, and the remaining scenarios can be used for Assessment Activity A.

While the sports featured on the DVD may not be the sport that you are involved with, the skills that the coaches and officials demonstrate are generic, and can be used for a range of sports. Not all scenarios need to be shown. It is intended that the Presenter uses those that are most relevant to their sport (for example, team sport, individual sport). It is important that as a Presenter, you focus on the ability of the participants to perform an assessment. The scenarios will encourage discussion in the group. It is recommended that you allow participants to view the assessment scenarios more than once.



Group Management

Duration: 3 minutes 25 seconds

This scenario can be used for Activity 1: conducting a preliminary assessment (page 11 in the Assessor Training Participant Manual). It features a netball coach at a training session with junior netballers. The coach does not organise the group well. She struggles to gain the girls' attention and effectively use the time available to her. The junior netballers do not look organised on the court have a considerable wait for their turn in one of the activities.

Actions that are highlighted in this scenario that indicate the coach is not yet competent in: "effective organisation and management of a group to conduct a session that meets the needs of the participants" are outlined in the table below:

Action	Presenter Comments
Not gaining their attention	Coach needs to make sure they gain the attention of all of the group
Girls are scattered around the court	Coach cannot see everyone well and should have them closer together to make it easier to give instructions and provide feedback
Turning to see everyone	Coach needs to be in a position where they can see everyone at once
Not able to hear the Coach "Girls"	Positioning
Balls thrown to the side	Equipment not put away safely
Children clapping and singing and standing in a long line	Poorly organised drill, maximise participation

Coaching Teams

Duration: 4 minutes and 40 seconds

This scenario can be used for Assessment Activity A with the assessment tool on pages 44 – 46 in the ASC Assessor Training Participant Manual. In this scenario a Touch Football coach progresses activities for skill development. The coach engages in conversation with his assistant coach and provides non-specific feedback to the players. His demonstrations are not clearly explained, however he does provide opportunities for players to ask questions. The coach should be assessed as not yet competent. The following table outlines areas that will assist in reviewing the assessment:

Assessment criteria	Comments	C	NYC
Convey instructions to the athletes clearly, and provide a demonstration.	A demonstration is provided only when players were confused. The drill is not clearly explained and the demonstration is poor. One demonstration and explanation is good but he is not consistent throughout the activities.		✓
Break down complex skills and techniques into parts and communicate the key components of the skill.	Not demonstrated.		✓
Provide corrections to improve skill execution on an individual and group basis.	The coach laughs at poor performance and gives a penalty rather than providing feedback on how to improve. His feedback is general and not constructive (action based).		✓
Progress the activity to the next step or level in a sequential manner.	Drills are sequential and he does progress the activity. More complexity is added as the session progresses.	✓	
Provide adequate time for practice, and observe athletes' performance.	Coach is observing performance and allows time for the athletes to practice.	✓	
Check the athletes' understanding of the instructions and give them the opportunity to ask questions.	The coach gives players the opportunity to ask questions and provides more information.	✓	
Provide encouragement and/or feedback individually, and to the group.	The coach laughs and gives penalties. Some of his feedback is negative, and only very general feedback is given to the group.		✓
Use positive non-verbal communication (eg maintain eye contact when speaking).	The coach is deep in conversation with his assistant coach. His hands are in his pockets and his body language is closed. The coach looks away when talking to the team.		✓
Actively listen to the athletes.	The coach encourages questions and is able to answer questions from the athletes.	✓	

Coaching Individuals

Duration: 5 minutes and 20 seconds

This scenario can be used for Assessment Activity A with the assessment tool on pages 44 – 46 in the ASC Assessor Training Participant Manual. In this scenario the cycling coach is good at progressing activities for skill development. She is a little grumpy when things do not go well, and her body language and communication is often negative. The coach should be assessed as not yet competent. The following table outlines areas that will assist in reviewing the assessment:

Assessment criteria	Comments	C	NYC
Convey instructions to the athletes clearly, and provide a demonstration.	The coach sets up session and clearly explains the drills. She initially provides a demonstration herself, and later asks the athletes to perform the demonstration for the group. The coach improves the positioning of the athletes with subsequent demonstrations.	✓	
Break down complex skills and techniques into parts and communicate the key components of the skill.	Not demonstrated.		✓
Provide corrections to improve skill execution on an individual and group basis.	The coach identifies that the athletes did it wrong, but does not provide correction.		✓
Progress the activity to the next step or level in a sequential manner.	The coach progresses the drills in a logical sequence by adding complexity.	✓	
Provide adequate time for practice, and observe athletes' performance.	The coach is positioned well and observes the athletes allowing adequate time for practice.	✓	
Check the athletes' understanding of the instructions and give them the opportunity to ask questions.	The coach seeks questions and provides answers.	✓	
Provide encouragement and/or feedback individually, and to the group.	The feedback is general, not specific or action based to individuals or the group. There is no encouragement or correction provided.		✓
Use positive non-verbal communication (eg maintain eye contact when speaking).	The coach displays negative body language and is not really engaging; she doesn't maintain eye contact with the questioning.		✓
Actively listen to the athletes.	The coach responds to athletes' questions and requests.	✓	

Officiating

Duration: 3 minutes and 30 seconds

This scenario can be used for Assessment Activity A with the assessment tool on pages 86 – 87 in the ASC Assessor Training Participant Manual. In this scenario the official is an experienced referee that is good at risk management issues and communicates clearly with players and coaches. However she displays poor positioning throughout the game. The official should be assessed as not yet competent as she does not demonstrate all required skills on the checklist. The following table outlines areas that will assist in reviewing the assessment:

Assessment criteria	Comments	C	NYC
Undertake a risk analysis of the field of play	Official instructs coach to move bags from court before the game begins.	✓	
Apply the rules and regulations of the game	The official makes decisions and calls throughout the scenario demonstrating the application of rules and regulations.	✓	
Ensure safety of self and others throughout the game	Identifies the water spill and takes action to remedy the situation.	✓	
Demonstrate positioning skills relevant to officiating the game	The official gets out of position on at least one occasion and misses a call.		✓
Use effective communication strategies to officiate the game	The official uses hand signals that are clear and visible; she uses her voice well when required. The whistle is used well; she is clear and confident in her instructions and explanations. The official is quick to act to minimise disputes.	✓	
Write a report after the game	Not demonstrated.		✓