**Starting Out in Coaching**

**Facilitator Guidelines**





**Starting Out in Coaching**

**Duration:** 3 hours

**Aim:**

The aim of this workshop is to assist coaches in the understanding of how to develop the basic skills of netball. Also to give coaches some foundation tools to use in coaching practice that enable players to learn and develop.

**Learning Outcomes:**

At the completion of this workshop, the coaches will be able to:

1. Identify and understand the characteristics and needs of the players in the relevant community.
2. Understand the components of practice and game day.
3. Recognise valuable communication, management and effective coaching strategies.
4. Identify where they can access further resources, coaching support or development opportunities.

**Delivery Notes:**

This module is designed for delivery in a workshop context for no more than 20 coaches. This maximum number will allow the coaches to be interactive and share knowledge and experiences. A facilitated workshop environment should provide opportunities for coaches to obtain feedback from the facilitator and gain confidence. Learning activities should be selected relevant to the target community.

The following symbols are placed in the upper right hand corner of the learning activity pages to indicate which Coaching Community the learning activity is most relevant to.



Future Ferns



Year 7 & 8

Secondary School

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**Learning Activities:**

In delivering this workshop, learning activities should be selected so that all learning outcomes listed above are met and that the activities are relevant to the communities. Each learning activity indicates which learning outcome it covers. Each learning outcome is also designed for all communities; it is up to the facilitator to adapt the activity to the community, which the coaches represent.

During the Learning Activities, the facilitator should use the Facilitator Delivery Guidelines (Appendix 1) to periodically check for understanding and application.

**Assessment**

No formal assessment.

Attendance will be recorded on the Region’s database and in the coach’s Record of Learning.

**Available Resources**

Coaching Tool Kit

SPARC website

**Other Helpful Resources**

735

The following resources are available from Sports Distributors NZ Ltd via their website [www.sportsdistributors.co.nz](http://www.sportsdistributors.co.nz) or phone 0800 656 735 to purchase the resource or request a catalogue.

Getting Started into Netball Coaching

More Activities for Fun Ferns

Future Ferns Netball Sessions

Future Ferns Netball Coaching Manual

Game Skills

On Attack

Defending

Team Building

Ready to Play Netball

[www.netballnz.co.nz](http://www.netballnz.co.nz)

[www.netballsmart.co.nz](http://www.netballsmart.co.nz)

Sport Smart – Are you Ready for Netball

Wallet Cards for players

**Sample Starting Out in Coaching Workshop**

**Programme**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Activity | Leaning Outcome | Content | Time | Ref Page |
| Welcome |  | Introduction | 10 minutes | 4 |
| Learning Activity 1 | 3 | Effective Coaching Strategies | 10 minutes | 5 & 16 |
| Learning Activity 2 | 1 | Understanding Players | 10 minutes | 6 |
| Learning Activity 3 | 2 | Practice / Game Day  – Warm Up | 20 minutes | 7 |
| Learning Activity 4 | 2 & 3 | Practice Day – Skill Development | 50 minutes | 8 |
| Learning Activity 5 | 2 & 3 | Practice Day – Tactical Development | 20 minutes | 9 |
| Learning Activity 6 | 2 | Game Day - Schedule | 15 minutes | 10 & 17 |
| Learning Activity 7 | 2 | Practice / Game Day  - Case Studies | 20 minutes | 11, 18-23 |
| Learning  Activity 8 | 4 | Resources and Further Development | 5 minutes | 12 & 24 |
| Conclusion |  | Conclusion and Evaluation | 5 minutes | 25 |

Total time is ideally 3 hours. Times given are guidelines only. Facilitators should adapt / adjust the time allocation to meet the needs of the coaching community.

**Welcome / Introduction** 10 minutes

**Supporting Material**

* Registration Form (Appendix 2)
* Name Tags
* Coaching Tool Kits – Centre to order through Sport Distributors NZ Ltd (see page 2 of Facilitators Guidelines for their details)
* Starting Out in Coaching Aim and Learning Outcomes (Page 1 of Facilitator Guidelines)

1. As coaches arrive ensure that they complete the Registration Form (Appendix 2).
2. Issue coaches with the Coaching Tool Kit, name tag and highlight other appropriate resources (eg NetballSmart book).
3. Once all participants are present, introduce yourself and any other facilitators who will assist in the delivery of the course.
4. Advise participants of the aim of Starting Out in Coaching, learning outcomes and programme details.

Learning Activity 1

**Effective Coaching Strategies**

**Delivery: Small Group Activity** (covers part of Learning Outcome 3) 10 minutes

**Supporting Material**

* Effective Coaching Strategies – Match Cards (Appendix 3)
* Material in Coaching Tool Kit

Coaching Process

* + Effective Coaching Strategies pg 3
  + Effective Practice pg 5
  + Communication pg 6
  + Feedback pg 7
  + Questioning pg 8

Effective Coaching Strategies are practical tips to enhance player learning.

It does not matter how much knowledge or experience a coach has, it is the coaches’ ability to organise and manage the practice that will affect player motivation, learning, teaching, problem solving and goal setting. Players develop understanding and learn more effectively when they are involved in solving problems for themselves.

Task 1. All coaches are given a match card and the coaches circulate and try to find the most appropriate match. The paired coaches discuss their strategy and think of an example.

Task 2. Once all coaches are paired up, the facilitator gets the paired coaches to introduce themselves, name their strategy and to explain / provide an example of their effective coaching strategy.

Learning Activity 2

**Practice Day: Understanding Players**

**Delivery: Group Discussion** (covers Learning Outcome 1) 10 minutes

**Supporting Material**

* Material in Coaching Tool Kit

Athlete Development

* + Characteristics of the Players pg 3
  + Why Young Players Participate in Sport pg 9

Coaching Process

* + Effective Practice pg 5

It is crucial that coaches have an understanding of the characteristics and motivation of players. This will ensure coaches can cater for the needs of individual players and the team.

Task 1. Divide coaches into groups of 3 or 4 ensuring that the coaches are from the same coaching community. Give the coaches 3-5 minutes to discuss the characteristics of players they are coaching or will be coaching and also discuss what they think motivates the players.

Task 2. Bring coaches back together and get coaches to refer to the Coaching Tool Kit and check to see that all characteristics have been mentioned. If not, discuss the ones not covered.

Learning Activity 3

**Practice / Game Day: Warm Up**

**Delivery: Small Group Approach** (covers part of Learning Outcome 2) 10 minutes

**Supporting Material**

* Material in Coaching Tool Kit

Self Development

- Warm Up pgs 7-11

A warm up can set the tone of a practice and the intensity of the warm up can have an impact on the start of a game. Therefore it is critical aspect of both practice and game day. On Game Day you need to decide on what time you want your players to arrive at the courts, how long the warm up will be, who will take it and where will the players do it?

Future Fern and Year 7 & 8 players require a less structured warm up as they rarely have flexibility and injury issues therefore 10 minutes of continuous activity is more appropriate.

Task 1. Coaches are divided into groups of 3 to find a warm up for a specific community on either game day or practice day in the Coaching Tool Kit.

Coaches discuss the benefits of the activity and possible modifications that could be made to it.

Learning Activity 4

**Practice Day: Skill Development**

**Delivery: Practical Application** (covers part of Learning Outcome 2 & 3)

50 minutes

**Supporting Material**

* Coaching Tool Kit

Skill Development Activities (Full Section)

Netball is a dynamic and multi-skilled game. The Coaching Tool Kit includes a selection of foundation skills. Teaching Games for Understanding (TGfU) is an approach to coaching that uses games (which have a goal or competitive element like a point scoring system) as the focus of development. By using a TGfU approach, players are challenged to think about what they are actually doing, and why. Through TGfU games, players are taught to use the appropriate technique at the right time and place in the pressure of situations of a game. Players become self aware of technique they need to work on to perform well in the game.

The activities in the Coaching Tool Kit can be extended and modified to further develop your players.

Task 1. The facilitator selects an activity from an appropriate skill for the coaching community eg Home Base for Turning Fully (pg 9 in Skill Development section). Using the coaches as players, demonstrate the implementation of the game. Use effective coaching strategies eg questioning, feedback. The facilitator ensures that the netball rules are integrated.

The game is recommenced but this time the coaches are encouraged to ask relevant questions and choose appropriate coachable moments for feedback. Encourage clear, concise instructions, questions, and positive, specific and constructive feedback.

Task 2. Divide the coaches into groups of two or three. The groups each choose a skill activity from the Skill Development section of the Coaching Tool Kit (pages 4-37) that is relevant to their community.

The coaches have 5-10 minutes to familiarise themselves with the skill.

Task 3. The facilitators bring the groups back together and get them to explain / demonstrate their activity to the rest of the group.

Learning Activity 5

**Practice Day: Tactical Development**

**Delivery: Group Discussion & Practical Application** 20 minutes

(covers part of Learning Outcome 2)

**Supporting Material**

* Material in Coaching Tool Kit

Athlete Development

- How Players Learn pg 8

Tactical Development (full section)

A common statement is “A champion team will beat a team of champions”. This means it is important for players to understand that by all working together as a team to pressure the opposition, they will increase their chances of out performing them.

Task 1. The facilitator gets the group to brainstorm where tactics can be used on court. Eg Centre pass – attack, centre pass – defence …

Task 2. Coaches are divided into groups of about 3 and each group chooses a tactical activity from the Coaching Tool Kit relevant to their coaching community.

The coaches discuss the tactical situation and the activity. The facilitator moves around the group checking understanding and providing support as required.

Learning Activity 6

**Game Day: Schedule**

**Delivery: Small Group** (covers part of Learning Outcome 2) 15 minutes

**Supporting Material**

* Board Game - Through the Ring (Appendix 4)
* 5 Dice and 20 markers
* Coaching Tool Kit

On game day, there are a number of things that need to be done in order to get seven players on the court, meet umpiring and Netball Centre needs. We hope that this board game will shed some light on the requirements for game day.

Task 1. Divide coaches into small groups. Each group is given a copy of the

board game ‘Through the Ring’, a marker for each person a one dice.

Task 2. **Rules**

1. Everyone has one shake of the dice and the coach with the highest number starts
2. Each coach in turn has 1 throw of the dice and moves their marker that number of squares
3. If the marker lands on a goal post they move up
4. If the marker lands on a bouncing ball they move down
5. The first coach to get to 50 wins

Encourage coaches to discuss the activities in the squares as they pass them.

Facilitator to move around group and highlight key things

eg Warm Up, Use of all players , Cool Down / Recovery, Team Lists etc

Learning Activity 7

**Practice / Game Day: Case Studies**

**Delivery: Small Group Work** (covers part of Learning Outcome 2 & 3) 20 minutes

**Supporting Material**

* Case Studies (Appendix 5)
* Coaching Tool Kit

Programme Management section

Coaches are presented with many challenges. Prior consideration may assist coaches in presenting a logical solution earlier therefore not hindering development or enjoyment.

Task 1. Divide coaches into groups of 2-3 relevant to their community.

The facilitator allocates a case study to each group according to the community and the needs of the group.

The coaches should read the case study and discuss the implications and solutions and relate these to their players and or team environment.

Allow 5 minutes to discuss and come up with a solution.

Task 2. Each group reports backon their case study to the rest of the group**.**

Learning Activity 8

**Resources and Further Development**

**Delivery: Small Group Work** (covers Learning Outcome 4) 5 minutes

**Supporting Material**

* Knowledge Station worksheet (Appendix 6)

Coach Development is about life long learning and continually striving for excellence. To achieve this it is important that coaches are aware of some of the possibilities of where they can access resources and seek further development.

Task Each coach is given a Knowledge Station worksheet. Either working by themselves or with others, the coach completes as many answers as possible.

The facilitator then ensures that the coaches are aware of their local contact personnel and resource centres.

**Evaluation / Conclusion** 5 minutes

**Supporting Material**

* Evaluation Form (Appendix 7)

Task 1. Ask participants to complete the evaluation form.

Task 2. Recap key aims of workshop and allow time for any questions.

Query if all satisfied with outcomes.

Task 3. Collect in completed Evaluation Forms from all the participants.

**Appendix 1**

**Facilitator Delivery Guidelines**

To ensure during the facilitated workshop that coaches apply their learning in coaching practice use the following guidelines.

* There is plenty of practise
* Activities are fun and purposeful
* All coaches can see and hear
* Any activity caters for individual learning differences
* A safe environment is maintained
* The environment is positive and comfortable to enhance coaches’ development and understanding
* A player centred approach is used
* Listen to the needs of the coach participants.

### Starting Out in Coaching Registration Form

**Appendix 2**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Facilitator** | | |  |  |  |  |  | | | |
| **Date** | | |  |  |  |  |  |  |  | |
|  |  |  |  |  |  |  |  |  |  | |
|  |  |  |  |  |  |  |  |  |  | |
|  | First Name | **Surname** | **Address** | **Email** | Phone | **D.O.B.** | **Coaching**  **Community** | **Ethnicity** | **Occupation** | **Centre** |
| ***e.g.*** | ***Mary*** | ***Smith*** | ***26 Smith Close***  ***Timaru*** | ***[m.smith@house.co.nz](mailto:m.smith@house.co.nz)*** | ***03-5785698*** | ***23/08/79*** | ***FF/SS*** | ***European*** | ***Student*** | ***Sth Canty*** |
| ***1*** |  |  |  |  |  |  |  |  |  |  |
| ***2*** |  |  |  |  |  |  |  |  |  |  |
| ***3*** |  |  |  |  |  |  |  |  |  |  |
| ***4*** |  |  |  |  |  |  |  |  |  |  |
| ***5*** |  |  |  |  |  |  |  |  |  |  |
| ***6*** |  |  |  |  |  |  |  |  |  |  |
| ***7*** |  |  |  |  |  |  |  |  |  |  |
| ***8*** |  |  |  |  |  |  |  |  |  |  |
| ***9*** |  |  |  |  |  |  |  |  |  |  |
| ***10*** |  |  |  |  |  |  |  |  |  |  |
| ***11*** |  |  |  |  |  |  |  |  |  |  |
| ***12*** |  |  |  |  |  |  |  |  |  | |

**Effective Coaching Strategies Activities – Match Cards**

**Appendix 3**

Make a copy of this page and cut up the sheet to make the cards. All coaches are given a card and they need to circulate to find their match.

|  |  |
| --- | --- |
| Coachable Moment | Timing of when to provide feedback |
| Open questions | A problem solving tool that has a wide variety of possible answers |
| TGfU | Teaching Games for Understanding |
| Two way communication | 🚹⮀🚹 |
| A good position for talking to your team |  |
| Strategies for engaging players | Eye contact, praise, questions, signal for attention |
| A mentor, critical friend | Someone with whom to discuss your coaching |
| Self reflection | Evaluating your own coaching |
| Coach standing with arms folded looking stern | Non verbal communication |
| Key points | Brief yet important information |
| L **I**  **S** T **E** N |  |

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***'Through the Ring'***

**Appendix 4**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **41** | **42** | **43** | **44** | **45** | **46** | **47** | **48** | **49** | **50** |
| Well Done! Thanking other coach / umpires |  | Good – Capt thanks umpires | Bibs, balls etc collected in | Team did not do cool down |  | Supervised hydration | Great recovery food | Arrangements made for next training | **You Win!** |
| **40** | **39** | **38** | **37** | **36** | **35** | **34** | **33** | **32** | **31** |
|  | Left one player off whole game | Player injured, incorrect shoes |  |  |  |  | Late back on court after interval |  |  |
| **21** | **22** | **23** | **24** | **25** | **26** | **27** | **28** | **29** | **30** |
| Last sub made, all taken court – Good! |  |  |  | Drink bottles empty | Took notes during game |  |  |  |  |
| **20** | **19** | **18** | **17** | **16** | **15** | **14** | **13** | **12** | **11** |
|  | Players execute skills learned at last training | Players adhere to Game Plan |  |  | Players ready at 30sec whistle | Supervise warm up |  | Good organisation players at correct place & time | Bonus All Jewellery removed |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
|  | Well Done! Packed bag last night |  | Great! First Aid Kit & Ice | Go back to 1 – forgot drink bottle | Team list & team talk prepared – good stuff |  | Good! Greeted all parents | Good thinking! Spare uniform in bag | Capt wins toss with Lucky coin! |

#### RULES

**Everyone has one shake of the dice and the one with the highest number starts**.

##### Each person in turn has 1 shake of the dice and moves their counter that number of squares

**If it lands on a goalpost, move up. If it lands on a bouncy ball move down.**

###### The first person to get to 50 wins

**Appendix 5**

**Game Day: Case Studies**

Select relevant case studies for the coaching community and coach needs

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***Case Study One***

It is half time in the game and your team is well ahead

* What would you say to your team?

Plan your team talk and any possible changes you might make.

****

***Case Study Two***

A player from your team is behaving badly towards umpires and disputing their decisions. The behaviour recurs despite the behaviour being pointed out by you, the coach, as undesirable?

* How could you solve this problem?
* Who would be involved in this process?
* What would be the desired solution?

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***Case Study Three***

A father of one of your own players constantly stands on the sideline and yells negative feedback at his own daughter. You can see this is having a negative effect on the player’s performance.

* How could you solve this problem?
* Who would be involved in this process?
* What would be the desired solution?

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***Case Study Four***

You are getting frustrated on the sidelines as your players are continually bunching. You are continually yelling out “Spread Out” but it isn’t working.

* Explain how you could deal with this situation more effectively and prevent it from recurring

**Game Day: Case Studies**

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***Case Study Five***

Your team is struggling at their own centre pass. There doesn’t appear to be anyone to pass to and the opposition centre is marking at 0.9m so your centre has only limited vision.

* What would you say to your team?

Plan your team talk.

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***Case Study Six***

One of your strongest players is continually late to games but has to rely on family to bring her to the games.

* How could you solve this problem?
* Who would be involved in this process?
* What would be the desired solution?

****

***Case Study Seven***

Two parents have questioned you about the players that you have been playing and questioning the lack of court time their daughters have had.

* How could you solve this problem?
* Who would be involved in this process?
* What would be the desired solution?

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***Case Study Eight***

Your team is playing a great game and they are even with the top team, when one of your players gets injured.

* Explain how you would deal with the injured player, the new player and the rest of the team.

**Practice Day: Case Studies**



***Case Study Twelve***

There are ten players in your team. During the first activity you notice that two players are fooling around and appear to have lost focus.

* What could you do as a coach to ensure the players stayed on task and maximised skill development?

***Case Study Nine***

While you are explaining an activity, a player continually bounces the ball causing a distraction and making listening hard.

* How would you deal with this situation?
* What steps could you put in place to eliminate similar actions?

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***Case Study Ten***

One of your players falls over and grazes a knee quite badly.

* How would you deal with the injured player?
* What would you do with the other players?

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***Case Study Eleven***

You really enjoy working with your group of players – they are eager to learn, have lots of enthusiasm and love the sport. After you have given the players an explanation of the activity and shown a brief demonstration, you notice what you wanted them to do and what they were doing was different.

* How can you ensure the players know what they are meant to be doing in the activity?

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**Practice Day: Case Studies**

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***Case Study Thirteen***

You have planned your activities to use two teams of five, but only 6 players have turned up to training.

* What options could you use?



***Case Study Fourteen***

You notice that some of your players are often stepping during the activity.

* What might you do to assist the players with this problem?

**Possible Answers to Case Studies**

**Case Study One**

* Praise the players for their good play
* Set a specific goal to achieve – skill related or maybe a tactical aspect that you have not tried in a game before but have covered at practice.

Eg Set a target of percentage of loose balls your team will win

GS/GA set a goal for trying e.g. longer shots;

GK/GD to limit the number of balls that actually get into the circle

Midcourt to get the ball into goal circle every time they have possession

Try players in different positions and encourage team to maintain their quality of play.

**Case Study Two**

* Remove the player at the next interval, talk to her and put back on in next quarter if she thinks she can make a behavioural change
* Follow up with a session at next training on acceptable behaviour and the consequences.
* Get the players to come up with a consequence for such behaviours.
* Older players – roster on umpiring duty next week

**Case Study Three**

* Talk to the father there and then, requesting positive remarks and explaining the benefits for all players. Also you could give him a job to do such as taking a statistic that will not give him the time to yell out
* Prevent this happening by involving parents in your positive feedback attitude with the team. Offer suggestions of appropriate remarks.
* It is great to get the players and parents together at the start of the season and discuss their own expectations as well as share the direction and purpose of the season. Get players, parents and coaching team all working towards same goal. Involve parents in helping with the team in different ways – balls, bibs, stats, uniforms etc.

**Case Study Four**

* During the game and team talks provide positive, specific feedback eg ask your GA to play deeper to allow the WD, GD, C and WA to bring the ball through court
* At training – really praise and reward for “Creating Space”; have a team cue word such as SPACE that reminds players positively
* At practices use TGfU games that focus on creating and using space using the skills they need – an ability to use a long pass, drive and drop back into a space behind, holding your position longer to keep the space etc.

**Case Study Five**

* Remind of work done at training to get free and to be able to step back / around the defending player
* Try to get them to come up with suggestions such as using GD/WD so C can turn and not be bothered by defender at 0.9m
* If you have centre pass moves, get the team to use these to increase decisive movements and confidence.

**Case Study Six**

* Talk to the parents to understand the situation and suggest that she get a ride with another parent if they are unable to leave earlier but at same time make sure they realize that you appreciate their support.
* Involve parents at start of season when players set their expectations

**Case Study Seven**

* By keeping a register of who attends trainings and who played in what position in what quarters will allow you to show that every player has almost equal court time (as much as playing positions allow for Sec School)
* It is ideal that the rotation of players and providing all players maximum and equal playing time is discussed at the start of the season with both players and parents. Let the players decide if they want to be rotated at quarter breaks, half time or weekly.
* If applicable, explain that X has not attended training – that could come as a shock to them.

**Case Study Eight**

* Hopefully your manager (or designated parent) will deal with the injured player and will use the R.I.C.E.D protocol. You need to assess the injury to see whether the player could continue.
* If a substitution is required ensure that the substitute player warms up.
* Bring the team together and let them know how good they are playing and set some goals for the next section of play. Highlight how the new player will make a positive impact and reinforce team belief.
* If no manager available get one of the parents or use your players on the sideline to ‘coach’ (observe) the game while your work with the injured player.

**Case Study Nine**

* Ideally avoid this situation by setting ground rules! Prevention is better then cure. Get players to set expectations, then players will monitor each other’s behaviour.
* Praise those who are standing quietly and acknowledge and respect the rules.
* Quietly remove the ball from player and continue.
* Remind or set ground rules for practices

**Case Study Ten**

* As the injury occurred at a practice ensure that the rest of players can continue with training while coach or “Manager” deals with knee still keeping a eye on the practice
* Make sure that you have a first aid kit or access to one at all training sessions.

**Case Study Eleven**

* Ask yourself – Does it matter? If they are all busy working, let them continue – may be the activity is better than what you wanted them to do in first place!!
* Stop the activity, call the players in and re-explain and move on.
* Before sending players off to start an activity, ask questions to check understanding of what is required in the activity. Highlight the key points

**Case Study Twelve**

* Move closer to the players, and get them to set themselves a goal they have to achieve.
* If necessary move the players so they are not working in the same area.
* Check to see if the activity is challenging the players and that the relevance of the activity is clear. If not, alter the activity.

**Case Study Thirteen**

* Use 2 teams of 3.
* Make the area smaller. Change the point scoring opportunities.
* Use another idea all together.
* Find out why players haven’t turned up, are the team expectations understood, is there a system set up to advise coach of non attendance.
* Self reflect on the content of the practices. Are the players bored? How are the practices being structured?

**Case Study Fourteen**

* Remind players of footwork rules and use cue words to focus on balanced landing “bend your knees”. Pull up all stepping.
* If necessary, stop the activity and do a short activity that focuses on landing balanced – 1-2 or feet landings.
* Get players to observe each others stepping, why do they think the players stepped how could they help them?
* Ask some awareness questions, like what do you notice after receiving the ball or when you are landing?

**Appendix 6**

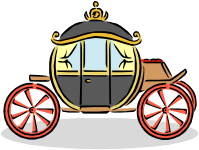
**Knowledge Stations Worksheet**

Using the clues or by filling in the gap work out where you can source coaching resources or seek further development.

\_ \_ \_ Y \_ \_ S (insert a

picture of

players)

Fellow 

The distributors of NNZ coaching resources

S - - - - D - - - - - - - - - - -

Phone 0800 656 735



Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Eg  

SPARC’s website

www.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ACC’s netball specific website

www. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Modules available from NNZ C. D. F, which stands for Coach

\_\_\_\_\_\_\_\_\_\_\_\_\_ Framework

From Libraries, Bookshops, Schools

Contact your Netball Centre / Region

Contact Person

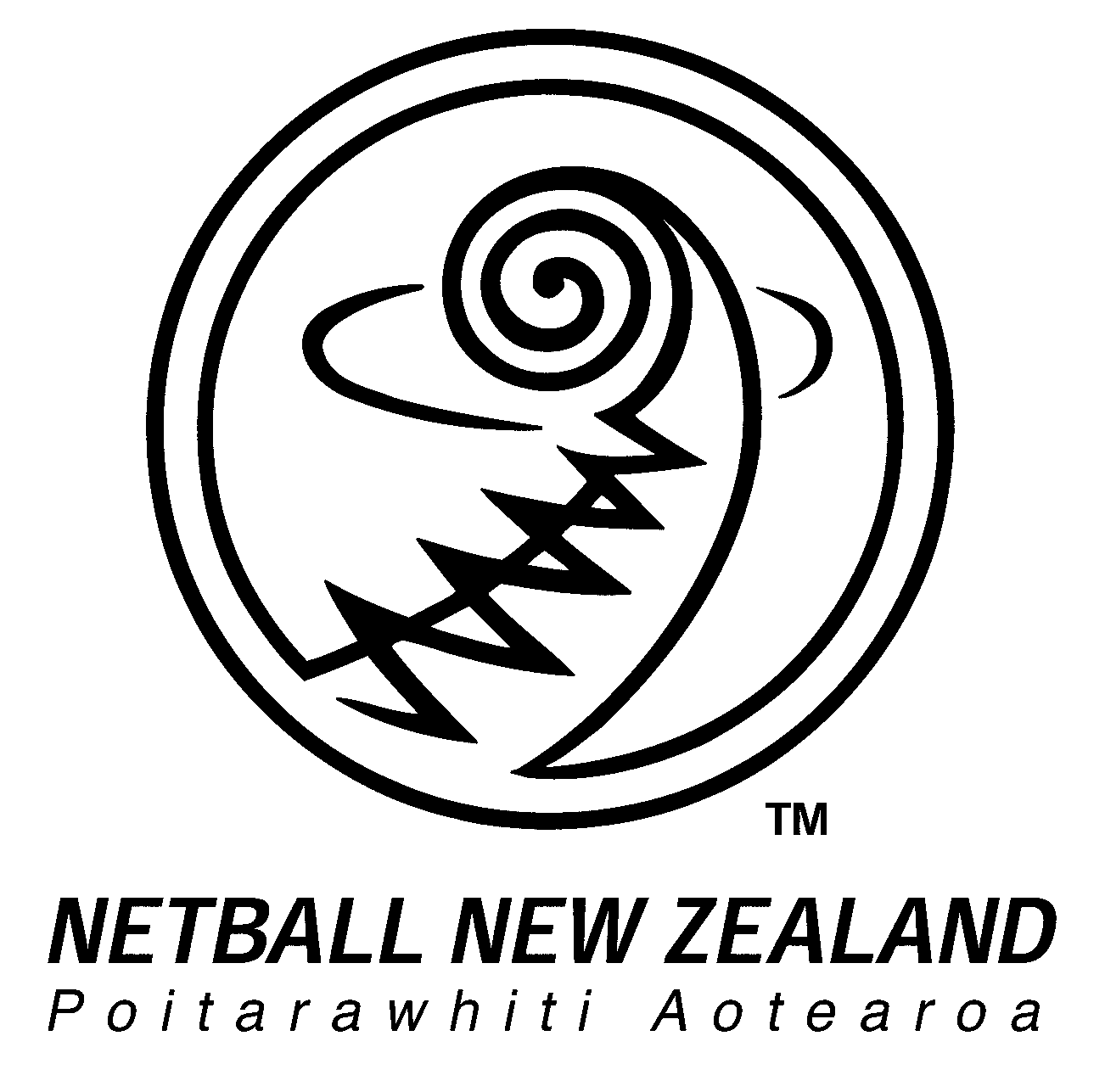
\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone no.

Someone you could use as a critical friend / mentor / coach support

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The above represent some of the sources of coach development possibilities.

 **Appendix 7**

Starting Out in Coaching

Evaluation Form

# *Your feedback is important to ensure we provide the most effective and beneficial coach development programme.*

Please use the following scale to rate Starting Out in Coaching:

Rating Scale: 1 = Excellent 4 = Satisfactory

2 = Very Good 5 = Unsatisfactory

3 = Good

If you give a topic a low rating please state what improvements need to be made.

**Topic Rating Comment**

Information received [ ] ­\_\_\_

prior to the workshop

Coaching Tool Kit [ ] ­\_\_\_

**Learning Activities**

Effective Coaching Strategies [ ] ­\_\_\_

Player Characteristics / Motivation [ ] ­\_\_\_

Warm Up [ ] \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Skill Development [ ] ­\_\_\_

Tactical Development [ ] \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Through the Ring Board Game [ ] \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Case Studies [ ] ­\_\_\_

Resources and Further Development [ ] ­\_\_\_

Has this workshop helped further your [ ] ­\_\_\_

confidence to coach your team

If any, please state how this workshop could be improved

\_\_\_\_\_\_\_\_\_

\_\_\_

What did you enjoy or find most beneficial from this workshop

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**Starting Out in Coaching Workshop**

**Administration Checklist**

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| **Timing** | **Administrator** | **Facilitator** |
| **Before** | * Set date * Book venue with: whiteboard, table and chairs space for practical activity * Arrange Facilitators * Advertise and promote * Collect in registrations * Order the Coaching Tool Kits from Sport Distributors. Allow **2 weeks** delivery time * Advise facilitators of registration numbers 7 days prior * Photocopy appropriate facilitating aids if required plus evaluation forms * Print off registrations forms | * Check on numbers registered * Check what equipment is available * Prepare facilitating aids e.g. Board game, Effective coaching cards, Dice and markers, Case study |
| **Day of** | * Open the venue * Provide Tea and Coffee etc if desired * Ensure required equipment is available e.g. balls, bibs, cones * Greet coaches as they arrive – put them at ease * Take registrations and collect in workshop fee if not already paid | * Turn up well prepared * Greet coaches as they arrive – put them at ease |
| **After** | * Thank and reimburse the Facilitator according to Regions/ Centre policies * Pass on registration fees to Centre or Region administration * **Send registration form to Region office to be recorded on database** | * Summarise and take notes on how this workshop could be improved and pass onto NNZ CoachForce * Review evaluation summary |