



Guidelines and Expectations for Junior Coaches (Net Set Go)

1. Create a Positive Environment for Your Players.

- Learn names quickly
- Smile, praise and acknowledge hard work and effort.
- Encourage and regularly remind players that they may not be able to do it “yet”, but they will be able to gain the skill with effort.
- Be Patient and Supportive.
- Make it Fun!

2. Set Achievable, Negotiated Personal Goals for Your Players

- Give age appropriate feedback to your players and ensure that all girls have at RBNC Goal sheet that is referred to and monitored.
- Always keep the players development in mind.
- Make sessions challenging but achievable.
- Ensure that skill development is progressive.

3. Vary Your Training Sessions

- Change format and activities when required. Players should be actively engaged for the majority of the training session.
- Ensure equal opportunity for all players.
- Avoid elimination games/drills that have players sitting out for longer than 1-2 minutes.
- Include activities that develop non-competitive team work and team building rapport.
- Include some time for game sense activities and allow players to “play the game”.
- Use different coaching methods. Challenge yourself not just to use the coaching methods you feel comfortable with. Remember your style should be player centred.

4. Teach Skills

- Plan to have a learning outcome from each training session based on specific skill development. Record your teams’ progress in your coaching book.
- Regularly revise skills taught from previous weeks. Remember a player will need to interact with a skill at least seven times before building the neurological pathways and muscle memory to retain that skill.

5. Demonstrate Skills to Players in Various Ways.

- Appeal to all types of learners. Demonstrate skills visually.
- Use the players in demonstrations to show correct skill execution whenever possible. Don’t always utilise the same players when doing so.
- Demonstrate correct execution of skill or decision making not incorrect.
- Make sure all players can see and participate in demonstrations.

6. Involve All Players

- Have ample equipment for the activities you are undertaking.
- Use several small groups where possible rather than one large one.
- Understand what motivates your players and plan accordingly.

7. Provide Instant Feedback

- Use lots of purposeful praise of effort and attainment.
- Ask open ended questions that lead players to discover areas they need to improve, therefore creating “thinking netballers”

8. Be a Great Communicator

- Do not have too many multistep instructions
- Try to have as much 1-1 (discrete) coaching as possible.
- Offer opportunities for two way communication and player input.



Guidelines and Expectations for Division Coaches

1. Create a Positive Environment for Your Players.

- Learn names quickly (if not already known)
- Smile, praise and acknowledge hard work and effort.
- Encourage and regularly remind players that they may not be able to do it “yet”, but they will be able to gain the skill with effort.
- Be Patient and Supportive.
- Make it Fun!

2. Set Achievable, Negotiated Personal Goals for Your Players

- Give age appropriate feedback to your players and ensure that all girls have at RBNC Goal sheet that is referred to and monitored. Ensure that player goals are negotiated with players
- Always keep the players development in mind.
- Make sessions challenging but achievable.
- Ensure that skill development is progressive, even in higher divisions. If players didn't need this they wouldn't need a coach.

3. Vary Your Training Sessions

- Players should be actively engaged for the majority of the training session.
- Ensure equal opportunity for all players. (Excluding Finals processes)
- Avoid elimination games/drills that have players sitting out for longer than 1-2 minutes.
- Include activities that develop non-competitive team work and team building rapport.
- Use different coaching methods. Challenge yourself not just to use the coaching methods you feel comfortable with. Remember your style should be player centred.

4. Teach Skills

- Plan to have a learning outcome/s from each training session based on specific skill development. Record your teams' progress in your coaching book.
- Regularly revise skills taught from previous weeks. Remember a player will need to interact with a skill at least seven times before building the neurological pathways and muscle memory to retain that skill. Explicitly teach defensive and attack skills.

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- Appeal to all types of learners. Demonstrate skills visually.
- Use the players in demonstrations to show correct skill execution whenever possible. Don't always utilise the same players when doing so.
- Demonstrate correct execution of skill or decision making not incorrect.

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- Have ample equipment for the activities you are undertaking.
- Use several small groups where possible rather than one large one.
- Understand what motivates your players and plan accordingly.

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- Ask open ended questions that lead players to discover areas they need to improve, therefore creating “thinking netballers”

8. Be a Great Communicator

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- Offer opportunities for two way communication and player input.



Demonstrating a Skill to Players

Everybody has heard the old saying that a picture paints a thousand words. Demonstration is a very important component coaching and coaches need to be aware of some important guidelines when attempting demonstrations.

POSITION

1. Can you see the group? Can they see you? Face the group away from distractions such as the sun, traffic or other groups.
2. There are several ways you can arrange the demonstration. This could range from having the group huddled together to being spread out in positions on the court. As coach you must ensure players can see and hear when the demonstration takes place.

WHAT TO DO

1. Often players in your team will exhibit correct technique or skill execution, use them as demonstrators when possible. Failing this, the coach or an expert may be used to demonstrate.
2. Keep your explanations simple and brief. Try not to give players more than two or three main points at a time.
3. Speak clearly
4. Avoid pointing out things 'not to do' as this will complicate the demonstration.
5. It is all right to break the skill into separate components for the purpose of the demonstration – but, if this is going to be done, demonstrate the complete skill at normal speed before and at the end. For example, if you are discussing the skill of passing, it may be beneficial to demonstrate separately the placement of the feet, the position of the hands on the ball and finally the movement and follow

through of the arms. However, show the pass several times first and again after the separate parts.

6. Demonstrating technique is important as is allowing opportunities to develop skill. Game Sense training allows players to translate technique into skill execution and decision making.
7. Allow time for players to practice what they have just seen. You may need to revisit the demonstration again and repeat this process when necessary

HELPING INDIVIDUALS

1. Observation is critical, look out for opportunities to make players and the team aware of areas to improve.
2. Questioning allows players to reflect on errors and think of ways to improve. This is a more effective method than telling players what to do.
3. Be positive and approachable when discussing player's areas of development.
4. Discrete coaching allows coaches to work with players on a 1 on 1 basis whilst the rest of the group continue the activity.
5. Always show the correct skill last. If you are showing a player the difference between what they are doing and what you want them to do – demonstrate the correct skill after you have shown them their current method.
6. Let the player have a few more tries before doing any more error-correction.



Motivating Your Players

Keeping your players engaged

What motivates young people to play sport?

A key aspect of player-centred coaching is knowing what motivates your players. People of all ages engage in sport for many and varied reasons. As a coach it is your job to know these motivating factors and understand each group and player you coach will have slightly different reasons for playing.

Motivation plays a huge role in the ongoing development and engagement of players and will lead to:

- Players having fun and enjoying netball
- An increase in skill, self-esteem and social development
- Players being excited to come to training
- An ongoing commitment to the sport

Ten ways to motivate your players

1. *Make it fun*

The reason players engage in sport is because it is fun. From NetSetGO to the elite levels of the sport players want to have fun. Fun and enjoyment come from the personal satisfaction of achieving goals, receiving recognition, mastering skills and participating in competition.

At training provide fun opportunities that develop players from a skill and decision making perspective. Players also want to play the game so allow time to do this and add challenges (time, scoring, extra defenders, zones etc.) that make it fun but develop important decision making skills.

- Training attendance
- Competition performance outside of wins/losses (eg. Our goal this half is to score 5 goals)
- Fitness

These goals can be focused on during a training session, a match or a season. Importantly the goals should be shared, not simply what you as a coach thinks should happen.

Remember to have goals that can be measured and to provide specific feedback to make players aware of how they are tracking. Invite players to think about what they need to do to ensure they achieve the goals they have set



Motivating Your Players

2. *Recognise achievement*

This ensures players know the coach has noticed their achievement and will motivate them to continue to succeed. It doesn't always have to be aspects of the game that receives recognition from the coach.

You might:

- Reinforce positive social behavior
- Highlight players who haven't missed a training session
- Praise a player who has helped support a teammate or coach

3. *Set goals*

Goal setting allows players to strive to achieve success outside of wins or losses. Personal and team goals can include:

- Skill development

6. *Develop a safe learning environment*

A safe learning environment relates to both the physical and mental aspect of coaching. Training sessions must be planned and ensure safety for all participants. Just as important is that players feel safe from a mental perspective i.e. confident the coach will treat them kindly and with respect, they know they can make mistakes, they know development is just as important as winning

7. *Provide challenges*

Don't underestimate the motivational value of small-sided competitive activities and fun challenges.

8. *Vary your practice programs*

A variety of practice routines and activities will reduce the possibility of boredom. Involving players in the planning process can help get a gauge on what they want and ease the planning burden on the coach. Importantly it isn't necessary to have hundreds of activities. By adding a new rule, an extra defender or changing the size of the area you are playing in can change the dynamics of a game, almost to the point where it is a brand new one.

4. *Self-motivation*

Creating player awareness of areas to improve allows players to own their development. With excellent coaching and support the player will be motivated to improve as they own the learning they are undertaking. The ability to improve is quite often the greatest motivation a player will have

5. *Provide leadership opportunities*

Providing opportunities for leadership and expecting your athletes to assume appropriate responsibilities are very important. Acknowledging their efforts through leadership motivates further success.

9. *Be organised*

A carefully planned session increases the coach's confidence and this effort will rub off and help motivate players. Making sure enough equipment is available for the number of participants involved is often underestimated as a motivating factor. Nothing bores or frustrates young people more than waiting in long lines, or watching the more talented athletes dominate if you only have 1 or 2 balls.

10. *Consistency*

Every coach should have their golden rules that all players, parents and club officials know like the back of their hand. Along with these rules there may be consequences for player's actions – both positive and negative. If so be consistent with these so players know where they stand and what is acceptable within the team.

At the same time if you have provided a fun, engaging, safe and challenging environment hopefully you won't need to worry about challenging behavior.

