

***COACHING***

# COACH APPROACH

# CONTENTS

Introduction to Netball Australia Coach Approach	04
Player-Centred Coaching	06
Coach and Player Self-Awareness, Responsibility and Self-Belief	12
The G.R.O.W. Model	14
Formula for Success	15
Appendix	16



## INTRODUCTION

The Netball Australia Coach Approach (Coach Approach) is a philosophical approach to coaching, promoting player learning and ownership of that learning through creating awareness, responsibility and self-belief. Many of the ideas embedded in the Coach Approach are not new, but simply a reinforcement of contemporary best practice in coaching and how players can learn most effectively. The Coach Approach aims to create resilient and competent players who are motivated to enjoy their participation in netball and able to positively influence their own development, regardless of their level of participation.

The Coach Approach is underpinned by expert input and evidence, utilising research from around the globe into current world leading coaching practice in netball and many other sports – refer to Appendix 1 for more information.

Netball Australia and the Member Organisations want to ensure that coaches are supported to be the best they can be, in the coaching environments they wish to operate in. The Coach Approach provides coaches with a clear coaching philosophy that will be embedded in coach development programs, products and/or resources that support coaches to continually develop and improve.

## PLAYER-CENTRED COACHING

A coach-centred approach is when the coach plays an autocratic and central role in the learning process and the player makes few or no decisions in the learning process.

How often have you seen or heard the following?

- Coaches mostly telling players what to do, rather than asking players what they think they should do?
- A coach saying to a player, “don’t do that, do this”?
- Players trying harder and harder but performances not improving?
- Players who can do it in practice, but can’t transfer these skills into competition?
- Two (or more) very different players with different needs being treated the same way?
- Players being bored at training and/or during competition?
- Coaches constantly talking ‘at’ players?

A coach-centred approach is when the coach plays an autocratic and central role in the learning process and the player makes few or no decisions in the learning process. This method is limited to the imagination, knowledge and delivery skills of the coach.

The Netball Australia Coach Approach encourages far greater use of a player-centred approach to coaching.

In a player-centred coaching approach the coach facilitates or guides the learning however the responsibility for learning shifts towards the player who has an increased input into the decision-making in the planning, execution and evaluation of the learning process.

A player-centred approach is encouraged because:

- Different groups of players and different individuals have different needs
- Simply telling is not effective. Research shows that player enjoyment, development and performances increase when coaches tell less and ask more
- Players learn best when they have input into what they do in practice/ training and during competition; and therefore have ownership of the learning process
- A player-centred approach develops players’ awareness, ownership and self-belief.

A player-centred approach to coaching is beneficial for many reasons, however perhaps the most important aspect of all is because it is THE PLAYER who decides what happens next, not the coach. Player-centred coaching encourages a learning environment which allows players to make decisions, develop leadership ability, execute skills and translate this to matches and be responsible for their own learning and development.

When coaches detect a technical or tactical fault that a player needs to address, they must ensure there is acknowledgment of the issue and a willingness to make a change.

### CHANGING PLAYER BEHAVIOURS (AWARENESS + INTENT = CHANGE)



## PLAYER-CENTRED COACHING

A common assumption coaches can make is outlined below:



The core of the Coach Approach is that coaches:

- Provide direction and support to players
- Cannot control players thoughts, feelings, behaviours, or performances.

It must be noted that at different times coaches will need to simply direct a player or group with specific instructions. For safety, technical, tactical or personal learning style reasons there are times when a direct approach is beneficial.

The ability to identify which coaching approach is appropriate in a specific situation is part of being a high performing coach. Sometimes adopting a player-centred approach will be more challenging however the long term result of developing thinking players is worth the investment.

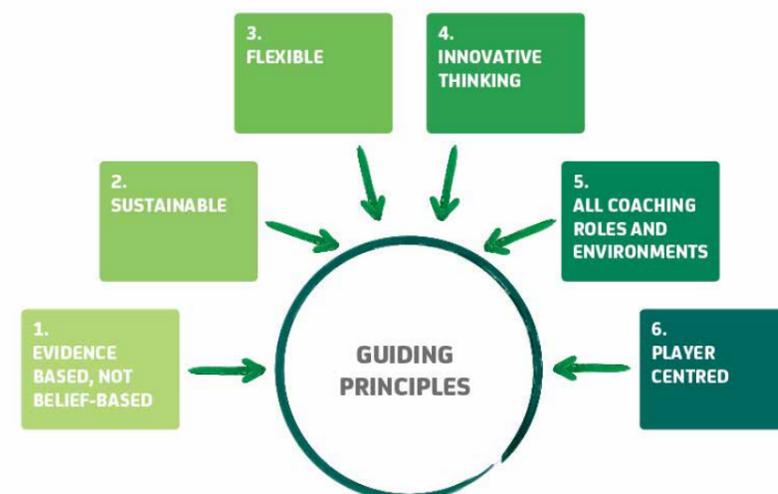
The ability to identify which coaching approach is appropriate in a specific situation is part of being a high performing coach.



## PLAYER-CENTRED APPROACH – A SUMMARY



## PLAYER-CENTRED COACHING – GUIDING PRINCIPLES





A common assumption some coaches make is explained below:

The role of the Coach Approach is that coaches:

- Provide direction and support to players
- Cannot control players thoughts, feelings, behaviours, or performances

It must be noted that at different times coaches will need to simply direct a player or group with specific instructions. For safety, technical, tactical or personal learning style reasons, there are times when a direct approach is beneficial.

The ability to identify which coaching approach is appropriate in a specific situation is part of being a high performing coach. Sometimes adopting a player centred approach will be more challenging however the long term result of developing thinking players is worth the investment.

## PLAYER PATHWAY

One of the great strengths of netball in Australia is that it offers people the option of playing our game recreationally, competitively and/or at a high performance level.

Throughout this Coach Approach document, the term PLAYER refers to anyone participating in netball programs, competitions, or activities (i.e. at any age, at any level and in any place).



## COACH AND PLAYER SELF-AWARENESS, RESPONSIBILITY AND SELF BELIEF

In order for coaches to change their behaviour they too must be AWARE of the need to change something and also have the INTENT to do what is required to make that change.

A key to coaches developing their self-awareness and their intent to get better at what they do is self-belief. If a coach doesn't believe that they have the ability to continually improve, the likelihood of them doing so is very low.

The Coach Approach is about coaches having the confidence to try new things and to strive for continual improvement. Netball Australia wants to empower coaches to be confident enough to make bold decisions, even if it may lead to mistakes. Sometimes "experience is what we get when we don't get the result we want"!

### NETBALL AUSTRALIA COACHING COMMUNITY MANTRA

“THE ONLY COACH YOU NEED TO BE BETTER THAN, IS THE ONE YOU WERE YESTERDAY”

#### Coach Approach – Core Objectives

COACHES AND PLAYERS  
DEFINING THEIR OWN  
MEANING OF SUCCESS.

COACHES AND PLAYERS  
BEING MORE AWARE OF  
WHO THEY ARE.

COACHES AND PLAYERS  
TAKING CHARGE OF THEIR  
DEVELOPMENT.

COACHES AND PLAYERS  
BEING MORE AWARE  
OF WHAT THEY ARE  
CAPABLE OF.



## THE G.R.O.W MODEL

The Coach Approach aims to create resilient and competent players who are motivated to enjoy their participation in our sport.

The GROW approach can be used by anyone wishing to change their performance in any aspect of their life, but is particularly effective for coaches and players to use when driving their own improvement. The model is designed to be applied within the context of raising a person's awareness, so they may assume responsibility for their own learning and performance.

This approach involves:

- **G – Goal Setting**  
Setting goals that lead toward ideal long term solutions.
- **R – Reality Checking**  
Ensuring perceptions of present levels of performance are accurate.
- **O – Options**  
Checking alternative courses of action to achieve the goal.
- **W – Way Forward**  
Deciding what will be done, when it will be done and by whom.



## FORMULA FOR SUCCESS

### Our thinking – this is all about:

- The players
- 'How to coach' the 'what to coach'
- Allowing coaches to coach
- Learning, not telling
- All aspects of coach development, not just accreditation
- Coaches following the players' lead
- Creating awareness, developing responsibility and self-belief and giving ownership to players
- Recognising the importance and achievements of coaches at all levels and in all environments
- Basing our actions on well researched information.

### To make this work – we will:

- Encourage the coaching community to have an inherent thirst for knowledge
- Encourage the coaching community to have ownership of their own development
- Look beyond short term results to ensure that tomorrow's performance is better than today's
- Promote every coaching situation as a learning opportunity
- Focus on including all segments of the netball coaching community. This inclusive approach will best support the coach recruitment, training, support and retention systems needed by our current and future coaching community
- Work with key partners to ensure they understand the importance of their role in achieving the objectives of the Framework
- Accept responsibility for owning, creating, maintaining and improving the environment in which coaches work.

# NETBALL AUSTRALIA – COACHING BLUEPRINT PROJECT

## COACH APPROACH REFERENCE LIST

In the development of the Coaching Blueprint Project, Netball Australia has reviewed evidence from a wide variety of sources, to ensure the development of a truly world leading coach development system. These sources include:

- Practicing netball coaches
- Netball Australia coach educators
- Netball Australia Sport Development Team
- Sports Coach UK
- The Australian Sports Commission
- Sport New Zealand
- Several Australian NSO and International Sporting Organisation coach development systems and associated resources (swimming, rugby, baseball, cricket, gymnastics, hockey, tennis, athletics, equestrian, golf, rowing, surf lifesaving).

In addition to the broad sources of information listed above, a number of Netball Australia specific resources have been reviewed. These include:

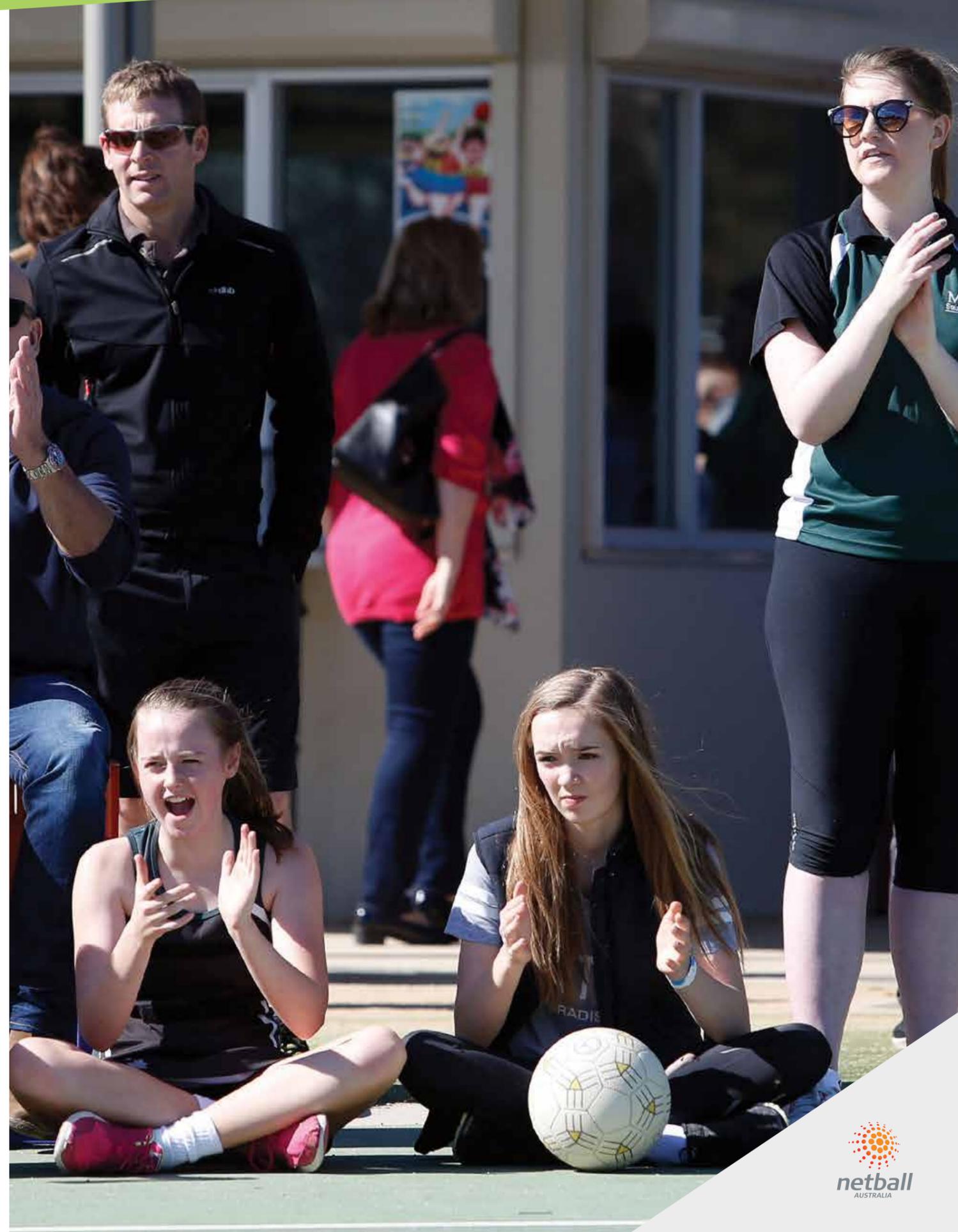
- 2014 Netball Australia Coaching Survey Summary Report
- Netball Australia Coach Development Review (2013)-Initial Report
- Netball Australia High Performance Plan (2014-2019)
- Validation of “Playing for Life” Philosophy for children aged 5-12 years old, Final Report (2012), Victoria University
- Netball Australia Sport Development Annual Plan 2014
- Netball Australia Coach Accreditation Framework 2013

- Netball Australia Coach Accreditation courses-skill content

- Netball Australia Coach Accreditation courses-competency statements.

In addition to the Netball specific sources of information listed above, a number of other relevant resources and research papers have been reviewed. These include:

- Bailey, R. (2009), Player Development Technical Reference Document Project. Richard Bailey-Education and Sport Ltd
- Bailey, R. Collins, D. Ford, P. MacNamara, A. Toms, M. Pearce, G. (2010), Participant Development in Sport: An Academic Review
- Barnett, N.P., Smoll, F.L., & Smith, R.E. (1992), Effects of enhancing coach-athlete relationships on youth sport attrition. *The Sport Psychologist*, 6, 111-127
- Bowes, I. and Jones, R. (2006), Working at the Edge of Chaos: Understanding Coaching as a Complex Interpersonal System, *The Sport Psychologist*, 20, 235-24
- Brustad, R.J. (1993), Who will go out and play? Parental and psychological influences on children's attraction to physical activity. *Pediatric Exercise Science*, 5, 210-223
- Brustad, R.J. (1996), Attraction to physical activity in urban schoolchildren: Parental socialization and gender influences. *Research Quarterly for Exercise and Sport*, 67, 316-323
- Cassidy, T., Jones, R.L. and Potrac, P. (2009), *Understanding Sports Coaching: The Social, Cultural and Pedagogical Foundations of Coaching Practice*, 2nd edn., Routledge, London



- Coakley, J.J. (1992), Burnout among adolescent athletes: A personal failure or social problem? *Sociology of Sport Journal*, 9, 271-285
- Côté, J. (2008), An Athlete-Centered Approach to Coaching Expertise, Queen's University, Kingston, Canada. Presentation from 2008 International Coaching Conference, London
- Côté, J., & Hay, J. (2002), Children's involvement in sport: A developmental perspective. In J.M. Silva & D.E. Stevens (Eds.) *Psychological foundations of sport* (pp. 484-502). Boston: Allyn & Bacon
- Côté, J. and Wade, G. (2009), An Integrative Definition of Coaching Effectiveness and Expertise; *International Journal of Sports Science & Coaching* Volume 4 · No 3
- Côté, J. (2008) Coaching Children. Five Elements of Expertise for Coaches. *Performance + Coaching Edge* Issue 14 32-33 sports coach UK
- Cushion, C.J., Armour, K. and Jones, R. (2006), Locating the Coaching Process in Practice: Models 'for' and 'of' Coaching, *Physical Education and Sport Pedagogy*, 11, 83-99
- Duffy, P. (2008), What makes a world-leading coaching system? Presentation to the International Coaching Conference, November 2008. Sports Coach UK
- Cote, Yardley, Hay, Sedgwick and Baker (1999) An Exploratory Examination of the Coaching Behaviour Scale of Sport. *Avante*, Vol 5, 3, ISSN1201-6144 pp 82-92. Gloucester, Ontario
- Gilbert, W.D., Gilbert, J.N., & Trudel, P. (2001a), Coaching strategies for youth sports. Part 1: Athlete behavior and athlete performance. *JOPERD*, 72, 29-33
- Gilbert, W.D., Gilbert, J.N., & Trudel, P. (2001b), Coaching strategies for youth sports. Part 2: Personal characteristics, parental influence, and team organization. *JOPERD*, 72, 41-46
- Gilbert, W. and Trudel, P. (2001), Learning to Coach through Experience: Reflection in Model Youth Sport Coaches, *Journal of Teaching in Physical Education*
- Gilbert, W. & Trudel, P. (2005), Learning to Coach through Experience: Conditions that Influence the Reflective Process. *The Physical Educator*
- Goldsmith, W. (2010) Great Coaching-Great Coaches: How to Be the Best of the Best. [Sportscoachingbrain.com](http://sportscoachingbrain.com)
- Goldsmith, W. (2003), Leadership-Changing Lives through better Coaching: Moregold Sports PTY LTD, ASCTA Convention, Gold Coast. May 4th 2003. [Sportscoachingbrain.com](http://sportscoachingbrain.com)
- Goldsmith, W. (2010), The Five Stages of Coaching: Going from Beginner to the Best Coach You can be. [Sportscoachingbrain.com](http://sportscoachingbrain.com)
- Horn, T.S., & Harris, A. (2002), Perceived competence in young athletes: Research findings and recommendations for coaches and parents. In F.L. Smoll & R.E. Smith (Eds.), *Children and youth in sport: A biopsychosocial perspective* (2nd ed.) (pp. 435-464). Dubuque, IW: Kendall-Hunt
- Identifying Excellent Coaching Practice Along the Sporting Pathway (2012), Sports Coach UK
- Jones, R. and Wallace, M. (2006), The Coach as 'Orchestrator': More Realistically Managing the Complex Coaching Context, in: Jones, R., eds., *The Sports Coach as Educator: Re-Conceptualising Sports Coaching*, Routledge, Abingdon, 51-64
- Knowles, Z., Gilbourne, D., Borrie, A. and Neville, A. (2001) Developing the Reflective Sports Coach: A Study Exploring the Processes of Reflective Practice within a Higher Education Coaching Programme, *Reflective Practice*
- Knowles, Z., Tyler G., Gilbourne, D. and Eubank, M. (2006) Reflecting on Reflection: Exploring the Practice of Sports Coaching Graduates, *Reflective Practice*, 7(2), 163-179
- Laphorne, S (2010), Being Wrong
- Adventures in the Margin of Error, a book review and reflections on coaching philosophy
- Lyle, J. (2002), *Sports Coaching Concepts: A Framework for Coaches' Behaviour*, Routledge, London
- Sport New Zealand Coaching Strategy (2013)
- Sport New Zealand Community Coaching Plan (2013)
- Sport New Zealand High Performance Coaching Plan (2013)
- Potrac, P., Brewer, C., Jones, R., Armour, K. and Hoff, J. (2000), Toward an Holistic Understanding of the Coaching Process
- Potrac, P., Brewer, C., Jones, R., Armour, K. and Hoff, J. (2000), Towards an Holistic Understanding of the Coaching Process, *Quest*, 52, 186-199
- Rushall, B.S. (2003), Coaching Development and the Second Law of Thermodynamics (Or Belief-Based Versus Evidence-Based Coaching Development) *Swimming Science Bulletin*. Number 36 Produced, edited, and copyright San Diego State University
- Schempp, P.G., McCullick, B., Sannen Mason, U (2009), The development of expert coaching
- Scarth, M. (2010), Competence, Proficiency and Beyond. *Sports Coach UK*
- Sotiriadou, K., Shilbury, D and Quick, S. (2008), The Attraction, Retention/Transition, and Nurturing Process of Sport Development: Some Australian Evidence. *Journal of Sport Management*, 22, 247-272: Human Kinetics, Inc
- Sports Coach UK (2014), The Impact of Coaching on Participants
- Sports Coach UK (2008), The UK Coaching Framework. <http://www.sportscoachuk.org/index>
- Sports Coach UK (2010), Coach Learning and Development - A Review of Literature
- Thornton, J. (2010), Analysing Your Coaching. *Sports Coach UK*.

**NETBALL HQ**

191 Johnston Street Fitzroy VIC 3065

PO Box 13285 Law Courts VIC 8010

Phone: +61 3 8621 8600

Fax: +61 3 9614 4308

Email: [infonet@netball.asn.au](mailto:infonet@netball.asn.au)

[www.netball.com.au](http://www.netball.com.au)

