



**COACHFORCE**



# **Impact of Netball New Zealand's Coach Development Framework on the Personal Development Needs of Coaches**

**External Report for Netball New Zealand in Conjunction  
with Sport and Recreation New Zealand**

**Hugh Galvan and Amy McIndoe**

**12<sup>th</sup> of November 2009**

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## **1. Introduction**

Netball New Zealand's Coach Development Framework (NNZ CDF) modules have been implemented by facilitators during the past three years. The current Coach Development Framework (CDF) has replaced the previous Netball New Zealand (NNZ) Coach Accreditation programme and was guided by Sport and Recreation New Zealand's (SPARC) Coaching Development Framework. The NNZ CDF is designed to provide a more flexible approach and a wider range of learning opportunities for coaches. This investigation set out to determine whether the modular approach is meeting the needs of netball coaches in relation to the original intent of the NNZ CDF. The online questionnaire was completed by coaches, facilitators and administrators that had participated within one or more of NNZ's Coach Development Modules.

### **Process Used in the Investigation**

#### **Participants**

Coaches, facilitators and administrators participated in a 15 minute questionnaire online. Coaches were randomly selected by taking the fifth and the tenth name from every completed module. In all cases the next person on any list was selected should a person decline to participate, chose not to respond, did not complete the questionnaire by the specified timeframe or could not be contacted due to the email address being incorrect. The original aim was to have participation from 30 coaches. On completion of the investigation 39 coaches responded to the online questionnaire; a 62% response rate. Approximately 25 percent of the email contacts provided were incorrect.

It was intended to have five facilitators and five administrators participate. On completion of the investigation, four facilitators and six administrators had completed the questionnaire. While the number of facilitators and administrators was small their responses provided a different perspective to the coaches and were used to determine consistency of view. The facilitators and administrators were selected from across the country to provide a spread of participants.

#### **Method**

An information letter was sent electronically to coaches informing them of the proceeding investigation. Participants were given a password and identification number that allowed them to complete the questionnaire online. A mixture of quantitative and qualitative (short answer replies) was gathered. The computer programme analysed data. The online process was critical in providing an efficient and cost effective method to complete this investigation. Any individuals contacted:

- Had the right to decline being involved
- Had their anonymity guaranteed
- Were provided with a consent form
- Were given an information letter

While each 'item' in the questionnaire was randomly placed the results have been structured under the headings of:

- Demographics of the Coaches
- Times, Venues and Communication
- Quality of the Coach Development Modules
- Relevance of the Modules
- Quality of the Learning Activities
- Facilitators Delivering the Modules
- Philosophy and Intent of the Coach Development Framework

## **2. Conclusion**

- 2.1 Coaches are positive about being able to select modules in order to meet their coaching needs. Determining one's coach development pathway is aligned to SPARC's CDF and an empowering philosophy for learners.
- 2.2 Coaches felt that the module content is transferable to their coaching environment.
- 2.3 Coaches generally felt that activities were engaging. In order to achieve this, facilitators had to adjust activities to suit the varying needs of the participants.
- 2.4 Coaches believe after completing the modules their knowledge had improved and they were better able to meet the needs of players.
- 2.5 Coaches believed that facilitators were engaging and knowledgeable.
- 2.6 There is an even divide amongst coaches as to whether or not there should be some form of NNZ coaching qualification.
- 2.7 Communication about the cancellation of courses, the times they were on and their location was an issue for some coaches.
- 2.8 Modules could be strengthened by developing or reconsidering some of the activities.

### **3. Recommendations**

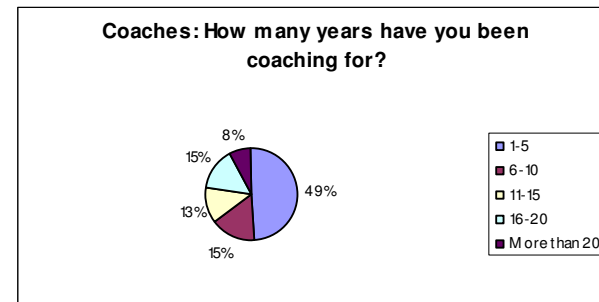
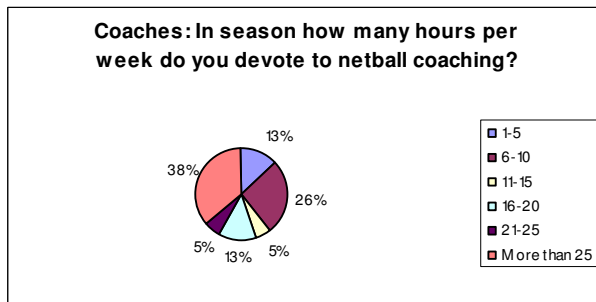
- 3.1 NNZ to reconsider the place of qualifications. Perhaps an optional qualification component could be offered. If meeting the needs of learners is central to the philosophy of the CDF then responding to coaches' feedback is a consideration.
- 3.2 If some form of qualification is to be implemented then thought as to how to best gather evidence of learning and who will gather this information is important. Consideration to meaningful and relevant tasks as part of the learning process would be preferable.
- 3.3 Reinforcing to facilitators the need to modify activities to suit the needs of learners is beneficial to the delivery of the module activities. Discussing how this can happen and providing examples for facilitators can be part of facilitator training workshops.
- 3.4 NNZ to commit to regularly reviewing modules to ensure relevancy and variety of learning activities. Possibilities for this to happen could develop from workshop days or focus groups.
- 3.5 Refine communication systems by using texts, emails and gathering up to date email addresses. Approximately 25% of emails provided did not work which may create communication difficulties in the future.
- 3.6 Relevant netball organisations or coach mentoring systems could assist coaches in determining whether the transfer of knowledge has, as coaches indicate, taken place.
- 3.7 Use focus groups of coaches, facilitators or administrators to delve deeper into some of the conclusions drawn in this investigation.

## 4. Results

Consideration needs to be given to interpreting some of the data. For example the sample of facilitators and administrators surveyed was small. However comments from these two groups gave an indication as to the consistency of thinking amongst three key groups; coaches, facilitators and administrators.

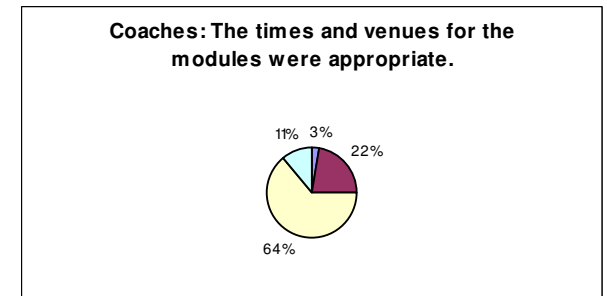
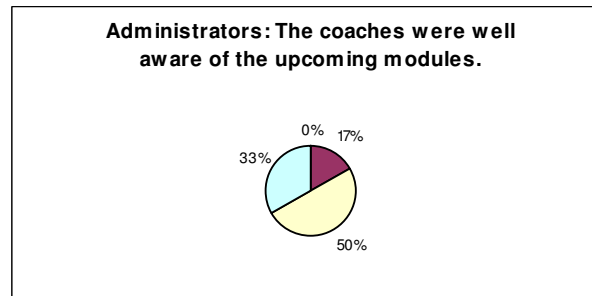
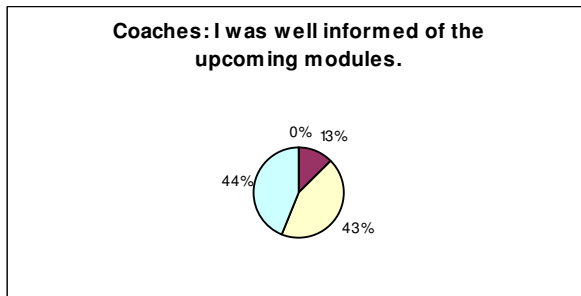
Key:  Strongly Disagree  Disagree  Agree  Strongly Agree

### Demographics of the participants



- 97% of coaches that responded were female. 56% were aged 36-45 and 49% of coaches indicated that they have coached for 1-5 years.
- All facilitators and administrators were female and 60% were aged 36-45.

### Times, Venues and Communication

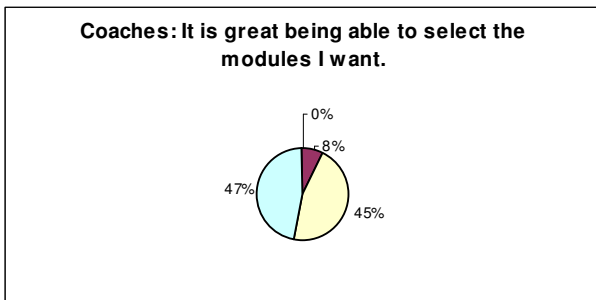
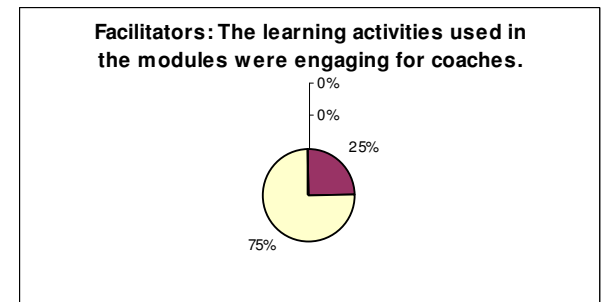
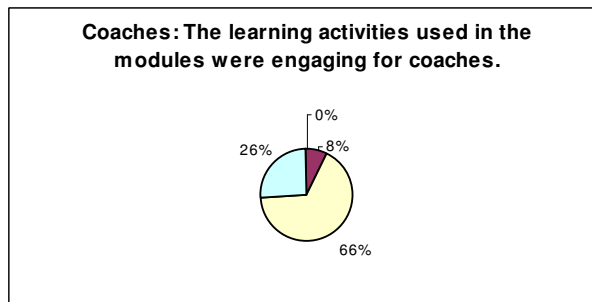
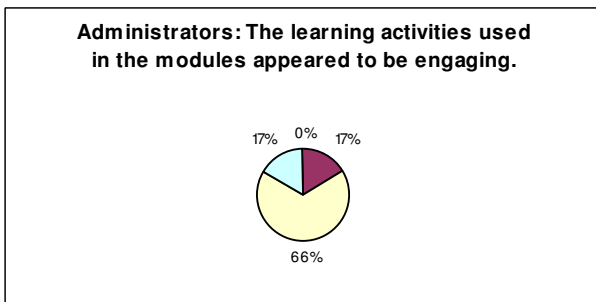


- 87% of coaches either ‘agreed’ or ‘strongly agreed’ that they were well informed of the upcoming modules while 13 % disagreed.
- 100% of facilitators agreed the times and venues for the modules were appropriate.
- 80% of administrators felt the booking of venues and organising facilities had been an easy task.

**Common themes were:**

- When to deliver the modules – Off season and Sundays are good. Weeknights during the season can clash with coaching commitments.
- Communication about cancelled modules and rescheduling of modules needed to be improved.

**Quality of the Coach Development Modules**

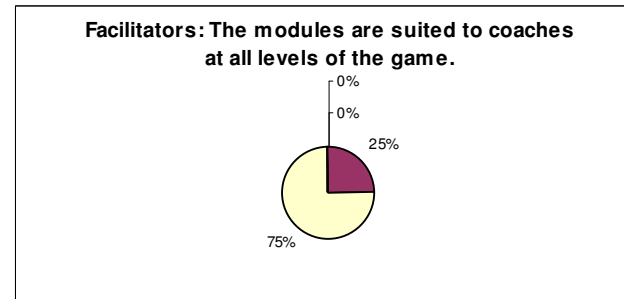
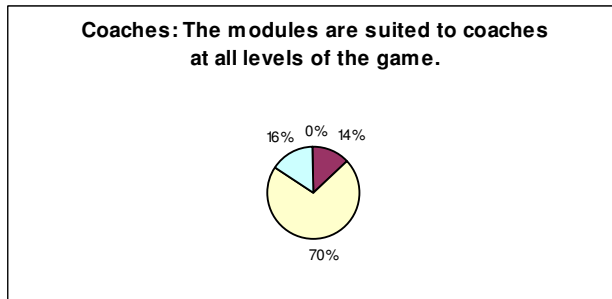


- There is general agreement amongst coaches, facilitators and administrators that the learning activities were engaging for coaches.
- 25% of facilitators believed that they had to make some adjustments to the activities to make them more engaging.

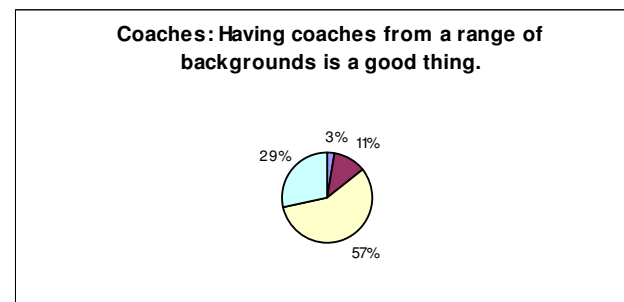
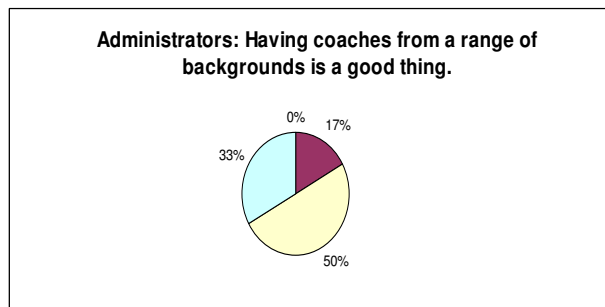
**Common themes were:**

- The open discussions in modules allowed for a wide range of responses from coaches and their different experiences.
- The modules were informative and coaches enjoyed the ‘hands on’ aspects of any activities.
- The activities were engaging but required modification by the facilitator.
- Modules can be reviewed to ensure relevance and variety of learning activities.

**Relevance of the Modules**



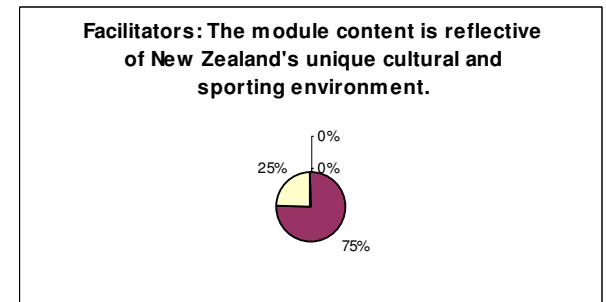
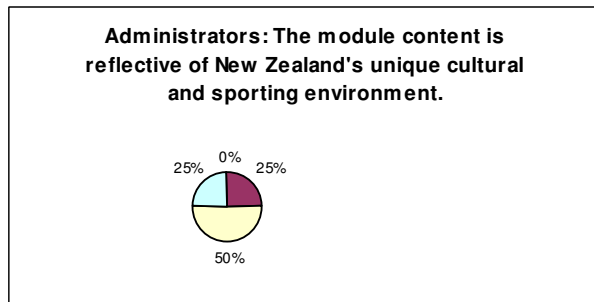
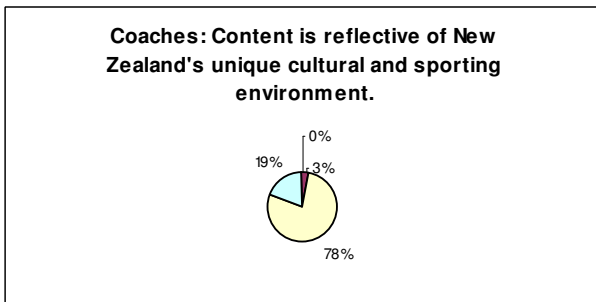
- 86% of coaches thought that the modules were suited to all levels of the game (26 ‘agreed’ while 6 ‘strongly agreed’). 14% disagreed.
- 3 out of 4 facilitators agreed that the modules are suited to coaches at all levels of the game.



- 5 out of 6 administrators ‘agree’ or ‘strongly agree’ that having coaches from a wide range of backgrounds is a good thing.
- 86% of coaches ‘agree’ or ‘strongly agree’.

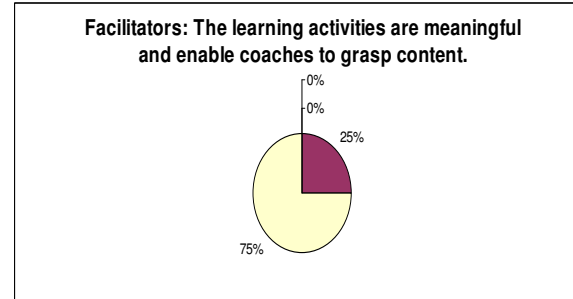
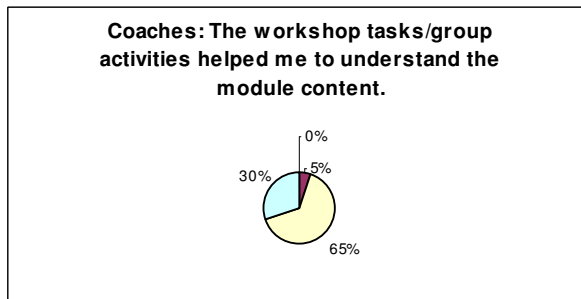
**Common themes were:**

- Yes it does suit all coaches but some activities required modification by facilitators as coaches are coaching at different age groups/levels.
- Having coaches from a variety of backgrounds allows you to develop, and share experiences, keeping coaching fresh and interesting.



- In total 97% of coaches either ‘agree’ or ‘strongly agree’ that the modules reflect New Zealand’s unique bicultural sporting environment.
- 75% facilitators and 25% of administrators ‘disagree’ that the modules reflect New Zealand’s unique bicultural sporting environment.

**Quality of the Learning Activities**

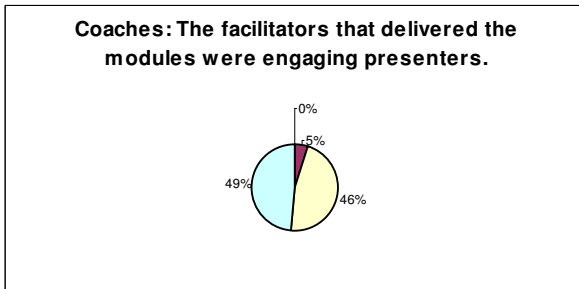
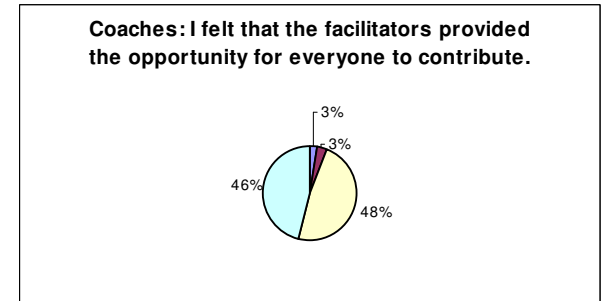
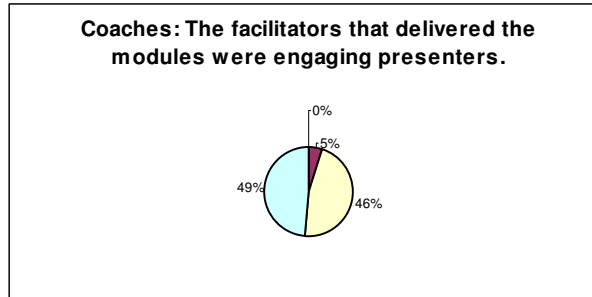
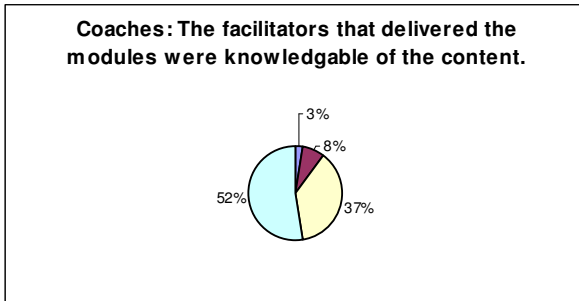


- 95% of coaches believed that the workshop tasks assisted them in understanding the module content.

**Common themes were:**

- Any practical activities and discussions with others enhanced learning/understanding.
- Working with other coaches helped clarify understanding of some tasks.

**Facilitators Delivering the Modules**

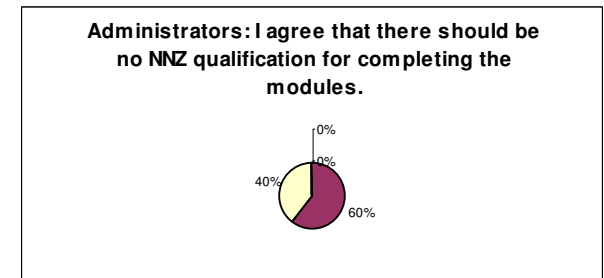
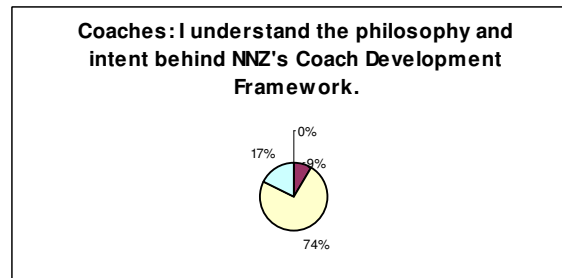
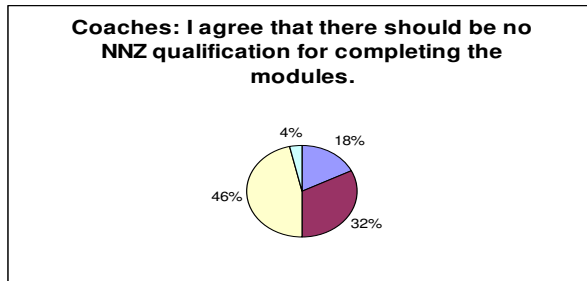


- 89% of coaches agreed the facilitators were knowledgeable of the module content and 95% thought the facilitators were engaging presenters.
- 94% agreed the facilitators provided equal opportunities for contribution.
- 100% of administrators felt the facilitators provided the opportunity for everyone to contribute.

### Common themes were:

- Facilitators were knowledgeable of the content and the modules were well delivered and easy to understand and learn.
- Facilitators provided the opportunity for all coaches to participate and ask questions regardless of coaching experience.
- Coaches agreed that the module content was easy to follow and the modules had lots of interaction and participation that reinforced learning.

### Philosophy and Intent of the Coach Development Framework



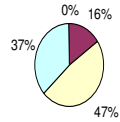
- 97% of coaches either 'agreed' or 'strongly agreed' that they understood the philosophy and intent behind NNZ's CDF.
- 4 out of 4 facilitators understood the philosophy and intent behind NNZ's CDF
- There was an even split of coaches that believed there should be no NNZ qualification.
- 3 out of 5 administrators thought there should be a NNZ qualification.

### Common themes were:

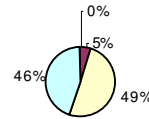
- It was felt that learning should be acknowledged and recognized through some form of optional qualification. Coaches believe that qualifications:
  - a) Give them something to aim for.
  - b) Recognised their achievements.
  - c) Gave them credentials should they wish to pursue coaching at a higher level or coach overseas.
- A compulsory qualification may put some coaches off participating in the modules.

**The following results were questions that related only to Coaches:**

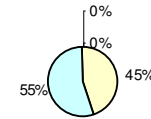
**Coaches: Having completed some of the modules I feel driven to continue my personal development as a coach.**



**Coaches: I believe that I have improved as a coach and my players are better off from me completing the modules.**



**Coaches: I believe I can transfer what I learned in the modules into my coaching environment.**

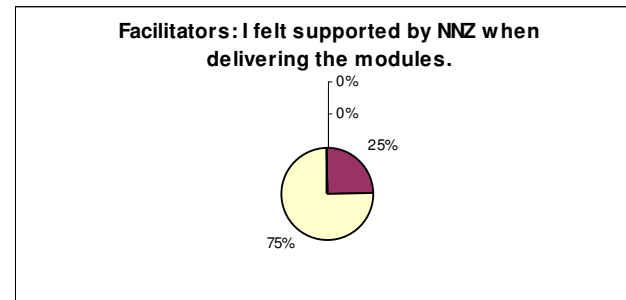
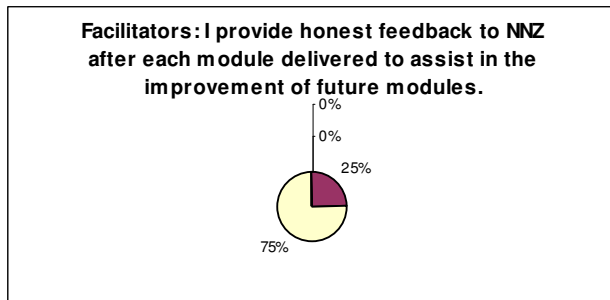
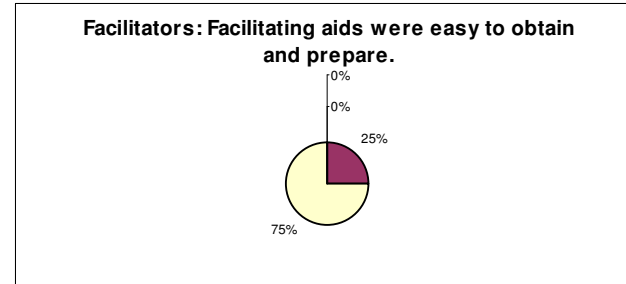
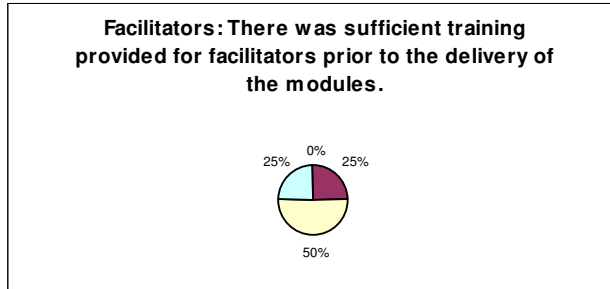


- 100% Transferable.
- 95% of coaches believe they had improved as a coach and their players were better off as a result of them completing the modules
- 84% of coaches feel driven to continue their personal development as a coach

**Common themes were:**

- The modules are transferable to the coaching environment.
- Completing the modules assisted coaches in achieving personal and professional coaching goals. As a result coaches believed the athletes are better off.
- Coaches were motivated to continue extending their knowledge and personal development.

**The following results were questions that related only to Facilitators:**



- 4 out of 4 facilitators 'agree' or 'strongly agree' that they had sufficient time to deliver the information for each module.
- 100 % of facilitators agreed they had sufficient time to prepare for upcoming modules.
- 4 out of 4 facilitators felt they understood the learning objectives of each module prior to delivery.
- 3 out of 3 facilitators agreed the minimum numbers required to attend each module is acceptable.

## Appendix A: Information Letter

Hi everyone,

You are one of the coaches, administrators or facilitators that have been involved in one or more of Netball New Zealand's Coach Development Framework modules during the past three years. Hugh Galvan and Amy McIndoe, on behalf of Netball New Zealand, wish to complete research on the effectiveness of the modules in meeting the professional development needs of netball coaches. This information letter is to make you aware of the study to be completed in upcoming weeks.

The current Coach Development Framework has replaced the previous NNZ Coach Accreditation programme and was guided by the SPARC Coaching Framework (2005). The NNZ framework is designed to provide a more flexible approach and a wider range of learning opportunities for coaches. As a person involved in the modules your input is highly valued to determine whether the NNZ modular approach is meeting the needs of netball coaches and also to the review the original intent of the Coach Development Framework.

The study will involve randomly selecting coaches, administrators and facilitators involved in the modules and asking them to complete a questionnaire lasting approximately 15 minutes. SPARC is funding the study. The results will be presented to Netball New Zealand in the form of a report and made available to SPARC. Netball New Zealand has also consented for findings to be used in the publication of an International Journal article.

It is intended that 40 people throughout New Zealand will be randomly selected. To obtain a breadth of information the following people will be selected:

- 2 Regional Administrators
- 3 Centre Administrators or Coaching Coordinators
- 30 coaches who have attended modules
- 5 facilitators

All information gathered in the study will be stored in a secure place and data will be destroyed 12 months after its conclusion. Any individuals contacted:

- Have the right to decline being involved
- Have their anonymity guaranteed
- Will be asked to complete a consent form
- Will be given an information letter

Please feel free to contact Hugh Galvan or Amy McIndoe ([nnzcdfreview@hotmail.com](mailto:nnzcdfreview@hotmail.com)) should you have further queries at this point.

Regards

Hugh Galvan            021 386 369  
Amy McIndoe



## Appendix B: Consent Form

# Consent Form

175 Weston Road  
Christchurch

Attention: Hugh Galvan/Amy McIndoe

Date: \_\_\_\_\_

I \_\_\_\_\_, consent to participate in the study being conducted by Hugh Galvan and Amy McIndoe, on behalf of Netball New Zealand. It is further understood that I have received the following information concerning the study:

- The study has been explained to me in an information letter and I understand what my participation will involve.
- I understand that my participation is voluntary.
- I understand that I am free to discontinue my participation in the study at any time without penalty.
- I understand that the results of the study will be treated in strict confidence and that I will remain anonymous. Within these restrictions, results of the study will be made available at my request.
- I understand that findings from this study will be used to form a report for Netball New Zealand and maybe used to write an International Journal article.
- I understand that the data gathered will be stored in a secure place at all times and will be destroyed 12 months after the conclusion of the research project.
- I understand that at my request I can receive additional explanation of the study.
- I agree to participate in this study under the conditions set out in the Information Sheet.

Signed: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix C: Introduction to Questionnaire for Coaches

Thank you for making yourself available to complete this questionnaire. Your feedback is very much valued and your thoughts will provide Netball New Zealand with a better understanding on the implementation of the modular approach to the coaching modules.

The results from this study will be presented to Netball New Zealand in the form of a report and made available to SPARC. Netball New Zealand has also consented for findings to be used in the publication of an International Journal article.

All information gathered in the study will be stored in a secure place and data will be destroyed 12 months after its conclusion. Any individuals contacted:

- Have the right to decline being involved
- Have their anonymity guaranteed
- Will be asked to complete a consent form
- Will be given an information letter

Please add comments where you see fit throughout the questionnaire (both positive and concerns) as they add great value to the multiple choices responses.

Hugh Galvan or Amy McIndoe can be contacted should you have further queries at this point.

Regards

Hugh Galvan            021 386 369 and email [nzcdfreview@hotmail.com](mailto:nzcdpreview@hotmail.com)

Amy McIndoe