

SELECTION WORK BOOK

**A Guide to running
selection workshops
for Centres and
Regions**



NETBALL NEW ZEALAND
Pōitarawhiti Aotearoa

NNZ Selection workbook



This resource was produced by
Netball New Zealand Services Team
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Introduction

This workbook is designed to assist Regions and centres when conducting workshops and training on the selection of players for clubs, schools, development squads or representative teams.

Talent identification and development provides the foundation for future success at the elite level and is therefore an essential component of high performance programmes. As the netball population in New Zealand is relatively small compared to that of our close neighbours and rivals Australia, Tim Mahon, High Performance Director of SPARC states that it becomes paramount to possess an effective process to ensure that no potentially gifted athlete 'slips through the net'.

Netball New Zealand recognises that the identification and selection of talent is a very important ingredient in the high performance arena at both national and regional level. Astute and well-planned player selections contribute to strong team performances over both the short and long term.

Similarly, those whose job it is to identify and select talent need the skills and training to have the confidence to make informed and well thought out decisions. This booklet gives a variety of activities for selector training. It is intended that these activities may be used in any order and that they could also provide the catalyst for ideas for further activities.

Netball New Zealand acknowledges the important role that regions and centres play in the area of talent identification and development. This valuable regional work provides an important link with Netball New Zealand high performance programmes so that all young and aspiring players can see and have access to the pathways required to reach the top – The Vodafone Silver Ferns.

The Netball New Zealand Selection Workbook has been developed to complement Netball New Zealand's Coach Development Framework Selection Module by providing further activities and tasks to use when running selector training seminars and workshops. In addition, a variety of forms have been included in the appendices to assist with the organisation and administration of team selections.

Leigh Gibbs
Netball New Zealand Talent Development Manager

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1. ORGANISATION FOR SELECTING

AIMS	TIME	ACTIVITIES
<ul style="list-style-type: none"> Participants will understand the planning and preparation needed to run well-organized and fair trials. 	1.5 HOURS	<ul style="list-style-type: none"> Participants work in small groups: Participants to read through information, discuss it in their groups and report back

PRE-TRIALS

TIPS AND HINTS TO HELP MAKE YOUR TRIALS A SUCCESS

These suggestions may not work in every situation. The idea is that you take out what is of use to you

1. Collect names prior to trials (This could be done via Form Teachers, a registration form, signing on a notice board etc. Refer to the appendices for sample forms.
2. Establish the selection policy. The coaches and selectors of the teams usually put this together. It helps provide a reference for ensuring that the selections will be run in a fair and transparent manner. Refer to pages 11 – 12 for related activities.
3. Make up the initial lists / teams
Announce trial teams in advance by using a whiteboard court-side e.g.

GAME 1

Blue

GS	Helen M
GA	Sue S
WA	Moana T
C	Mary F
WD	Louise W
GD	Mari R
GK	Rachel N

White

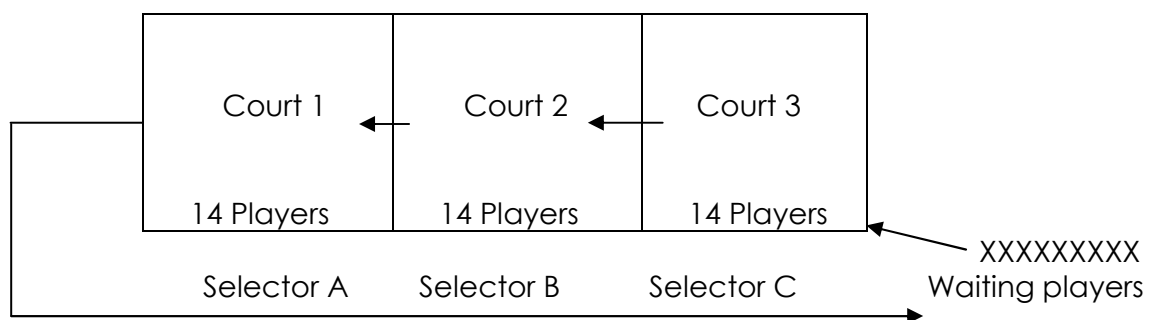
GS	Heather P
GA	Vanessa C
WA	Piri W
C	Kiri S
WD	Heidi S
GD	Linda D
GK	Shannon

4. Organise for other people to assist – they do not have to have netball knowledge to collect in names, put lists up on the board, give out bibs etc.
5. Organise for another 'netball' person or senior player to take a warm up and some drills
6. Organise for Umpires (or whistles and disinfectant if players are to be used)

7. Ensure that you have all the necessary gear – balls, bibs, whiteboard and pens, stop-watch, First Aid Kit, ice etc.
8. Prepare registration forms to collect in names, addresses, phone numbers, positions etc. See appendices for sample form.
9. Prepare Game Lists, quarter lists, player profiles to write up names, positions and time played and to gather information on players. See appendices for sample form.
10. Organise food and drink for selectors if planning on taking more than two hours.

TRIALS

1. Arrive early
2. Ensure everything is set up – goal posts, selectors table etc.
 - Make sure you have sufficient balls, whistles and different coloured bibs for each court if using more than one court.
3. Have the first game list drawn up in advance if possible and displayed courtside.
4. Organise for someone else to take a warm up and even a few drills to break the ice and allow players to feel more comfortable before taking the court
5. If there are a large number of trialists, they can be grouped by form or age group. Outstanding players can be taken up out of their age group (depending on selection policy).
6. Depending on the number of players set up 2, 3, 4 or more courts. Allocate the Team Coaches and Selectors to each court. e.g.



The above example shows how about 50 players can have a trial at once.

- a) The 3 courts are set up with 14 players on each and a waiting line of players
- b) As soon as a player on Court 3 stands out – she moves to Court 2 and a waiting player takes her place
- c) Repeat the above for Court 2 using the players 'promoted' from court 3
- d) On Court 1, players who are not as strong are sent to the end of the waiting line

- e) It does not take long for players to 'select' themselves into 3 groups and from this rough grouping – the final selection of teams is relatively easy.
- Where there are fewer players, more time and/or assistance – this is an excellent opportunity to start Player Profiles. Refer to point 11 in this section for more information on compiling player profiles. By doing this, even players who miss out on the Top Team feel they have received some valuable advice on how to improve.
 - Where there are spectators, avoid being overheard when discussing team make up, player ability etc and ensure they are well away from court edge. The best way to avoid any criticism is to enlist their help – filling water bottles, collecting bibs in etc.
 - When selecting school teams, players may want to look at the lists over the shoulder of the person in charge. Ensure that anything written along side the player's names is discreet. By using a code unknown to the players to differentiate each player's ability can avoid any upset.
 - Ensure all players get an equal amount of court time by recording the positions played. This chart also allows you to check what playing combinations have been used. Group the players in their playing positions.

TRIALISTS NAMES	GAME 1	GAME 2	GAME 3	GAME 4	GAME 5	GAME 6
Mary Brown	GS	-	GA			
Michelle Smith	-	GS	GS			
Anne Clarke	GS	GA	GS			
Moana Kerekere	GA	-	WA			
Sheree King	-	GS	GA			
Tina Jones	GA	GA	-			
Kate Calder	WA	WA	-			
Mary Cooper	C	WA	WA			
Rachel Williams	WA	-	C			
Sophie Corbett	C	C	-			
Lauren Harris	-	WD	C			
Sue Roberts	WD	C	-			
Helen Mills	WD	WD	-			
Lisa Allen	-	GD	WD			
Kiri Porou	-	GD	GD			
Jenny Castles	GD	-	GK			
Margaret Allison	GD	GK	-			
Piri Kupa	GK	-	GK			
Stephanie Donald	-	GK	WD			
Felicity Hope	GK	-	GD			

TASK: Make up the combinations for both teams for games 4, 5 and 6.

11. If numbers permit i.e. there are sufficient people to assist, keep a record of the player's strengths and weaknesses either on a Player Assessment Sheet or keep a grid rating the players ability.

Rating scale: 1 = Excellent
 2 = Good
 3 = Needs development

PLAYER ASSESSMENT SHEETS

NAME	Movement	Ball work	Attack	Defence	Shooting	Decision making	Attitude	Fitness

12. Here is another way to record comments on players while observing their play. Brief comments can be made in the column under each playing position e.g.

GAME:						DATE:	
	GK	GD	WD	C	WA	GA	GS
TEAM 1							

	GK	GD	WD	C	WA	GA	GS
TEAM 2							

TASK: Work in groups of 4 – 5 and observe a game of netball. The game can be live or off a video. One of the assessment forms to be completed by half of the groups. Observe and record for 2 quarters. Complete player assessments (on your own) for 3 - 4 players. Discuss your assessments with others in your group.

TRIALS GUIDELINES

Some more hints that can assist in the running of efficient and effective trials.

GAMES	SKILL SESSIONS
<ol style="list-style-type: none"> 1. Have a system and plan ahead 2. 10 – 15 minute time slots 3. Invite umpires to officiate 4. Equal playing time where possible 5. Provide the opportunity for players to play in both preferred and non-preferred positions. 6. Provide players with the opportunity to play with a variety of combinations (strong / weak) 7. Strong attack v strong defence combinations can be used to apply more pressure. 	<ol style="list-style-type: none"> 1. Invite senior players or coaches to run these. 2. Provides a settling in time especially for new players 3. Choose activities that challenge a variety of skills – footwork, ball skills, movement 4. Incorporate decision making elements 5. Acknowledge that players may shine in these sessions more than in the games

AFTER TRIALS

1. Plan the announcement of teams/squads – after the trials, at school assembly, on the school sports notice board, netball centre notice board, in the newspaper – whatever suits your school/club/area/level.
2. If numbers aren't too great, provide all players with written feedback describing the areas in their game that need further development. e.g.

NAME: Sheree King: GA, GS		DATE:
TECHNICAL	TACTICAL	OTHER
<ul style="list-style-type: none"> • Turn fully • More variety of movement needed to get free • Has a strong accurate pass 	<ul style="list-style-type: none"> • Enter the circle earlier • Vary position in circle • Good shooting accuracy 	<ul style="list-style-type: none"> • Greater fitness needed • Good attitude and commitment

TASK: Work in pairs. From your previous player observations provide written feedback for 2 players using the format above. Discuss your feedback with others in your group

3. Use information gathered on the technical and tactical areas from the trials to establish the season's plan.

2. SELECTION POLICY ACTIVITY

AIMS <ul style="list-style-type: none"> Participants will understand the purpose of a selection policy and will be able to prepare their own. 	TIME <p>30 minutes</p>	ACTIVITIES <ul style="list-style-type: none"> Discuss the purpose of a selection policy Get participants into small groups (3 – 4) to complete the task. Compare answers with the model.
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TASK: Using the format below, fill in the gaps to complete a selection policy that would be applicable to the teams you are selecting for this year.

Selection Policies and Procedures Model

Objectives:

Selection Policy

Selection Procedure

(Name of the Team) Team Selection Criteria

Desired Competencies and Qualities

Core Competencies	Personal qualities

(Year and name of team) Team Selection

The Selection policies and procedures are reviewed annually and may be altered to meet the needs of selection

SAMPLE

Selection Policies and Procedures

Objectives:

- To select a team from the players attending the **(name the event, activity)** who have demonstrated the levels of competencies required for **(name the team)** Team.

Selection Policy

- The **(name of the team)** Team will comprise of up to (the number) players.
- The Selection Panel comprises the **(number and position description of the selectors)**

Selection Procedure

- The selection process for the **(name of team)** Team encompasses the **(period of selection)**
- The **(name of)** Selection Panel will observe games and player performances during **(selection period)**
- The 2002 NZSS Team will be announced on April 10, by Netball New Zealand.

(Name of the Team) Team Selection Criteria

Desired Competencies and Qualities

Core Competencies	Personal qualities
Sound quality of technical skill and consistency of performance	Strong work ethic
Sound tactical understanding to consistently make appropriate decisions in demanding situations	Discipline
Incorporates flair and innovation in their game	Ability to withstand pressure
Has a good level of fitness required for this level of competition	Demonstrates team qualities
Can sustain intensity in performance throughout game	Versatility, consistency and adaptability
	Ability to serve as a role model to others

(Year and name of team) Team Selection

- The **(name of team)** Team will be selected as recognition for consistently high standard of performances throughout the **(selection period)**
- Selection will be based on performance, attitude, application and consistency during the **(selection period)**.

The Selection policies and procedures are reviewed annually and may be altered to meet the needs of selection

3. SELECTION WORKSHEET

AIMS	TIME	ACTIVITIES
<ul style="list-style-type: none"> Participants will understand the planning and preparation needed prior to team / squad selections 	45 MINUTES – 1 HOUR	<ul style="list-style-type: none"> Participants work in small groups: (2 – 4) people Participants discuss their answers in small groups and then report back to the whole group

1. Describe the style of game you will want your team to play and also your coaching philosophy.

PLAYING STYLE	COACHING PHILOSOPHY

- 2.: Describe the roles and what is expected of the selectors

ROLES	EXPECTATIONS

3. List the skills needed by the selectors

4. Outline the format and processes you will be using to select the teams e.g. skill sessions, games, Team announcement

4. SELECTION DECISIONS ACTIVITIES

AIMS	TIME	ACTIVITIES
<ul style="list-style-type: none"> To provide possible solutions for a variety of selection issues by sharing participants ideas 	45 MIN - 1 HOUR	<ul style="list-style-type: none"> Participants work in small groups (3 – 4) Allocate questions and get groups to report back

- A. You have selected a strong, mobile, senior GA who, although short, stands out. She is very active outside the circle, feeds well, enters the circle late and has shooting % of 65 – 70%. Which GS would you choose for your top line up?

A. Diane: Very tall, fairly static, good long shots, young, good hands, fairly good basic skills, shooting 85% approx

Sally: Average height, quite mobile, very good on close shots – up to 90%, passes out of the circle a lot.

Say why.

- B. You have selected most of your team but are unsure whom to select as a second option as WA. You have selected Teri who, (in your opinion) is marginally quicker and more skilful than Mandy. Both of them are short, fast and aggressive to the ball with an average skill level for early season. Julie is taller, a bit slower off the line but has good vision and decision-making with her feeding. Whom would you choose and why?

- C. You already have a GK who is tall, well-skilled, mature, experienced and a good Communicator.
Would you choose player A or B to work with her?

A. This player played GK/WD previously and gained lots of tips. She is very intelligent but physically quite weak.

B. This player previously played WD/GD. She is more athletic with a good jump but much shorter. She is quick but does not always make good decisions

Say why?

- D. You have been asked to help select an Under 17 team that will be attending 3 tournaments during the season. The number in the team has been left up to the selectors and coach to decide.

List the pros and cons for selecting 8, 10 or 12 players.

Numbers in team	8	10	12
POSITIVE			
NEGATIVE			

- E. You have all positions covered with 9 players but you are allowed to name a 10th player.

POSITION	1 ST CHOICE	2 ND CHOICE		CHOOSE	FROM
GS	Mary	Susan			
GA	Susan	Aroha	A.	Moana	C/WA
WA	Jane	Kate			
C	Kate	Trudy	B.	Sheryl	GS/GA
WD	Janice	Trudy			
GD	Deirdre	Ngahiwi	C.	Bridget	WD/GD/GK
GK	Ngahiwi	Deidre			

Whom would you choose and why?

5. PRACTICAL SELECTION SESSION

AIMS <ul style="list-style-type: none"> Participants will understand the factors that affect players performance and how this relates to selections Participants will observe players performing various skills and will 	TIME 2 HOURS	ACTIVITIES <ul style="list-style-type: none"> Get participants work small groups (3 – 4) to complete the chart on factors affecting performance. Observe the activities in pairs, record comments and report back
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1. Discuss the table below*

FACTORS AFFECTING PERFORMANCE					
PHYSICAL	PHYSIOLOGICAL	SKILL LEVELS		PSYCHOLOGICAL CHARACTERISTICS	OTHER FACTORS
		TECHNICAL	TACTICAL		
<ul style="list-style-type: none"> Height Weight Health 	<ul style="list-style-type: none"> Aerobic Anaerobic Strength Speed Power Agility Balance 	<ul style="list-style-type: none"> Movements Passing Shooting Attacking Defending 	<ul style="list-style-type: none"> Through court Centre pass off Goal circle 	<ul style="list-style-type: none"> Commitment Mental toughness Decision making Risk taking 	<ul style="list-style-type: none"> Genetic Biological age Social Personality

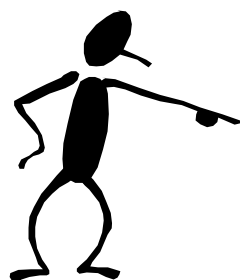
FACTORS AFFECTING PERFORMANCE					
PHYSICAL	PHYSIOLOGICAL	SKILL LEVELS		PSYCHOLOGICAL CHARACTERISTICS	OTHER FACTORS
		TECHNICAL	TACTICAL		

* Adapted from article: 'Talent Identification – is competition enough' Lawrie Woodman: Sports Coach Vol 9 No.1 page 50

TASK: Provide participants with above table that has only the headings and get them to work in groups and fill in the factors under each heading. Discuss these as a full group.

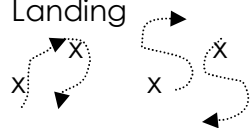
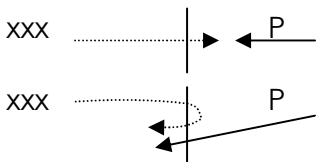
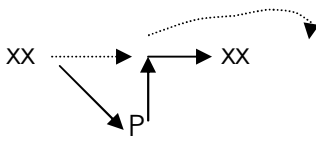
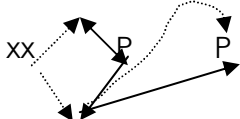
Basic body position

- Feet shoulder width apart
- Knees bent
- Back straight



List the skills that depend on good body position for success

Players participate in the following activities, with the participants recording comments on the table.

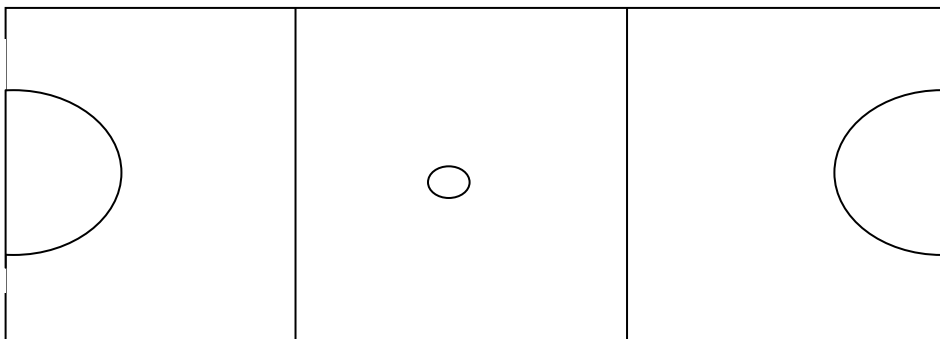
Activities	Description of activities	Error identification & Player comments
1. Landing 	Players moving around and stopping in the whistle. As above, jump on whistle and land balanced. As above but moving using sideslipping, backwards etc	
2. Changing direction 	Player x runs towards passer P, receives pass and land over line. Vary the landing foot As above, player places foot over the line, changes direction and receive pass over the line. Vary the pass – bounce, lob, chest	
3. Footwork drill 1 	Players lined up in 2 groups xx with passer in the middle. First player runs to middle and receives pass, lands 1,2, steps back and lifts 1 st grounded foot then passers to front of the line. Repeat landing on other leg As above, land simultaneous and step to the side and pass	
4. Footwork drill 2 	Players xx, line up with 2 passers P1, P2. P1 has the ball. X2 moves out to left, receives pass, landing left leg first, returns pass to P1 and moves to right to receive pass, landing on right foot first. X2 then passes to P2 and runs between P1 and P2 to receive a pass back from P2. X2 passes to P2 who has moved to P1 position. P1 goes to the end of line behind X1. Drill starts again	

GAME ANALYSIS ACTIVITY

Individual Player technique analysis of movement and passing

1. Work with a partner. Choose a player.

- Observe her play and record her running path on the court e.g. _____
- Record where she touches the ball e.g. _____ ● _____



- List three key things you have observed about her game.
 -
 -
 -
- What are her movement strengths and weaknesses? Why?

STRENGTHS	WEAKNESSES

- What are her passing strengths and weaknesses? Why?

STRENGTHS	WEAKNESSES

2. Identify the most dominant player in your team and record comments about their play under the following headings:

PLAYER: _____

TECHNICAL	TACTICAL	OTHER

3. From your observations of the game name your top seven players. Be prepared to discuss your selections with the full group.

GK

GD

WD

C

WA

GA

GS

6. APPENDICES

1. Sample registration form for use by schools, clubs
2. Sample sheet for recording games and playing positions
3. Sample sheet for recording comments during the game
4. Sample sheet for gathering names for trials
5. Sample alternative sheet for gathering names for trials
6. Sample selector training day programme
7. Notes page

xxxxx NETBALL CLUB / SCHOOL PLAYER REGISTRATION FORM

Name: _____

DOB: _____

Address: _____

Tel: _____ Hm

_____ Wk

Fax: _____

E-mail: _____

Mobile: _____

Playing position(s): _____

In order of preference

Registration fee: _____

Paid / Not paid

Playing history: _____

Previous teams

Any umpiring qualifications: _____

If YES, please list with year of qualification _____

YES / NO

I consent to the above information being collected and held by xxxxxxxx and distributed for the purpose of administering netball. I acknowledge my right to have access to and correct the above information. This consent is given under the Privacy Act 1993

Signed: _____

Parent / Guardian (where appropriate)

Date: _____

RECORD OF QUARTERS PLAYED AND POSITIONS

[illegible]

SAMPLE

TABLE FOR RECORDING GAME COMMENTS

GAME:		COURT:				DATE:	
TEAM 1	GK	GD	WD	C	WA	GA	GS
TEAM 2	GK	GD	WD	C	WA	GA	GS

SAMPLE

PLEASE PUT NAME AND FORM IN THE APPROPRIATE COLUMN

PLAYING POSITIONS			
SHOOTERS	MID COURT	WING DEFENCE	CIRCLE DEFENCE

SAMPLE

[illegible]

TALENT SPOTTERS WORKSHOP

When: 1.00 pm – 4.30 pm
Where: Tauranga Girls College
Who: Selectors of Secondary school, Centre and Regional teams

PROGRAMME

- 1 pm** Welcome, introductions, programme outline and aims
Setting the ground rules for selections – selection policies
- 1.30 pm** Skills analysis – reasons for having these, players performing skills and drills to assist with selections
- 2.30 pm** Game observation – task sheet: what to look for, compiling player profiles
- 3.30 pm** Reporting back and discussion
- 4.00 pm** Selection issues – final team make up, feed back to players
- 4.30 pm** Programme concludes

NOTES