

# COACHING UNLIMITED

## EMPOWERING GENERATIONS OF ABORIGINAL AND TORRES STRAIT ISLANDER LEADERS

A Research Report Commissioned by Netball Australia and Netball New  
South Wales

2017



## ACKNOWLEDGEMENT OF COUNTRY

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*Coaching Unlimited* would like to acknowledge the Traditional Custodians of the lands on which we work and live. We recognise Aboriginal and Torres Strait Islanders continuing connection to land, water, and community and pay our respects to Elders past, present, and future.



We are committed to learning from, and with, Aboriginal and Torres Strait Islander peoples. We value the cultural and spiritual knowledge that has been passed on through generations over thousands of years, and how this knowledge continues to contribute to our ongoing work, and Australian society.

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# EXECUTIVE SUMMARY

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## Background

The *Coaching Unlimited* program aspires to empower coaches with tangible coaching, employment, and health promotion skills to build individual and community capacity. This report discusses the delivery and evaluation of an Aboriginal and Torres Strait Islander Peoples' netball coaching workshop delivered on August 6, 2017 at Genea Netball Centre, Sydney Olympic Park.

## Methods

To ensure the success of the first *Coaching Unlimited*, we conducted a mixed method study to evaluate the netball-coaching workshop and its impact on the coaches who attended.

## Key Results

Based on the survey and interview results, the workshop was enjoyable and well delivered; included useful information, skills, and resources; and provided coaches with practical ideas for future coaching and leadership roles within their communities. In sum, all coaches either agreed or strongly agreed that the *Coaching Unlimited* workshop:

- Included useful resources
- Increased their interest in, and understanding of, the workshop topics
- Enhanced their ability to implement strategies relating to the workshop

## Recommendations

- This model of delivering health promotion education alongside coaching accreditation was perceived as highly useful and enjoyable
- Penrith, Mt Druitt, and Blacktown have been suggested as potential areas for future workshops, as has Bathurst and Orange as ideal regional locations.
- Holding workshops earlier in the netball season were recommended so that coaches could implement their new knowledge immediately.
- Moving forward, *Coaching Unlimited* will conduct a series of similar workshops across different sports in order to continue to provide Aboriginal and Torres Strait Islander peoples with opportunities to both gain coaching accreditation, and become leaders and mentors within their community.



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## BACKGROUND

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Research shows that Aboriginal and Torres Strait Islander<sup>1</sup> coaches have a profound impact on the lives of athletes within and beyond the sports ground. Further, sport has been used as a tool to connect Aboriginal communities with social, educational, and employment opportunities (1-3). However, Aboriginal coaches are underrepresented at the highest level of sport, despite high levels of athletic participation in professional sport contexts. Perhaps most significantly, no team in any of Australia's professional sport leagues has a full-time, permanent Aboriginal head coach on their staff (4). These figures are regrettable given the overrepresentation of Aboriginal athletes at the highest level of sport.

One of the key recommendations emanating from previous research (4, 5) with Aboriginal coaches was to develop an annual Aboriginal coach education event. Indeed, sport coaching has been sign posted by the Government as a key area of importance for mentoring future generations of Aboriginal people (6). Education and formal and informal mentoring networks are crucial for encouraging further interest in coaching as a career pathway. So too is providing a forum for Aboriginal coaches to exchange ideas and discuss coaching strategies or other aspects relating to leadership roles. However, there is currently not enough infrastructural or financial support to ensure that current Aboriginal coaches have the tools they need to further their careers and give back to their communities. Additionally, the opportunity to bring together Aboriginal coaches from different communities is almost non-existent. Therefore, there is a strong need to facilitate coaching opportunities for Aboriginal people.

## COACHING UNLIMITED

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*Coaching Unlimited* is a national coach education program created in consultation with Aboriginal communities and national sport organisations to deliver formal coach accreditation training in a variety of sports. *Coaching Unlimited* goes beyond initial coach accreditation by providing research-led educational programs that develop knowledge and skills in meaningful areas such as nutrition, leadership, mentoring, health promotion, and cultural connectedness. The coaches who attend these workshops are encouraged to share their knowledge with their athletes, coaching networks, and local communities in which they live and work.

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<sup>1</sup> When using the phrase Indigenous, Aboriginal, or Aboriginal and Torres Strait Islander peoples, we recognise the variances between First Nations populations within and across countries around the globe and that there is no official definition of 'Indigenous' peoples (United Nations, n.d.). We also acknowledge that 'Aboriginal people' is a colonial term that has been viewed as restrictive and potentially insufficient to wholly capture the multiplicity and uniqueness of First Nations cultures in Australia. Finally, while the phrase Aboriginal and Torres Strait Islander peoples links to apposite terminology within Australia, our coaches all identified as Aboriginal people from mainland Australia, and for this reason, we use the term Aboriginal throughout this paper.

[http://www.westernsydney.edu.au/oatsiee/aboriginal\\_and\\_torres\\_strait\\_islander\\_employment\\_and\\_engagement/workplace\\_relations](http://www.westernsydney.edu.au/oatsiee/aboriginal_and_torres_strait_islander_employment_and_engagement/workplace_relations)

The *Coaching Unlimited* program aims to support Aboriginal coaches achieve their goals – be it reaching the highest level of coaching in their chosen sport or becoming an inspiring role model for their communities. Ultimately, the program aspires to empower coaches with tangible coaching, employment, and health promotion skills to build individual and community capacity. In terms of social impact, the project builds capacity amongst Aboriginal communities by recognising the importance of coaches as mentors and role models. The workshop also up-skills a host of coaches, propelling Aboriginal people into leadership roles, which helps to break down preconceived stereotypes that continue to undermine Aboriginal populations. The specific objectives of *Coaching Unlimited* are detailed in Figure 1 below. In addition to these objectives, *Coaching Unlimited* also aims to strengthen evidence by better understanding how coach education programs targeted specifically toward Aboriginal coaches impact (a) the coaches that attend the workshop, (b) the communities to which they will return, and (c) aspirations for future coaching roles.






	Provide educational opportunities for Aboriginal and Torres Strait Islander coaches to support their capacity as future leaders within and beyond their communities
	Deliver formal coaching qualifications to broaden career opportunities.
	Equip coaches with health promotion skills that will be reinvested within their communities.
	Bring people together to develop coaching and broader support networks for mentorship, career progression and community connectedness.
	Showcase the strengths of Aboriginal and Torres Strait Islander peoples who present at the workshop.

Figure 1. Benefits of the *Coaching Unlimited* workshop series.

## NETBALL WORKSHOP

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*Coaching Unlimited* held its first workshop on 6th August 2017 at Genea Netball Centre in Sydney Olympic Park NSW Australia, in collaboration with Netball NSW (NNSW) and Netball Australia (NA). In preparation for this workshop, NNSW staff and members of the research team circulated an application form through all communication channels (e.g., netball associations, Aboriginal sport organisation contacts, social media, schools, work and personal networks) to seek interest, and, most importantly, input from the community about the type of presentations they wanted to take part in during the workshop. More specifically, as part of the application to attend the workshop, we requested that applicants choose their top three preferences from a list of thirteen sport coaching and health promotion workshops. This input then informed the content and presentation format for the day.

NNSW took responsibility for providing the venue, catering, accreditation purposes and equipment while the research team generated the survey, interview guide, carried out presentations, and completed the evaluation of the workshop.

### **The Program**

In the morning, coaches primarily took part in formal netball coach accreditation training at the Foundation (entry) level, qualifying participants to coach players of any age. In the afternoon, Aboriginal and non-Aboriginal academic and coaching experts presented information on a range of topics including: game sense, positive youth development, mentoring and leadership, nutrition, and mental health. All the coaches who attended on the day received a ‘participant pack’ which included handouts from each presenter, a USB stick with all presentation materials and additional readings, a Foundation coaching manual, and an Aboriginal designed netball (among other netball paraphernalia).

Table 1. Workshop Agenda

<b>TIME</b>	<b>TOPIC</b>	<b>PRESENTER</b>
8:30am – 8:45am	Arrival and registrations	
8:45am – 9:00am	Welcome to Country	
9:00am – 9:30am	1. Setting the Scene 2. Value of Aboriginal Coaches to their Communities and Beyond	1. Andrew Bennie 2. Alison Tucker
9:30am – 10:45am	Foundation Coaching (Theory)	Jodi Rosenthal
<b>MORNING TEA</b>		
11:00am – 1:30 pm	Foundation Coaching (theory and practical)	Jodi Rosenthal
<b>LUNCH</b>		
2:00pm – 2:30pm	Game Sense Coaching and Indigenous Games	John Evans
2:30pm – 2:50pm	Positive Youth Development	Andrew Bennie
2:50pm - 3:10pm	Mentoring and Leadership	Mark Heiss
3:10pm – 3:30pm	Nutrition	Ray Kelly
3:30pm – 3:50pm	Mental Health and Resilience	Rhiannon White
3:50pm – 4:25pm	Action plans and workshop survey	Andrew Bennie
4:25pm – 4:30pm	Wrap up and finish	Andrew Bennie Jodi Rosenthal

## Participants – Coaches who attended the Workshop

The Netball workshop was available to any person in NSW who was: (a) at least 14 years of age, (b) identified as Aboriginal and Torres Strait Islander, and (c) interested in coaching netball.

The mean age of coaches was 25 years, with participants ranging from 14 to 40 years. All coaches were female and played in some form of netball at the time of the workshop, but were not currently coaching. The workshop attracted coaches from a range of geographical locations as shown in Table 2. . We use pseudonyms to protect the identity of the coaches who took part in the coaching workshop.

Table 2: Coaches' geographical locations.

COACHES	GEOGRAPHIC REGION
Kirra	Remote
Tarni	Remote
Killara	Metropolitan/Remote
Yindi	Regional
Alinta	Regional
Lowanna	Metropolitan
Alira	Metropolitan

## WORKSHOP EVALUATION

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### Survey

To ensure the success of *Coaching Unlimited*, we conducted research to evaluate the Netball coaching workshop. Coaches completed a brief survey after the workshop via computer-tablets. The survey included: (a) basic demographic data including the coaches current coaching context; (b) an evaluation of the delivery methods, timing of sessions, and presentation content, and; (c) recommendations for improving future workshops via both Likert questions, where coaches respond on a scale from 1 – 5 (e.g., where 1 = *strongly disagree*, 2 = *disagree*, 3 = *neutral*, 4 = *agree* and 5 = *strongly agree*) and open-ended text-based questions. Data was analysed using basic statistical analysis to source the mean scores across all coach ratings (see Table 3 for results) and inductive thematic analysis for the open ended questions (7). The survey findings were then used to inform the development of interview questions to follow up with the coaches, and to improve future *Coaching Unlimited* workshops.

### Follow-Up Interviews

Four of the coaches engaged in a follow-up interview approximately two months after the workshop. We felt that two months would allow for (a) sufficient reflection time after the workshop, and (b) opportunity to implement ideas learned from the workshop or make action plans for the next season. We had hoped to interview all seven coaches; however, only four coaches consented to participate.

The information gained through the interviews builds upon the survey results, provides recommendations for future workshops, and outcomes that have arisen from attending the workshop. The interviews were open ended and conversational, and focused on:

- a. A more in-depth exploration about the workshop, including any recommendations for how to improve delivery and content.
- b. The extent to which coaches are implementing strategies learned.
- c. Where coaches feel they may need further support or ideas for how to better. translate knowledge beyond the sport court, including any facilitators or barriers.
- d. The extent to which coaches have kept in touch with other coaches and presenters since the workshop.

We analysed the qualitative data using Braun and Clarke's (7) thematic analysis techniques to deepen our understanding of the coaches' experiences.

## RESULTS

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This section outlines the results from the analysis of survey and interview data. We start by presenting the statistical data from survey results before explaining the findings in combination with interview data. Table 3 includes the survey results based on coach's ratings for each of the individual sessions presented in the workshop, as well as the workshop overall. In Table 2, a mean of 5 indicates all coach's selected strongly agree when completing the survey, while a mean of 4 would indicate that all coaches selected agree.



Table 3. Coach ratings of the overall workshop and individual sessions.

WORKSHOP COMPONENT	MEAN / 5	SD
<b>Overall</b>		
Enjoyable	4.86	0.38
Useful information and skills	4.71	0.49
Practical ideas	4.86	0.38
Well delivered	4.71	0.49
Useful resources	4.71	0.49
<b>Value of Aboriginal Coaches</b>		
Resources	4.57	0.53
Understanding	4.57	0.53
Interest	4.86	0.38
Confidence	4.57	0.53
Implementation	4.71	0.49
Usefulness	4.71	0.49
<b>Foundations of Netball</b>		
Resources	4.57	0.53
Understanding	4.57	0.53
Interest	4.71	0.49
Confidence	4.57	0.53
Implementation	4.57	0.53
Usefulness	4.71	0.49
<b>Game Sense</b>		
Resources	4.86	0.38
Understanding	4.71	0.49
Interest	4.57	0.53
Confidence	4.57	0.53
Implementation	4.57	0.53
Usefulness	4.71	0.49
<b>Positive Youth Development</b>		
Resources	4.57	0.53
Understanding	4.57	0.53
Interest	4.57	0.53
Confidence	4.71	0.49
Implementation	4.57	0.53
Usefulness	4.43	0.53
<b>Mentoring and Leadership</b>		
Resources	4.83	0.41
Understanding	4.67	0.52
Interest	4.83	0.41
Confidence	4.67	0.52
Implementation	4.67	0.52
Usefulness	4.50	0.55
<b>Nutrition</b>		
Resources	5.00	0.00
Understanding	5.00	0.00
Interest	5.00	0.00
Confidence	5.00	0.00
Implementation	5.00	0.00
Usefulness	4.67	0.52
<b>Mental Health</b>		
Resources	4.83	0.41
Understanding	4.83	0.41
Interest	4.83	0.41
Confidence	4.83	0.41
Implementation	4.83	0.41
Usefulness	4.67	0.52

## Overall

Overall, the workshop was well received as all coaches agreed or strongly agreed that the workshop was enjoyable and well delivered; included useful information, skills, and resources; and provided practical ideas for a future coaching role and being a leader within their communities. In sum, all coaches either agreed or strongly agreed that all workshop sessions:

- Included useful resources
- Improved their understanding of coaching
- Increased their interest in the topic being discussed
- Increased their confidence in relation to the topic being discussed
- Enhanced their ability to implement strategies relating to the topic
- Were useful

## Strengths of the Workshop

While the evaluation survey results demonstrated that the workshop was viewed as valuable and interesting, the interview results provided greater insight into key strengths of the workshop, the impact of the workshop, and suggestions for future workshops. The following results summarise the key themes discussed by the coaches during their follow-up interviews.

**Workshop Content.** With regards to the workshop content, our findings revealed that the holistic approach to coaching, and the relevancy of the content, were key strengths. Holistic coaching is an approach that considers players' various on-and-off-field needs and focuses on developing the player and the person (8). Tarni highlights the value of generating workshop content that aligns with this approach:

*"It was like a holistic approach to coaching. Like it wasn't just about getting a ball and getting kids throwing ... there was more to it. It gave the in-depth look and it was excellent."*

Tarni also stated that despite initially not understanding the reason for including some topics, she believed all the presentations were relevant after attending the workshop:

*"I was thinking, what, why, you know, why would we be talking about that?" Then it was presented so well, like, all of them were so relevant... I think all the information was, is very useful in communities like mine. All this information... I could so implement in our community."*

**Delivery.** Coaches also perceived that the information was presented in a way that was easily understandable and not too information heavy. For example, Alira suggested:

*“The only thing I was worried about, to be honest, is once we got there that maybe there'd be a facilitator that wouldn't explain things in a way that a lot of Koori fellows would understand. But... it was explained well... it's like everyone seemed to understand. Everyone seemed to be on the same page in that workshop and it was good.”*

Also important to the delivery of the workshop, was the perception that the presenters made everyone feel comfortable:

*“We were made to feel comfortable and, I guess safe from the, the moment we got there. Very down to earth... I didn't feel like we were being um, taught... I just felt like it was more consultative ... rather than us being talked to all the time” (Alinta).*

The coaches also viewed the group activities particularly positively – *“what I enjoyed was when we, were working on stuff together”* (Alinta), along with the positive interaction between the coaches – *“I think the interaction was great... just in that small amount of time, like, we discussed stolen generation, and, you know, a few personal things, which was good”* (Tarni).

**Workshop venue.** The coaches perceived the venue as being highly suitable as Alinta stated: *“The actual place where we had it was perfect, I thought ... like having the courts there... that was awesome... and in the room... it wasn't too loud, we could have a quiet discussion.*

## **Value of Aboriginal Coaches**

Ali Tucker is an Aboriginal woman and former national netball squad member. At the time of the workshop, Ali was the current Premier League assistant coach at UTS Sparks and delivered the first session titled *The Value of Aboriginal Coaches*. Ali's presentation focused on her own personal journey from a netball player to coach. She also presented about other important topics such as 'knowing your why' for coaching and life, while also providing various 'tips for coaching'. Most importantly, Ali encouraged coaches to think about why they were attending the workshop, why they want to coach, and why the workshop would be valuable to the coaches themselves, their communities and the sport of netball.

The presentation was well received with 6 out of 7 coaches strongly agreeing that this session increased their interest in coaching netball. Additionally, 6 out of 7 coaches reported that the time spent learning about the value of Aboriginal coaching was appropriate and useful (rated at 4.71/5 for usefulness). Coaches were generally inspired by this session, as Lowanna stated: *“I want to start building my community by running my own clinics and group where young children will feel safe and feel confident and empowered in their own abilities.”* Through her interview, Alira explained the benefit of having an Aboriginal leader in the sporting community

presenting at the start of the workshop: *“I think Ali starting it was good. I think it reassured everyone that these fellows, they don't look at blackfellas the way other people do.”*

## **Foundations of Netball Coaching**

Jodi Rosenthal, a non-Aboriginal woman who coordinates coach development at Netball New South Wales, delivered the Foundation Netball Coach Accreditation course. The purpose of this session was to ensure coaches took part in a formal accreditation process that was consistent with national Foundation coaching standards. Jodi's session combined the theoretical and practical sessions that focused specifically on the role of the coach and how to develop fundamental coaching skills for athlete development.

Six out of seven coaches reported that both the time spent on the Foundation Coach Accreditation Course, and the balance of practical and theoretical content, was appropriate and useful (rated at 4.71/5 for usefulness). Alira explained in the follow-up interview that the mix of theory and practical was good because *“Indigenous people, they'll get bogged down by too much info overload or too much paperwork... They just run from paperwork.”* While the coaches' take-home messages from this section of the workshop varied largely, they believed that making training safe, interesting, inclusive, and provide feedback were essential. For example, Tarni stated that *“the warm up games will be great to get kids involved and interested in training”* while Yindi stated that she *“will make sure there is a safe place to train.”* Alinta spoke of *“encourage[ing] feedback post activity”*, while Alira more specifically explained that she *“will remember the sandwich technique and apply.”* Lastly, Lowanna stated she *“will know how to start little and simple... then build on activities.”*

## **Game Sense**

Professor John Evans is an Aboriginal coach and academic who shared culturally specific Indigenous coaching resources (i.e., Yulunga: Traditional Indigenous Games) with the coaches during his Game Sense (GS) presentation. According to Light and Evans (9, p.409), GS is:

*... a player-centred, games-based approach in which the coach acts as a facilitator of learning rather than a director of it (Light & Evans, 2010, cited in Light and Evans, 2013, p.409). It has at its core an emphasis on players developing an understanding of the game and the learning of skill within contexts that resemble the full game to give them meaning and authenticity.*

A key feature of the Foundation Coach Accreditation Course is to learn about how to deliver coaching sessions via a GS approach. This is because a game sense approach assists with creating a fun learning experience while also creating 'thinking players' (9). We wanted to take this further by embedding the excellent culturally driven Yulunga resources within the workshop because the document *“presents a selection of games and activities played in Australian Aboriginal and Torres Strait Islander societies”* (10, p.1) and was generated “to

*provide all Australians with an opportunity to learn about, appreciate and experience aspects of Aboriginal and Torres Strait Islander cultures” (11). Furthermore, the Yulunga activities are based on traditional pastimes, having been collated from original accounts of games from the nineteenth century and can be implemented to align with the GS categories by playing games and activities “in their traditional forms with modern equipment” (11). As such, we were able to utilise Professor Evans’ expertise with GS and the Yulunga resource to deliver a practical session that aligned with the Foundation netball coaching accreditation guidelines.*

All seven coaches reported that the time spent on GS was appropriate and useful (rated at 4.71/5 for usefulness). While all aspects of the Game Sense session were viewed positively, the resources provided were particularly valuable. For instance, Yindi highlighted the value of this session by stating *“the games sense [session] gave me a new perspective on the game.”* In her follow-up interview, Alinta added: *“I really enjoyed the game sense part of the day... how he um, linked it up to Indigenous stuff.... I did really enjoy that.”* When asked how they will implement any new strategies and activities based on the game sense session, a number of the coaches identified that they will implement more games into training, with Lowanna specifically saying she *“will use more games specific to netball to help engage children and make the learning environment more fun.”*

## **Positive Youth Development**

Dr Andrew Bennie is a non-Aboriginal academic from Western Sydney University. His presentation focused on the topic of Positive Youth Development (PYD) and how life skills can be developed through sport coaching practice. PYD is an approach to coaching that focuses on developing higher levels of performance (i.e. skill development), lifelong physical activity participation, and enhanced personal development (such as initiative taking and leadership skills, 12). By using a PYD approach, coaches can deepen their athletes learning and provide opportunities for athletes to develop personally, socially, and physically and go beyond the traditional approach to coaching purely for wins and losses. Andrew’s presentation provided a series of strategies that coaches could directly implement in their coaching sessions.

Six out of seven coaches reported that the time spent learning about PYD was appropriate and useful (rated at 4.43/5 for usefulness). The main messages coaches took away from this session were the need to (a) develop an inclusive environment where people are listened to, (b) encourage participation, and (c) understand your athletes as individual people, not just as players. Yindi stated: *“I will encourage an all-inclusive environment where people feel safe. I will encourage participation and listen. I like playing a game called happy, mad, sad, bad, glad to find out more about my players.”* Lowanna wrote: *“I will implement this [positive youth development] in team bonding sessions during training and off court.”*

## ***Mentoring and Leadership***

Mark Heiss is an Aboriginal man who is the Director of Innovation and Learning Marist College North Shore. Mark started with an ice-breaker activity that engendered an inclusive and informal setting that was conducive to introducing messages about mentoring. He encouraged a brief discussion about where the coaches were from and why they were attending the session before moving onto various small group activities to help coaches define leadership and mentoring while also practicing leadership skills like active listening, empathy, and how these tie in with building effective relationships with all parties involved in the sport (i.e., other coaches, parents, umpires, association representatives, and athletes).

All coaches reported that the time spent learning about Mentoring and Leadership was appropriate and useful (rated at 4.5/5 for usefulness). The main take-home message was the need to listen to athletes as Yindi and Lowanna highlighted:

*“I will listen to the players’ opinions to help towards team success”* (Yindi).

*“To be a good leader and mentor I will lead by example and always give good feedback and be open to questions”* (Lowanna).

## ***Nutrition***

Ray Kelly is an Aboriginal man and one of Australia’s leading health professionals, with over 22 years experience in the health and sports industries (13). Ray delivered a presentation that focused on healthy and economical food options via his ‘cheap eats’ plan. Ray provided many practical examples about hydration and food consumption before leading a detailed question and answer session for the coaches about nutrition planning for pre-during-and-post netball performance.

The Nutrition session was particularly informative, with all coaches strongly agreeing that the session increased their understanding of nutrition, and made them feel more confident in relaying positive nutritional messages to their community. This session was useful (rated at 4.67/5 for usefulness) and enjoyable as Alinta noted: *“I enjoyed the, the nutrition stuff really ... was really good”* (Alinta) and most people’s responses regarding how they will implement any new strategies were based on encouraging healthy eating. For example, Yindi stated *“I will definitely encourage that all players eat healthy”* and Lowanna stated *“I’ll always encourage healthy eating to my athletes and stress the importance it has on performance.”* Additionally, all coaches reported that the time spent learning about nutrition was an appropriate length.

## **Mental Health and Resilience**

Dr Rhiannon White is a non-Aboriginal woman who is an academic at Western Sydney University. Rhiannon delivered a presentation about the influence of sport on positive and negative mental health and wellbeing. This included the provision of specific coaching strategies that would support athletes' feelings of competence, autonomy and relatedness and ultimately, a positive psychological approach to life. She summed up by providing specific examples of mentally healthy activities such as showing gratitude and being mindful, while also raising the coaches' awareness of various smartphone 'apps' that could be used to support resilience and positive social and emotional wellbeing in a sporting context.

Five out of seven coaches strongly agreed that the mental health session increased their interest in, and understanding of, mental health. The session was particularly useful (rated at 4.67/5 for usefulness), with Alinta stating in her interview that she *"thought that [mental health] session was very effective."* When asked how they will implement any new mental health strategies, coaches mostly responded around implementing mindfulness activities as Yindi wrote *"I will encourage players to use the smiling mind app"* and Alinta suggested she *"...will monitor for changes in attitude at training and implement some mindfulness as a life skill."* Additionally, all coaches reported that the time spent learning about mental health was appropriate. However, when asked which sessions could be improved, Alira reported *"more on mental health and wellbeing"* and Alinta wrote *"maybe if had more time we could do a mindfulness activity or listen to an app."*

## **Post-workshop Outcomes**

With regards to implementing any new strategies since the workshop, the main themes discussed were implementing Indigenous Games (i.e., Yulunga activities) and ensuring they coach the whole player. Tarni explained her desire to *"look at everything in the individual kid... as an individual not just a team"* and to *"incorporate the indigenous games into a training session...like, you know, you could train ... the shoulder pass but also teach them about culture too."* Two coaches also discussed that not currently coaching was the reason for not having implemented strategies thus far:

*I haven't really come across the opportunity to discuss nutrition or um, life skills and stuff with the older kids as yet (Alinta)*

*[I will] have to wait until I get into the coaching side of things and get a bit of experience (Tarni).*

Coaches also explained that they had connected with some of the other participants in the group via Facebook and that it would be beneficial to have a method of communicating to share ideas,



knowledge, and events. Tarni explained that an email group would be useful *“if a project’s come up in my community and I think it’d be great for everyone”* while Alinta perceived that:

*“It would be beneficial to have a forum... like an online forum [because] we all come up against um, hurdles so ... it’d be nice to have somewhere to go you know, ‘I need some help with this’ or ‘I found this awesome article, just thought I’d share it with you’ – that sort of thing.”*

Other outcomes included taking on a mentor role within a netball team as a player and progressing further with netball coach education further:

*[Referring to Lowanna - You actually have taken on more of a mentor role now... she's been giving a lot of advice (Alira).*

*I'm doing my development course in November for Charlestown Netball (Alinta).*

## **Future Workshop Considerations**

Few suggestions were made regarding improving the content of the workshop. Tarni suggested including *“something about pathways forward, like, kids out in the bush, like ... pathways for them to make it in netball. Like... what do they have to do to play.”* Alternatively, Alinta explained that a session on fitness would be helpful as she *“wouldn't know what to do for a fitness session.”*

To better facilitate participation in *Coaching Unlimited* workshops, Alira explained that more widespread advertising is needed, as *“there are a lot that would love this sort of thing... I think it just wasn't sort of advertised as well as it could have been.”* Alira also suggested targeting Aboriginal people through a number of email lists including *“Trudy Grant - She's Nepean Blue Mountains and Hawkesbury. She flicks them [emails] out to everybody”* and *“Bob Leslie - Bob's the Western Sydney Koori Interagency convener I think.”* Alternatively, Tarni suggested advertising through *“community centres”* in order to *“get it out there more.”*

In terms of locations, Alira suggested that *“if you want to target Indigenous people, you probably could hold it [in] Penrith, Blacktown, or Mt Druitt, and you would get the numbers.”* In terms of more remote locations, Tarni and Alira recommended that:

*Dubbo would be very, like, central for people out this way, if, you couldn't get the numbers to say if you were coming to Bourke. I think Dubbo's very central for a lot of places, especially in the way other towns on the other side of Dubbo like Parkes and Forbes and things like that (Tarni).*

*If you went to places like Orange and Bathurst you'd get numbers, [but] if you went too much further, you wouldn't” (Alira).*



## SUMMARY

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In summary, the initial Netball *Coaching Unlimited* workshop was particularly well received by all coaches. The holistic nature of the content including netball coaching education and health promotion knowledge was a key strength as was the comfortable and accepting nature of the presenters and the delivery style including practical components, group activities, and relaying information in a consultative discussion-based style rather than an authoritative style. Penrith, Mt Druitt, and Blacktown have been suggested as potential areas for future workshops, as has Bathurst and Orange as ideal regional locations. Earlier in the netball season has also been recommended so that coaches can implement their new knowledge immediately. The positive process evaluation ratings demonstrate that this model of delivering health promotion education alongside coaching accreditation was acceptable, and perceived as highly useful and enjoyable to a small sample of Aboriginal peoples from NSW. Moving forward, *Coaching Unlimited* will conduct a series of similar workshops across different sports in order to continue to provide Aboriginal and Torres Strait Islander people with opportunities to both gain coaching accreditation, and become a leader and mentor within their community.

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# APPENDICES

## Appendix A: Workshop Evaluation Survey

Thank you for participating in the *2017 Aboriginal and Torres Strait Islander Netball Coaching and Development Day*. We hope you enjoyed the day and gained valuable knowledge and skills. The aim of this survey is to understand your current coaching context, and to find out what you thought of today's workshops. We have allocated 15 minutes for you to complete the questions, so please don't rush, and please provide as honest answers as possible. Your answers will be anonymous.

If you have a question about any part of the survey please don't hesitate to ask.

### Your Details

Age (years)

Where do you live?

Suburb

Postcode

Do you currently coach netball?

Yes

☐

No

☐

Do you currently play netball?

Yes

☐

No

☐

If yes, where do you coach or play netball?

Netball club name

Suburb

What is the age range of the athlete's you coach? (e.g., 5-10 years)

Have you completed any coaching training previously?

Yes

☐

No

☐

If yes, can you briefly describe the training?

### Value of Aboriginal Coaches - Ali

The length of time spent learning about Aboriginal Coaches was:

Too short

☐

Appropriate

☐

Too Long

☐

Please rate whether you agree or disagree with the following statements.

Strongly  
disagree

Disagree

Neutral

Agree

Strongly  
agree

1. The resources provided as part of the Aboriginal Coaching session were valuable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The Aboriginal Coaching session improved my understanding of the value of Aboriginal coaches in communities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The Aboriginal Coaching session increased my interest in coaching netball.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. After the Aboriginal coaching session, I feel more confident about coaching netball.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Participating in the Aboriginal Coaching session today will help me guide people in my team and community to take part in coaching and other sporting roles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Briefly explain how you will implement any new Aboriginal Coaching strategies and activities in your coaching. Please also note why you think it may be easy or difficult.

## Foundations of Netball Coaching - Jodi

The length of time spent on the Foundations of Netball coaching was:

Too short    ☐                      Appropriate    ☐                      Too Long    ☐

I would have liked to see:

More theory    ☐                      More practical    ☐                      I was happy with the combination of theory and practical as it was    ☐

Please rate whether you agree or disagree with the following statements.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. The resources provided as part of the Foundations of Netball Coaching session were valuable for future coaching sessions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The Foundations of Netball	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Coaching session improved my understanding of how to correctly coach netball skills.

3. The Foundations of Netball Coaching session increased my interest in delivering quality netball coaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. After the Foundations of Netball Coaching session, I feel more confident in my coaching ability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Participating in the Foundations of Netball Coaching session today will help me implement new strategies and activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Briefly explain how you will implement any new coaching strategies and activities in your coaching. Please also note why you think it may be easy or difficult.

## Game Sense - John

**The length of time spent learning about Game Sense was:**

Too short    ☐                      Appropriate    ☐                      Too Long    ☐

*Please rate whether you agree or disagree with the following statements.*

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly agree</b>
1. The resources provided as part of the Game Sense session were valuable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The Game Sense session improved my understanding of what Game Sense is.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The Game Sense session increased my interest in coaching netball through game sense activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. After the Game Sense session, I feel more confident in developing coaching activities based on Game Sense.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Participating in the Game Sense session today will help me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

implement Game Sense activities during my own coaching.

Briefly explain how you will implement any new Game Sense strategies and activities in your coaching. Please also note why you think it may be easy or difficult.

### Positive Youth Development - Andrew

**The length of time spent learning about Positive Youth Development was:**

Too short    ⌵                      Appropriate    ⌵                      Too Long    ⌵

*Please rate whether you agree or disagree with the following statements.*

**Strongly disagree    Disagree    Neutral    Agree    Strongly agree**

**1.** The resources provided as part of the Positive Youth Development session were valuable.

⌵

⌵

⌵

⌵

⌵

**2.** The Positive Youth Development session improved my understanding of how young people's sport experiences influence their development.

⌵

⌵

⌵

⌵

⌵

**3.** The Positive Youth Development session increased my interest in learning about how important life skills can be developed through sport.

⌵

⌵

⌵

⌵

⌵

**4.** After the Positive Youth Development session, I feel more confident that I can coach in a way which contributes to my athlete's development on and off the court.

⌵

⌵

⌵

⌵

⌵

**5.** Participating in the Positive Youth Development session today will help me implement coaching behaviours and activities that promote life skills.

⌵

⌵

⌵

⌵

⌵

Briefly explain how you will implement any new Positive Youth Development activities in your coaching. Please also note why you think it may be easy or difficult.

## Mentoring and Leadership - Mark

The length of time spent learning about Mentoring and Leadership was:

Too short    ⌘                      Appropriate    ⌘                      Too Long    ⌘

Please rate whether you agree or disagree with the following statements.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. The resources provided as part of the Mentoring and Leadership session were valuable.	⌘	⌘	⌘	⌘	⌘
2. The Mentoring and Leadership session improved my understanding of how coaches can be positive role models for young people and their communities.	⌘	⌘	⌘	⌘	⌘
3. The Mentoring and Leadership session increased my interest in learning how to become a better leader and role model.	⌘	⌘	⌘	⌘	⌘
4. After the Mentoring and Leadership session, I feel more confident in my ability to be a leader and positive role model for my athletes and community.	⌘	⌘	⌘	⌘	⌘
5. Participating in the Mentoring and Leadership session today will help me to implement a coaching style in which I am a positive leader and role model for my athletes and community.	⌘	⌘	⌘	⌘	⌘

Briefly explain how you will implement any new coaching leadership and mentoring strategies in your coaching. Please also note why you think it may be easy or difficult.

## Nutrition - Ray

The length of time spent learning about Nutrition was:

Too short    ⌘                      Appropriate    ⌘                      Too Long    ⌘

Please rate whether you agree or disagree with the following statements.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. The resources provided as part of the Nutrition session were valuable.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The Nutrition session improved my understanding of how to maintain a healthy diet.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The Nutrition session increased my interest in the importance of good nutrition.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. After the Nutrition session, I feel more confident in relaying positive nutritional messages to my athletes and community.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Participating in the Nutrition session today will help me to guide people in team and my community to make healthier nutritional choices.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Briefly explain how you will implement any new nutrition strategies and activities in your coaching. Please also note why you think it may be easy or difficult.

## Mental Health and Resilience - Rhiannon

The length of time spent learning about Mental Health and Resilience was:

Too short ☒      Appropriate ☒      Too Long ☐

Please rate whether you agree or disagree with the following statements.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. The resources provided as part of the Mental Health session were valuable.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The Mental Health session improved my understanding of how I can promote positive mental health through my role as a coach.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The Mental Health session increased my interest in supporting my	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



athlete's mental health.

4. After the Mental Health session, I feel more confident in my ability to provide suggestions to any athletes who may need support.	⌘	⌘	⌘	⌘	⌘
--	---	---	---	---	---

5. Participating in the Mental Health session today will help me to implement coaching strategies that promote positive mental health.	⌘	⌘	⌘	⌘	⌘
--	---	---	---	---	---

Briefly explain how you will implement any new mental health and resilience activities in your coaching. Please also note why you think it may be easy or difficult.

### Today's Workshop Overall

**Overall, the length of today's workshop was:**

Too short	⌘	Appropriate	⌘	Too Long	⌘
-----------	---	-------------	---	----------	---

*Please rate whether you agree or disagree with the following statements.*

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. Today's workshop was enjoyable.	⌘	⌘	⌘	⌘	⌘
2. Today's workshop provided me with useful information and skills to improve my netball coaching.	⌘	⌘	⌘	⌘	⌘
3. Today's workshop provided me with practical ideas to help me be a better leader within my community.	⌘	⌘	⌘	⌘	⌘
4. Overall, today's workshop was well delivered.	⌘	⌘	⌘	⌘	⌘
5. Overall, today's workshop has provided me with useful resources.	⌘	⌘	⌘	⌘	⌘

*Please rate how useful each session was.*

	Not at all useful	Slightly useful	Somewhat useful	Very useful	Extremely useful
1. Value of Aboriginal Coaching	⌘	⌘	⌘	⌘	⌘
2. Foundations of Netball Coaching	⌘	⌘	⌘	⌘	⌘

3. Game Sense	⌘	⌘	⌘	⌘	⌘
4. Positive Youth Development	⌘	⌘	⌘	⌘	⌘
5. Mentoring and Leadership	⌘	⌘	⌘	⌘	⌘
6. Nutrition	⌘	⌘	⌘	⌘	⌘
7. Mental Health and Resilience	⌘	⌘	⌘	⌘	⌘

Please describe any aspects of today's workshop that you felt were particularly valuable:

Please describe any aspects of today's workshop that could be improved:

Please describe any aspects of today's workshop that should be removed in the future:

Please describe any further comments about any of today's sessions:

**Thank you!**

## Appendix B: Interview Questions Guide

### Opening Questions – Involvement in sport coaching

#### 1. Tell us a little about your life growing up and initial experiences with sport.

##### Prompts

- How did you get involved in sport?
- What are some of your past experiences as an athlete, including other sports played?
- Describe some of your athletic accomplishments while growing up.
- Describe how your participation in the sport influenced you as an athlete and person (if applicable).
- How long have you been coaching (in any sports)?
- What prompted your decision to enter the world of netball coaching? When did this occur?

### Main Questions – Netball Coaching Workshop

#### 2. What were your expectations about the netball coaching day before you arrived?

##### Prompts

- What made you want to attend?
- If there were any reservations about the day, what were they?

#### 3. Tell us a little bit about your experiences on the day.

##### Prompts

- Tell us a little bit about how useful the workshop was for developing your coaching skills.
- You rated all of the sessions very highly, what did you think stood out so much about the workshop?

#### 4. Have you had any opportunity to implement your new knowledge with a team, your netball club, or community?

##### Prompts

- What worked, what didn't and why?
- Tell us about what might help you implement some of your new knowledge within your coaching setting, netball club, and broader community
- Tell us about whether there are any potential barriers for you implementing your new knowledge within your coaching setting, netball club, and broader community

##### Prompts

- Tell us a little more about what you thought of the Indigenous games played throughout (John's session)? What stood out to you?
- Tell us a little about what you thought of the leadership session (Mark). What stood out to you?
- Tell us a little about what you thought of the positive youth development session (Andrew). What stood out to you?
- Tell us a little about what you thought of the nutrition session (Ray). What stood out to you?
- Tell us a little about what you thought of the mental health session (Rhianon). What stood out to you?

- Tell us a little about what you thought of the Aboriginal coaching role session with Ali. What stood out to you?

**5. What did you think of the the level of interaction between people on the day?**

Prompts

- Have you had the chance to keep in touch with any of the other coaches or presenters on the day? No worries if not – would you like to?
- If yes, how has this helped or hindered your own coaching?]
- What method do you think would be best to help make this happen? What would you see as the benefit of this? OR

**Recommendations**

**6. We're in the process of figuring out how best to run these workshops in the future, can you tell us a little about how you think we could improve the workshops? –**

Prompts

- Would you change the geographic location, length of time, presenters, topics, anything else?

**Summary**

**7. That's the end of our formal list of questions, are there any questions you'd like to ask at this point?**

**Any other questions?**

***THANKS SO MUCH FOR YOUR TIME TODAY!***