



Team Formation and Selecting Resource

*for Coaches, Centres, Clubs
and Schools*

We live this game.



NETBALL
NEW ZEALAND
POITARAWHITI AOTEAROA

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NNZ would like to thank Barfoot & Thompson for their generous support of our remarkable Netball coaching community. Barfoot & Thompson as the official Partner of the National Coach Development Programmes make it possible to deliver the NNZ coaching strategy.

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Team Formation and Selecting

This resource is to support coaches, Centres, clubs and schools in the formation of teams. It covers both the placement and selection of players.

More support is available for coaches, club, school, Centre administrators and trial co-ordinators by participating in the Community Coach Award Selecting workshop.

Importance of Team Placement

Which team a player is registered in is extremely important. The team make-up can have a significant influence on player enjoyment during the season and on the performance of the team.

It is all about a person being in the right team for both the individual and the team. The ultimate goal is that all players want to continue playing Netball in your organisation and have a quality experience.

The Team Purpose

The team purpose dictates the process for team placements. A Centre representative team has a completely different purpose than that of an adult social team and the player selection/placement for each of these teams will reflect this.

Fair and Transparent

For all teams the placement process must be fair and transparent. The starting point is for an organisation to have team placement and selection policies and procedures in place for each team or each category of teams. These should be available for the players/parents to view. It is advised that the policies are developed by the board or committee, in consultation with the organisation's members.

This consultation can take different forms:

- Survey members
- Discuss at the organisation's annual general meeting
- Involve the coaches
- Consult with the youth.

Alignment with the Competition Regulations

The team placement and selection policies need to align with the regulations of the programme, competition or tournaments that the team[s] will be playing in.

Regulations affecting these policies may include:

- Age requirements
- Gender of players
- Team size
- Rules around playing in other teams
- Position rotation
- Court time.

Alignment with Netball New Zealand (NNZ) and Sport New Zealand's Philosophies and Guidelines

The team placement and selection policies need to align with these philosophies and guidelines. Things to consider are:

- Balance is Better: other sporting commitments, playing for multiple teams
- Time on court, which affects team size
- Player development
- Non-specialisation
- Player-centred approach
- futureFERNs guidelines.

Methods of Team Formation

The method of team formation will be different depending on the team purpose and should be outlined in the team placement or selection policy. Here are some examples:

- Self-placement
- Organisation placement
- Selection by selectors through player observation and the gathering of evidence.

Self-placement: This is a method traditionally used by adult social teams but can be used by any group including high-school-aged players, who want more emphasis on playing with their friends than being in an ability-matched team chosen by selectors. The players choose who they play with.

Organisation placement: This is a method recommended for futureFERNs teams, where players are placed by the school or club into a team with their friends, based on age. The placement is NOT based on ability. Organisations should also consider consultation with parents/caregivers to ensure that the player is going to have an enjoyable experience. This can be done face to face or included as part of completing the registration form.

This method is also an option for secondary-school-aged players, many of whom want to play with their friends. It is recommended that the players are consulted during the process. An easy mistake is to make assumptions about a person's wishes.

Selection by a panel of selectors: This is the method used when the team selection is based on the competencies and characteristics of a player. Selectors decide which players have the required competencies and characteristics for each team by observing them and collecting evidence.

Some selection policies may ask the selectors to consider some characteristics of a player in addition to their physical competencies, such as age and maturity, or whether a player would prefer to play with their peer group. In this situation, consultation with the player would be required.

Selectors can observe players in a variety of situations:

- Playing Netball in a competition
- At a tournament
- At a development camp or development sessions
- At trials.

The process for observation should be outlined in the selection policy.

For most teams, the selectors observe players at a trial or series of trials.

Appointment of Selectors

A description of the selection panel's make-up should be included in the selection policy. It is important to ensure that the selectors are 'qualified' for the role as they are making important decisions. Also consider whether your choice of selectors will be considered as FAIR by the triallists, to protect your organisation from potential complaints.

Things to consider when appointing selectors:

- Experience of the person, particularly their coaching experience
- Pre-existing knowledge of the triallists
- Any relationships with the triallists
- Is there a head selector?
- The number
- Make-up of the panel
- Availability at all the trial dates
- Inclusion of the team coach.

Training and support are available for coaches and individuals wanting to improve their selecting skills by completing the Community Coach Award Selecting module. This comprises an online component on the NNZ learning site Sport Tutor and a practical component run at your local Netball Centre.

Player Registrations

When players register it is helpful to obtain information that will help with the selection/ placement of each person into a team. The policies will dictate what information is required and what information is needed to help the placement/selection process. There may also be information that is required by your organisation.

Here are some examples of things to consider:

- Age
- Gender
- Name
- Contact details
- Team (or a team category) trialling for
- Trialling positions
- Friends who they would like to play with
- Any injuries
- Recent playing history.

Using an online registration form enables you to obtain registration information prior to the team placements or trials. Most Netball Centres have a preferred online option which clubs and schools should use.

The organisation of trials is much easier if players register in advance of the trial day. It is helpful to know the expected number of triallists and this enables organisers to write game lists.

There are some registration form templates contained in this resource which will be helpful if a person turns up to a trial without having registered online beforehand.

Player Profile

During the selection process, the selectors observing the players can develop a player profile.

The ability to develop a detailed player profile is dependent on the number of triallists and the time restraints of the selectors.

The information in the player profile can be shared with the player on request.

By doing this, players who miss out on being a member of the top team feel they have received some valuable advice on how to improve.

The player profile collated by the selectors can be shared with the coach and is useful information to use in the player's development.

A player profile can range from very simple to detailed. The templates in this resource give good examples of both.

Procedures for Running Trials

Trials are run differently, depending on the number of triallists and the number of teams being selected. Schools and clubs need to consider how many teams to trial at any one time. Depending on the numbers involved, it is worth considering dividing the trials into different time slots. Consider the amount of time the players will have on court and how much 'waiting' time.

If an organisation has a large number of triallists, they could consider selecting two or three top teams based on ability. Those players not selected into the top teams could then have the option of making up their own teams by self-placement, or still being placed in teams by the club/school.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Resource Examples and Printable Templates

Checklist for Running Trials for Teams being Selected by Selectors

These are suggestions to help make your trials a success and may not work in every situation. Take what is of use to you.

PRE-TRIALS [PLAN BEFORE]	WHO	DURING TRIALS [ON TRIAL DAY]	WHO	POST TRIALS [DAY AFTER TRIAL]	WHO
Equipment: balls, bibs, desks, whiteboard, chairs, umbrellas		Welcome, introductions, outline of the day, times, criteria, questions		Feedback to players	
Umpires/selectors (back-ups)		Registration – sign-in		Team announcement	
Court booking (in or outside)		Player ID numbers		Coach contact: Phone	
Trial sheets		Warm-up/ball skills		Media communications	
Trial co-ordinator		Fitness testing		First training	
First-aid kit, ice packs		Evaluations		Follow-ups	
Timekeeper/game durations		Drinks and food		Full contact lists	
Stationery: pens, marker pens, highlighters, paper, etc.		Warm-down/recovery		All key dates	
Selection policy, criteria		Adjustments: Injuries, no-shows, new players		Debrief of selection process	
Team: How many to be picked and any reserves		Feedback on any trends		Thank-yous	
When will team be announced? How and by who?		Umpires out of selector's view			
Warm-up (how long, who, what)		Process games			
Dates/timetable/schedule		Trial co-ordinator			
Registration process		Games advisor			
Advertising of trials					
Open/closed trial					
Finances/budget					
Non-travelling reserves					
Police vetting					

Trial Tips

These are suggestions to help make your trials a success but may not work in every situation. Take what is of use to you.

Pre-trials	
Registrations	Collect player names, phone numbers, email, positions etc. prior to trials. This could be done via a registration form, fill in a form on a notice board, Google Docs etc.
Advertise trials	Via school/club or Centre newsletters, notices and notice boards, websites, email and social media
Selection process	Check with your club, school or Centre for any current selection policies.
Appoint selectors	Look for quality, knowledgeable, experienced and non-biased selectors.
Coach criteria	Check with the coach(es) what kind of players they are looking for using a holistic approach. [Inexperienced or new coaches may need assistance in this area.]
Team lists	Create a games master list to record each player's allocated number and two preferred positions. Using numbers eliminates any perception of favouritism and makes the trial process professional.
Trial helpers	Organise for other people to assist; they do not need any Netball knowledge. Some valuable roles are: <ul style="list-style-type: none"> • Registration sign-in and tick-off • Someone to draw numbers on players' arms and legs (both sides L & R) • Game timekeeper • First-aider • Write game list on whiteboard courtside, put paper game lists up or call out e.g. game 1, blue bibs GS no. 16, GA no. 3 • Runners to deliver game sheets or relevant information to selectors
Welcome	Trial co-ordinator to welcome everyone and explain the process and schedule for the day. May introduce coaches and selectors. Advise parents not to coach, so selectors are able to see players making their own decisions.
Warm-up and team-building games	Organise for someone to run a NetballSmart warm-up, ball skill drills and team-building games. This is an opportunity for selectors to observe and assess the skill levels of players, teamwork and individual characteristics.
Umpires	Arrange umpires 2 to 3 weeks prior (or plenty of whistles and disinfectant if players are to be used). A good standard of umpiring is essential. If stoppages are restricting the flow of the game, selectors may ask umpires to allow the game to flow. Advise umpires to not stand in the way of the selector's view. The trial is about the selectors watching as much as they can of all players. Selectors may request specific throw-ins and centre passes from any team they want to see, even if it means three centre passes in a row for the same team.
Equipment	Ensure that you have planned for all the necessary gear: balls, bibs, whiteboard, clipboards, pens, stop watches, first-aid kit, ice, whiteboard pens, water, food, stationery etc.
Game lists	Prepare game lists in advance so the relevant personnel/selectors can clearly see positions and time played and to gather information on players if necessary. Allow for modifications on the day if people are sick, injured or haven't registered.
Team announcement	Decide how the team(s) will be announced. (Check the selection policy first as this will need to be adhered to.)

During trials

Arrive early	Ensure everything is set up – goalposts, selector’s table, registration table etc. Make sure you have sufficient balls (pumped to the correct weight), whistles and different-coloured bibs for each court if using more than one court.																	
Printed game sheets	Have all games made up and copied for each selector and displayed courtside. This enables players to be ready, and allows selectors time between games to make notes and confer with each other. At the start instruct players to go back to their starting position and leave bibs on until advised to leave the court at the end of each game. Have spare blank copies for selectors to write their own game sheets after the process games have been completed.																	
NetballSmart warm-up	Allow enough time for NetballSmart warm-up and for players to play their favourite drills to break the ice and allow players to feel more comfortable before taking the court. Selectors can observe; often players may shine at this time rather than in the game or vice versa.																	
Court allocations for medium and large trials	Depending on the number of players involved, you may set up one, two or three courts.																	
Do not rush this process.	Example 1: Selectors may rotate after each game. All are same age group.			Example 2:														
	SELECTOR 1:	SELECTOR 2:	SELECTOR 3:	SELECTOR 1:	SELECTOR 2:	SELECTOR 3:												
	Court 1: 14 players 2 umpires	Court 2: 14 players 2 umpires	Court 3: 14 players 2 umpires	Court 1: Year 9’s 65 players 2 umpires	Court 2: Year 10’s 38 players 2 umpires	Court 3: Year 11-13’s 26 players 2 umpires												
Small trials	Where there are fewer players, more time and/or assistance, this is an excellent opportunity to develop player profiles. By doing this, players who miss out on the top team feel they have received some valuable advice on how to improve.																	
Spectators	Avoid being overheard when discussing team make-up, player ability etc. and ensure all players and spectators are well away from the selectors and court edge. You can make one side of the court a no-go area for players and spectators, where only selectors, runners and umpires are allowed.																	
Game duration	Setting game lengths will depend on how many triallists you have. Minimum length is 7 minutes then 10, 12, up to 15 minutes. Ensure all players have played for an equal amount of time and in their two positions. Do not cut game lengths short in the process stage, e.g. minimum of two games per player. After the process stage, selectors may choose different lengths and cut games short at their discretion. Do not rush the process stage. If you have a considerable number of players, you might consider running the trial over two days.																	
Positions	Ensure all players have played in their two registered positions. If a parent approaches to ‘change’ their child’s playing position(s), involve the child so there is no misunderstanding by both the player and parent. The selectors may request to see players play in other positions; this could be advised in the trial welcome.																	
Player profiles	Where there are fewer players or more time and/or assistance – this is an excellent opportunity to develop player profiles. By doing this, players who miss out on the top team may feel they have received some valuable advice and feedback on how to improve.																	
Selector coding	Some suggestions include: <table><tr><td>Yes</td><td>No</td><td>Possible</td></tr><tr><td>1</td><td>3</td><td>2</td></tr><tr><td>3</td><td>1</td><td>2</td></tr><tr><td>Green</td><td>Red</td><td>Orange</td></tr></table>						Yes	No	Possible	1	3	2	3	1	2	Green	Red	Orange
Yes	No	Possible																
1	3	2																
3	1	2																
Green	Red	Orange																
Position shortages	If there are lots of midcourt registrations and less shooter and circle defender registrations, there will be more game time for the shooters and defenders. Make sure you announce this in the trial welcome so that players and parents understand why some players will get more court time. If some midcourt players are happy to play in another position, they will not be rated by the selectors (make a note on all the selectors trial sheets to not give these players a rating). This should not be used as an opportunity for these players to be considered in three or four positions. All players should have an equal of two positions.																	
Communication	It is advisable to let players know in the trial welcome how many games they may get at each trial. Some players may not take the court until game 3, 4, 5 etc. Before the last two process games, ask players if they have all had two games in their preferred/registered positions (excluding fill-in positions). Ask all players (and parents if you wish) if they have any questions. Alternatively, you could ask parents to come see you if they have any questions while players are warming up.																	
Selectors’ game choices	Selectors will often want to put their own trial teams on court after everyone has played their minimum of two games. This allows selectors a process of elimination by putting strong players vs strong players or particular player combinations.																	

Post trials	
Trial sheets	The trial co-ordinator should collect all the selectors' trial sheets. This allows for feedback to come from a central person and removes the selectors and coach[s] from any confrontational or unfortunate situations.
Written feedback	Ensure all selectors' comments written are informative, substantial and legible. Selectors should aim to give a rating for each player in all games and then write a positive and a 'work on' for all players. Do not allow players or parents to view the games sheets.
Verbal feedback	Some selectors will make themselves available to give feedback directly to players on the day. Alternatively, the trial co-ordinator will collate all the selectors' information and may phone selectors before offering feedback to players and parents.
2 or more trials	Confirm the next trial date, time and location if second or third trials are planned.
Team announcement	Name the final team/squad in your school/club newsletter, on social media and websites in accordance with your selection policy. Ensure the correct spelling of players' names and matching of player numbers to players' names. You can include the first training time here also.
Uniform and fees	Prepare to give each player information on when they will receive their uniform and when and how much fees are due.
Trial feedback	Offer an opportunity for everyone who was involved in the trials to give feedback.
Coach contact	Advise players their coach will be in contact with further information regarding trainings, games etc.



Creating Year 7 & 8 Teams

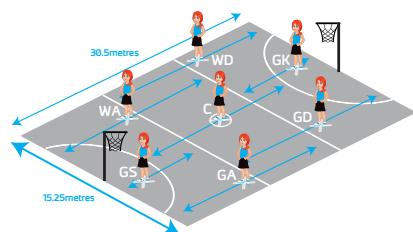
6 v 6 to 7 v 7 Transition Information

What is 7 v 7 Netball?

It's super easy to get involved in the **ANZ futureFERNs** programme.

Philosophy of ANZ futureFERNs

- HAVE FUN!
- Learn new skills, knowledge and understanding
- Be motivated and confident to play
- Develop a life-long love of Netball



What are the changes between 6 v 6 and 7 v 7?

ANZ futureFERNs grows as the players grow.

6 v 6	7 v 7
6 players per team GOAL HEIGHT 2.6M	7 players per team GOAL HEIGHT 3.05M
SIZE 4 BALL 8 minute quarters	SIZE 5 BALL 10 minute quarters
Team changes at HALF TIME ROLLING SUBS	Team changes at QUARTER TIME Substitutions can only be made at an interval, half time or injury
Pass with Ball within 5 secs DEFEND 1m AWAY	Pass with Ball within 3 secs DEFEND 0.9m AWAY
CENTRE PASS is by the non-scoring team	CENTRE PASS is alternated between teams

How to Introduce 7 v 7 to Players

Tip 1

Provide opportunities for players to experience a variety of positions. They don't need to specialise yet.

Tip 2

Let players play and enjoy themselves. We can't predict adulthood success from childhood success so develop the love for Netball first.

Tip 3

Create a positive environment that focuses on development to get the best out of the players.

Options for introducing 7 v 7

- Run a taster session at your School/ Club/ Centre of the 7 v 7 game.
- Run a Fun Day for parents and players, give everyone a go at the game.
- Run 3 week pre/ post season sessions of 7 v 7
- Give players and parents the flyer of 7 v 7 Netball
- Have 2-3 sessions on all areas of the court, try out some games/ activities for those areas e.g. Week 1- GA, GS
- Set it up as part of Term 1 holiday programme for Year 7s
- Buddy a Year 7 with a Year 8 to introduce the rules

Creating Year 7 & 8 Teams without Trials

These options will give you an idea of physical skills, knowledge, motivation, coach-ability and teamwork skills of players. Fun and Friends are most important to this age group.

- Invite all Year 7 & 8 players and run a range of small sided games e.g. (Ball Tag, Touch Down, Treasure, Fives)
- Have a Fun Day at your School/ Club
- Run weekly sessions with the coaches to introduce players to different areas of the court (Attack, Defence Midcourt)
- If players want to form a team with their friends that's okay.
- Teach the NetballSmart Warm-Up to see fundamental movement skills
- Run a specific session for those new to Netball



www.futureFERNs.co.nz



PRINTABLE
RESOURCE

Master Games Sheet

2 positions and 2 games minimum

[illegible]

Player Registration Form

Name: _____

DOB: _____

Address: _____

Phone: _____

Registration Fee [Paid / Not Paid]: _____

Playing Positions [in order of preference]: _____

What is important to you? e.g playing in highest team, playing with friends... _____

Playing History [previous teams]: _____

Injury History [include type of injury, year/s, recovery]: _____

Any umpiring qualifications: Yes / No _____

If YES, please list with year of qualification: _____

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

Signed: _____ Date: _____

[Player/Parent/Guardian]

Selector Observation Sheet

Date:

Selector:

Game #:

Bib Colour:

POS	#	CORE QUALITIES	ATTACKING QUALITIES	DEFENDING QUALITIES	PERSONAL QUALITIES	EVIDENCE AND COMMENTS
GS	e.g.5	Ranking e.g. 1	1	3	1	Turned fully every catch, no arms over ball on defence. Helped set up/ pack down, thanked selectors.
GS						
GA						
WA						
C						
WD						
GD						
GK						



Selector's Game Sheet

Date: _____ Selector: _____

Game #: _____ Court: _____

PINK TEAM							
	GS	GA	WA	C	WD	GD	GK
TRIALLIST NUMBER							
DID WELL:							
WORK ON:							
RATING							

BLACK TEAM							
	GS	GA	WA	C	WD	GD	GK
TRIALLIST NUMBER							
DID WELL:							
WORK ON:							
RATING							

Player Observation/Profile Sheet – Secondary School Players

CORE COMPONENTS	ATTACKING COMPONENTS	DEFENDING COMPONENTS	PERSONAL CHARACTERISTICS
Lands balanced	Has a variety of movements and appropriate timing to get free for the pass	Can defend 1 on 1 effectively and appropriately	Shows a positive attitude and team work skills
Turns fully (both directions)	Balances the court on attack	Can space mark effectively and appropriately	Shows determination and work ethic
Delivers a variety of passes accurately around defender	Has a quick transition onto attack	Has a quick transition onto defence	Shows leadership and communication skills

Date:

Selector:

Game #:

Bib Colour:

POS.	#	CORE QUALITIES	ATTACKING QUALITIES	DEFENDING QUALITIES	PERSONAL QUALITIES	EVIDENCE AND COMMENTS
GS	e.g.5	Ranking e.g. 1	1	3	1	Turned fully every catch, no arms over ball on defence. Helped set up/ pack down, thanked selectors.
GS						
GA						
WA						
C						
WD						
GD						
GK						

Representative and Senior Club Player Profile Sheet

KEY

M= movement

P= positional

B= ball skills

T= tactical

P= physical

H= haurora

Date/Time:

Selector:

Game [Teams]:

Court:

[illegible]

Other comments [e.g. it was a 'must win' game, players were being rested etc]:

Player Descriptors

	1. DEVELOPING	2. AVERAGE	3. GOOD	4. EXCELLENT	5. EXCEPTIONAL
MOVEMENT	Needs work to strengthen the ability to accelerate, COD (change of direction) and recover for a full game.	At times showed some ability to accelerate, COD, recover but needs to increase strength and repeatability of movement patterns.	Good ability to accelerate, COD, recover using multiple angles. Could maintain strong movement patterns for 75% of the time.	Excellent ability to accelerate, COD, recover using multiple angles. For most times maintained strong movement patterns.	Outstanding ability to accelerate, COD, recover using multiple angles. Repeatedly maintained strong movement patterns under all circumstances.
BALL SKILLS	Catching and passing technique needs correction as had a tendency to make errors under little pressure.	Has a tendency to fumble the catch when pass is extended or under pressure. Sound technique with most passes but sometimes makes poor decisions.	Most times is in control of catching when extended or under pressure. Demonstrates correct technique of passing and makes reliable decisions.	Excellent catching under most circumstances. Peripheral vision, decisions and pass placement and variety is reliable.	Outstanding catching under pressure and extended. Peripheral vision, decisions and pass placement and variety is consistently accurate.
POSITIONAL	Basic skills for the position are still developing.	Showed a good grasp of basic skills for the position.	Executes skills required for the position.	Consistently executes skills required for the position.	Can execute skills required for the position consistently, at an exceptional standard, and under all conditions.
TACTICAL	Understanding of tactical strategies is developing.	Showed some understanding of tactical strategies required, however execution was limited.	At times showed some understanding of tactical strategies required, and executed correctly.	Able to execute tactical strategies required, correctly and consistently.	Able to lead, set, communicate and execute tactical strategies required in moments of pressure.
PHYSICAL	Physical profile is yet to meet NNZ testing guidelines.	Physical profile meets up to two of NNZ testing guidelines.	Physical profile meets 50% of NNZ testing guidelines.	Physical profile meets 75% of NNZ testing guidelines.	Physical profile meets and exceeds 100% of NNZ testing guidelines.
HAUORA	Works hard at times. Confidence and understanding of preparation and ability to be competitive is developing.	Works hard most of the time. Needs to grow confidence to be competitive. Shows respect and willingness to improve.	Shows grit and hard work. Plays at best some of the time. Is competitive at times. Shows respect and diligence to improve.	Shows grit and hard work. Plays best under most circumstances. Remains competitive most of the time. Shows respect and desire to improve.	Shows exceptional grit and hard work. Plays best against best. Is always competitive, respectful and coachability is obvious.

Selector Rating Groups

Used to transfer player's individual ratings from the game sheets into a combined group rating.

RATING	Shooters	Midcourt	Defence
1+			
1			
1-2			
2			
2-3			
3			
3-			

	Shooters	Midcourt	Defence
FINAL SQUAD of 10 [list name and number]	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
		4.	
	Shooters Reserves	Midcourt Reserves	Defence Reserves
Non-travelling reserves	1.	1.	1.
	2.	2.	2.
	3.	3.	3.

Selector Decision-Making Tools (Example)

Below are two tools to help the selection panel decide on a final team:

The **STARTING 7 MODEL** ask selectors to choose their ideal starting combination (as shown in table one).

Next, selectors must choose their next most suitable combination but none of the players can be in the same position (as shown in table two). New players may emerge into this 7 due to a better suitability to positions or combinations than any of the original starting 7.

Follow the process again until you have reached capacity for the team (in this example 10 players). Test the results with the coach's preference of make-up/ positional balance of their team e.g. four shooters, four middies, three circle defence etc.

COMBINATION ONE	
Position	#
GS	5
GA	8
WA	4
C	7
WD	2
GD	9
GK	3

COMBINATION TWO	
Position	#
GS	8
GA	11
WA	6
C	4
WD	7
GD	3
GK	9

COMBINATION THREE	
Position	#
GS	11
GA	5
WA	2
C	6
WD	3
GD	7
GK	15

The **POSITIONAL MODEL** is about ranking the players based on the qualities demonstrated. Once you have agreed on a top four for each position you can discuss combinations and preferences about the balance and make-up of the team e.g. four shooters, four middies, three circle defence etc.

POSITION	1ST RANKED	2ND RANKED	3RD RANKED	4TH RANKED
GS	5	8	11	16
GA	8	11	5	16
WA	4	6	2	19
C	7	4	6	17
WD	2	7	3	19
GD	9	3	7	21
GK	3	9	15	1

Selector Decision-Making Tools (Template)

COMBINATION ONE	
Position	#
GS	
GA	
WA	
C	
WD	
GD	
GK	

COMBINATION TWO	
Position	#
GS	
GA	
WA	
C	
WD	
GD	
GK	

COMBINATION THREE	
Position	#
GS	
GA	
WA	
C	
WD	
GD	
GK	

POSITION	1ST RANKED	2ND RANKED	3RD RANKED	4TH RANKED
GS				
GA				
WA				
C				
WD				
GD				
GK				

Desired Player Strengths (Example)

CORE COMPONENTS	ATTACKING COMPONENTS	DEFENDING COMPONENTS	PERSONAL CHARACTERISTICS
Lands balanced	Has a variety of movements and appropriate timing to get free for the pass	Can defend 1 on 1 effectively and appropriately	Shows a positive attitude and team work skills
Turns fully (both directions)	Balances the court on attack	Can space mark effectively and appropriately	Shows determination and work ethic
Delivers a variety of passes accurately around defender	Has a quick transition onto attack	Has a quick transition onto defence	Shows leadership and communication skills
Play with little umpire involvement	Is confident and accurate with shooting from all positions in the circle	Is confident with in circle defence techniques	Shows problem solving and decision-making skills

Desired Player Strengths (Template)

Use this template to design your own list.

CORE COMPONENTS	ATTACKING COMPONENTS	DEFENDING COMPONENTS	PERSONAL CHARACTERISTICS

Selection Policy (Example)

For:

Team/Club:

1. Team and Team Management: *Appointed by who/how/by/when...*

2. Selection Panel: *Number of selectors, make up of selection panel...*

3. Selection Policies and Procedures:

A. *Primary objective [why the team is being selected/ what for?]*

B. *Format of trials*

C. *Dates for trials*

D. *Process to sign up to trials*

E. *Process for team/squad naming*

F. *Number of players to be named in each team*

G. *Team approval if necessary - to whom, by when*

H. *Procedure for player withdrawal*

I. *Procedure for non-attendance*

J. *Roles and responsibilities*

K. *Dispute procedure*

4. Team Selection Criteria: *What is expected of the players?*

5. Desired Competencies and Qualities:

Core Competencies e.g: *Good stable body balance; Able to use a variety of passes; Turns fully*

Personal Qualities e.g: *Shows a positive attitude and team work; Shows determination and work ethic; Shows leadership and communication skills*

Selection Policy (Template)

For:

Team/Club:

1. Team and Team Management:

2. Selection Panel:

3. Selection Policies and Procedures:

4. Team Selection Criteria:

5. Desired Competencies and Qualities:

Selection Policy and Procedures for

Team:

Objective Why the team is being selected	
Team Management Appointed by who, how, by when	
Team School year and name of team, appointed by who, how, by when	
Selection Panel No. of selectors, appointment of selectors	
Policies and Procedures <ul style="list-style-type: none"> • Format of trials • Dates for trials • Process to register for trials • Process for team squad naming • No. of players in each team • Procedure for withdrawals • Player exemptions • Procedure for non-attendance • Roles and responsibilities • Dispute procedure 	
Team Selection Criteria Player Strengths	
Desired Competencies and Characteristics <ul style="list-style-type: none"> • Core competencies • Personal characteristics 	

The selection policies and procedures should be reviewed annually.

Team Selection Criteria (Example)

Desired Player Strengths			
CORE COMPETENCIES	ATTACKING COMPETENCIES	DEFENCE COMPETENCIES	PERSONAL CHARACTERISTICS (RELATIONAL AND PERFORMANCE)
Lands balanced	Has a variety of movements and appropriate timing to get free for the pass	Can defend one on one effectively and appropriately	Shows a positive attitude and teamwork skills
Turns fully (both directions)	Balances the court on attack	Can space-mark effectively and appropriately	Shows determination and a strong work ethic
Delivers a variety of passes accurately around defender	Has a quick transition onto attack	Has a quick transition onto defence	Shows leadership and communication skills
Plays with little umpire involvement	Is confident and accurate with shooting from all positions in the circle	Is confident with circle defence techniques	Shows problem-solving and decision-making skills

Desired Competencies and Characteristics (Example)

Desired Player Strengths	
CORE PLAYING COMPETENCIES	CORE PERSONAL CHARACTERISTICS
Sound skill base and consistency of performance on court	Demonstrates a strong work ethic
Displays tactical understanding and has established consistency in making appropriate decisions in a demanding situation	Shows discipline on court
Shows ability to use flair and innovation in their game	Shows an ability to withstand pressure on court
Shows appropriate fitness required for this level of competition	Demonstrates team characteristics during play
Can sustain intensity in performance throughout their time on court	Dedicated and committed to the team for the entire match [on and off court]
Shows potential skills and capabilities to represent at a higher level	Versatile, consistent and adaptable



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