



DELIVERING EFFECTIVE FEEDBACK

JUNIOR STATE AGE 2023

Overview

- Coaches are responsible for delivering feedback to athletes before, during, and after games
- Feedback can be regarding athletic performance, mental fitness, technique, combinations, among other things
- At events like Junior State Age, coaches have limited time to deliver feedback during halftime, so feedback needs to be organised and efficient in order to be effective
- This document provides some feedback delivery frameworks and tips for coaches to help improve their feedback delivery

Feedback Delivery Frameworks

- Halftime at Junior State Age is only two minutes long, so coaches need to plan what they're going to say in order to be able to deliver all the feedback they want to, as well as allowing time for players to walk over, grab drinks, change bibs, and chat among themselves
- Frameworks provide coaches with a template to ensure feedback is consistent, efficient, helpful, and effective; this does not mean these frameworks are prescriptive in nature and cannot be altered
- There are a variety of frameworks available and Netball Queensland recommends utilising the Good, Better How framework at Junior State Age and in community coaching
- Coaches are responsible for understanding the learning styles of their individual athletes and finding delivery methods that work best for their team

Purpose of Feedback

- Feedback is given at halftime to allow for individual, unit, and team improvement in the second half → things that athletes cannot alter straight away should not be included (e.g., athletes cannot increase their strength at halftime to be able to jump higher or run faster than their current ability during the second half, so that feedback is not effective or relevant)
- Feedback needs to be specific enough that it is easy to understand, but not too specific in that the level of detail is overwhelming for athletes
- Remember that Junior State Age is a participation event, so there should always be positives and praise included in feedback delivery, regardless of the framework used; while the games are competitive in nature and associations place a lot of value on winning games and divisions, coaches should consider their own team's purpose and values and ensure their feedback delivery aligns



GOOD, BETTER, HOW

Overview

- While there is merit to the other frameworks for feedback delivery, the Good, Better, How framework is the recommended framework for community coaches
- Using this framework helps coaches provide feedback that is specific and helpful to athletes while still also praising their success

GOOD, BETTER, HOW EXAMPLES		
Section	Description	Example
GOOD	<ul style="list-style-type: none"> • Praise for something the athlete has done well • Positive feedback used to reinforce desired actions and behaviours 	<p>'I love the way you're varying up the defence on the shot. You're disrupting the shooter's flow and causing a lot of missed goals!'</p> <p>'You are doing an excellent job at contesting the first ball on the other team's centre pass.'</p>
BETTER	<ul style="list-style-type: none"> • Action or behaviour you want the athlete to improve on in the second half • Needs to be 1 or 2 specific items rather than general in nature 	<p>'We need to make sure we're capitalising on those missed goals by pulling in the rebounds.'</p> <p>'If your player receives the centre pass even though you've contested it, I need you to make sure you're still applying pressure to your player.'</p>
HOW	<ul style="list-style-type: none"> • Instructions to player on exactly <i>how</i> they achieve the improvement (or the 'better') you have asked for • This is the most important part of the feedback, and it's the part most easily forgotten 	<p>'Remember to turn and block straight after the shot, making sure you find the body and you're between them and the post. Two hands up for every rebound.'</p> <p>'I want to see you get your 3-feet and have your hands up to put pressure on every time your player has the ball. Remember, arms big and tall, knees bent, and keep your weight on the balls of your feet so you're ready to contest again.'</p>



Good

- The biggest mistake coaches make in this area is forgetting to be specific in their praise
- Praise is used to positively reinforce the actions and behaviours you want athletes to repeat, so praise that is not specifically tied to an action and/or behaviour is not as effective
 - For example, 'good job', 'great work', or even 'good defence' are not examples of specific praise
- Coaches need to succinctly describe *what* was good, making sure to incorporate coaching cue words

'GOOD' EXAMPLES	
Action/Behaviour	Specific Praise
Athlete uses two hands to secure a rebound	Rather than 'good rebound', try: 'Great job going with two hands' or 'You went with two hands on that, nice work!'.
Athlete applies consistent pressure in one-on-one defence that stops their player from being able to receive the ball, resulting in a turnover	Rather than 'great defence' or 'good pressure', try: 'Great defensive position' or 'You used small steps and didn't turn your head, great job!'.
GA steps in front of GD while GK is defending the GS' shot and is able to get the rebound	Rather than 'good rebound', try: 'Great body positioning for the rebound' or 'Nice work blocking out your defender on the rebound'.

Better

- No matter how many elements a player could improve in the second half, community coaches should limit their 'betters' to 1-2 items
 - As well as being limited by the short time period to deliver feedback, athletes are also only capable of remembering a small amount of feedback
 - Giving more than 1-2 areas to improve is an ineffective use of halftime, as the athlete won't be able to implement all areas
- Coaches need to limit the 'better' to aspects of the game athletes can realistically improve on in the second half
 - While you might acknowledge that an athlete increasing their speed will improve their game, this is an area that will take significant time focused on building strength to improve
 - It is not effective feedback to tell an athlete they need to run faster in the second half
- The 'better' needs to be specific actions and/or behaviours, rather than general areas
 - For example, 'you need to watch your passes' or 'you need to play better' are not specific enough examples



- Coaches need to use coaching cue words to describe the specific area of improvement for athletes

'BETTER' EXAMPLES	
Action/Behaviour	Better
Athlete keeps getting penalised for obstructing when jumping	Rather than 'stop obstructing' or 'hold your distance', try: 'When you are jumping to defend the shot, you are landing within three feet with your arms still in the air – that's why you keep getting called for obstruction. In the next half, I'd like you to try and change it up.'
Athlete is not contesting the drive after their player has thrown the ball	Rather than 'stick with your player', try: 'Remember, your job's not done when your player has passed the ball, so you need to contest their next drive.'
Athlete keeps breaking on the centre pass	'In the second half, I want you to focus on your timing on our centre passes so you stop going too early.'

How

- This is the most important aspect of the feedback, but it can also be the most difficult to formulate
- The 'how' should be clear and simple actions and/or behaviours your athletes can do in order to be successful at achieving the 'better' you have already mentioned
- It can be easy to overdo it here by using too many words and giving too many instructions, so it's really important that coaches utilise cue words to help keep succinct

'HOW' EXAMPLES	
Action/Behaviour	How
Athlete keeps getting penalised for obstructing when jumping	'Switch between leaning over the shot and hedging, so your shooter never knows what you're doing.'
Athlete is not contesting the drive after their player has thrown the ball	'Step up to their body straight away, so you're ready to dictate their next drive and contest again.'
Athlete keeps breaking on the centre pass	'Instead of setting up directly on the transverse line, take a few steps back so you have more space. Do your prelim work off the line so you lose your player before you enter the centre third.'



FEEDBACK STRUCTURE

How do you fit everything in?

- There is no prescriptive answer to how coaches should structure their halftime feedback delivery – each team dynamic is different, each game is different, and the feedback needs will vary greatly
 - While the template and examples below use a specific structure, this structure might not work for every team or at every game, so feel free to use it as a guide rather than instructions
- Delivering feedback at halftime can feel stressful, as there's a lot of information to give in such a short period of time
 - Using a template to take notes during the half can provide the structure needed to help alleviate some of that stress
- Using the same or similar structure at every halftime can increase feedback efficiency as players know both what to expect from their coach and what behaviour is expected from them in that halftime circle

Feedback Template

- You can access a feedback template on the Coaching Resources page on the Netball Queensland website
- This template suggests delivering feedback in the following structure:
 1. Address whole team using Good, Better, How framework – this is feedback that should be relevant to every player and the overall team performance – this can be more brief and gives key messages rather than detailed feedback
 2. Address the three court areas (shooters, midcourt, circle defenders) each with their own Good, Better How feedback relevant to their section on court – this should be more detailed and specific, but remember to only include 1-2 'betters' and their associated 'hows'
 3. Address individual players with any additional feedback if necessary – this can occur while the other players are chatting amongst themselves and might only be needed for 1-2 players, if at all

Halftime Feedback Tips

- Plan your feedback by taking notes during the half to make sure you don't forget pieces of feedback – this will help you flow from one area of the court to the next, giving order and structure to your delivery rather than jumping all over the place
- Encourage your players to jog directly over to you, rather than walk over slowly – you don't have a lot of time, so the quicker they get to you the better!
- Ask your players to stand in your circle in player order, so your shooters, midcourt and defenders are all together – this can increase your efficiency and make sure all the relevant players hear the feedback
- Give your players about 30 seconds at the end of halftime to chat amongst themselves – you don't need to fill the whole two minutes with your feedback, give them the freedom to share their own thoughts with each other as well
 - If your players know they will have time to voice their thoughts, they will be more likely to stay engaged and focused on your feedback while you're talking



GOOD, BETTER, HOW EXAMPLES

GOOD, BETTER, HOW – TEAM EXAMPLES		
Good	Better	How
‘We are doing a great job with our prelim moves in attack. I love the way we’re starting early and giving multiple options.’	We are getting caught in running races when we’re defending, following our players around rather than defending them. We need to have the same work rate off the ball in defence that we currently have in attack.’	‘Make sure we’re setting up early in defence, getting into a front defensive position with a strong body angle so we’re dictating where they can drive. This will help us deny their space, rather than letting them decide where they drive.’
‘I can hear some positive communication and encouragement from the players on and off court. Let’s keep that energy and positive communication up in the second half.’	‘There are a lot of loose balls that we aren’t chasing, and we’re missing a lot of opportunity to turn the ball over because of this.’	‘We need to make sure we all have our eyes up and that we’re using our peripheral vision to sight both our player and the ball. We can’t be caught standing still with flat feet – we need to always be on the balls of our feet with knees slightly bent so we’re ready to chase that ball down when we see it.’
‘Everyone is sticking in a tight one-on-one defence, and we’re dictating their drives really well, helping us turn over a lot of ball.’	‘When we turn the ball over in defence, we aren’t always capitalising on those turnovers by scoring goals because we’re rushing.’	‘Remember, you have three seconds to pass the ball. You have time to get your balance, recentre yourself, take a breath, and sight your options before throwing the ball.’

GOOD, BETTER, HOW – SHOOTER EXAMPLES		
Good	Better	How
‘Your shooting accuracy has been excellent, I can see your focus on your technique and it’s working well in helping your accuracy.’	‘Sometimes our midcourt are struggling to identify the space you want the ball because you’re both making the same drives at the same time.’	‘This half, let’s go back to our figure-eight rotations in that goal circle. Remember, when one shooter drives to the top of the circle, the other shooter should be driving towards the post. Let’s increase our work rate on those drives to make it clear when we’re driving for the ball and when we’re clearing space for the other shooter.’
‘Our rotations in the circle have been excellent. We are making strong drives and using the whole circle, keep it up.’	‘We are missing opportunities to use our shooter-to-shooter connection because we aren’t turning to face the post.’	‘Whenever you catch the ball in the circle, turn your hips and shoulders around towards the post. I want you to try and sight the other shooter as the first option before we refeed the ball back out.’



GOOD, BETTER, HOW – MIDCOURT EXAMPLES

Good	Better	How
‘I love the way we are getting right onto the edge of the circle, which is making it so much easier for us to feed our shooters.’	‘Sometimes we are forcing it into our shooters when they aren’t free, and we’re putting them under more pressure than we need to.’	‘Keep looking at the shooters as the first option, but if they don’t present strongly to you, let’s use our reset option. Turn and sight our WD and then work the ball back onto the circle edge so our shooters have more time to get into position.’
‘The work we’re doing off the ball to get free is great, especially on the centre pass. Let’s keep that intensity up in the next half.’	‘When we’re bringing the ball down from the defence end, our timing there is off. We’re going too early, and it’s making that centre third cluttered.’	‘When the defenders turn the ball over, let’s set ourselves up deeper so there’s more space in front of us to drive into. Let our defenders bring the ball at least into that centre third, maybe closer to halfway, before we start offering.’

GOOD, BETTER, HOW – DEFENCE EXAMPLES

Good	Better	How
‘You are both doing a great job at dictating the drive and applying that tight, one-on-one pressure, nice work!’	‘When we are contesting the ball, we are only going with one hand. This means we’re getting a lot of deflections, but I think we could pull some of those in as intercepts.’	‘I want to see two hands up in every contest in this next half. Make sure you use your small steps to come off the body and attack the line of the ball, rather than reaching across or into your player, to help show the umpire the contest is clean.’
‘I can hear really excellent communication between the two of you in that circle, and it’s helping you to swap players and work together really well.’	‘At the moment we are getting a little caught out not being ready when the ball is coming down the court, so when our players are driving for the ball we’re following them rather than defending them.’	‘As soon as the other team has the ball, we need to start defending. We need to get into that strong front defensive position early, using small, fast steps to dictate their movements. The sooner we start applying pressure, the longer our attackers have to work under that pressure, the more likely we are to turn the ball over successfully.’



ADDITIONAL ACTION/BEHAVIOUR EXAMPLES

ADDITIONAL 'GOOD' EXAMPLES	
Action/Behaviour	Specific Praise
WA is starting off the line and getting out easily for centre passes.	'The work you're doing off the ball is making it really easy for you to get free, which is excellent.' 'Great movement off the line on our centre passes.'
Midcourt are making great decisions about when to pass into shooters and when to reset.	'Excellent patience when feeding the circle.' 'Great job at looking for the best options and using our reset.'
Athlete is driving strong for the ball.	'Your drives are strong and clear, nice work.' 'You're driving really sharp angles, which is helping you get the ball, so keep that up.'
Shooter consistently follows in shots to secure rebounds.	'Great work following in your shots.' 'Your rebound position after you shoot is excellent, keep it up!'
Defender is always turning and blocking on the body after the shot is taken.	'Your timing on the turn and block is excellent.' 'Really nice body position when you block the shooter from the rebound.'
Team is working together well.	'I am loving the amount of teamwork I can see on the court, let's make sure we keep that up.' 'We are working so well together as a team because we are communicating on court.'
Timing is good.	'The timing of our drives is excellent because we're making eye contact with the passer.' 'The awareness of our teammates on court is great, and it's really helping our timing.'
Athlete is faking the ball successfully.	'The way you're putting your whole body behind the fake pass is making it so believable, and it's working really well.' 'Really great job on the fakes, it's drawing the defenders away nicely.'



ADDITIONAL 'BETTER' & 'HOW' EXAMPLES

Action/Behaviour	Better	How
Athletes standing static on transverse line for centre passes.	'We are struggling to get free for centre passes because we're getting into running races with our defenders'	'Instead, we need to start about 1m off the line and be mobile, rather than standing still. This gives us the space we need to do some prelim movements before the whistle goes so we can start to lose our defender before we even cross the line.'
Midcourt are feeding from too far away and losing the ball.	'We are throwing the ball away too much in our goal third because we are trying to feed our shooters before we're ready to.'	'Let's make sure we do the work in that goal third to get onto circle edge. Use the reset option of our WD if we need to, and work together to work the ball onto circle edge before we look into our shooters.'
Athlete's drives are weak and not on angles.	'Right now, your drives are being easily covered by your defender because they aren't very strong.'	'Remember, you want to drive a sharp angle towards the ball so your defender has to work harder. There needs to be a clear change of pace between when you're clearing and when you're driving.'
Shooter is watching shot rather than following it in.	'After you shoot the ball, you're standing still and waiting to see if it goes in or not.'	'As soon as the ball leaves your hand, you need to use your quick footwork to get in front of your defender and use your body to keep yourself between your defender and the post, so you're in a better position to pull in those rebounds with two hands.'
Team is not working well together, not aware of where teammates are and when they're driving.	'We don't look like a team of seven athletes on court right now because we aren't using each other to create space and we're getting in each other's way.'	'Make sure we're communicating on court, using our voices to call for the ball and encourage each other. We need to widen our vision, making sure we're taking in the whole court so we're aware of where our teammates are and where the empty spaces are.'
Athlete is passing into hands of defender.	'When you have the ball, you need to do the work to give yourself the space you need to be able to throw it to your intended teammate, rather than into the defender's hands.'	'You can use your fake passes to draw your defender to the side. Remember, you need to put your whole body into it to make sure it's a believable fake. You can also step around or to the side to give yourself a clear path to throw the ball.'