

Netball Coach interview questions

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What to expect

Netball coach interviews usually mix a conversation about your coaching philosophy with practical questions about session planning, player management and safety. Clubs, schools and associations look for someone who can build skills, handle parents and officials, and keep players safe.

- **Process:** How you plan and run training sessions, from warm-up to cool-down.
- **Behavioural:** Past examples of giving feedback, managing conflict or building teamwork.
- **Scenario:** What you would do if a player is late, injured or disengaged.
- **Technical:** How you analyse performance, develop game plans and use video tools.
- **Safety and compliance:** First aid, Working with Children Check and child safe practices.
- **Client-facing:** Speaking with parents, players and club officials.

A first interview often involves a club coordinator or head coach and covers your accreditation, coaching experience and philosophy. You may be asked to walk through a training session plan or outline how you would handle a specific scenario. Some clubs include a practical component where you run a short session with a group of players, followed by a debrief.

1. Walk me through how you plan a typical training session.

Why they ask

This shows whether you can structure a session that develops skills, fitness and teamwork.

How to structure your answer

A logical walk-through: start with the session objective, then warm-up, skill focus, modified game, cool-down and review. Explain how you link each block to the team's needs.

Example answer

"I start with a clear objective based on our last match or a gap I have seen at training. For example, if we are turning the ball over in the attacking third, I build the session around decision making and passing under pressure. I begin with a dynamic warm-up that includes footwork and ball handling. Then we move to a skill block where I break down the movement pattern, often using small groups so players get plenty of repetitions. Next is a modified game that puts the skill into a match-like situation, with constraints like a two-second passing limit. I finish with a cool-down and a short review where players share one thing that worked and one thing to improve. I always note what to carry into the next session."

2. Tell me about a time you had to give difficult feedback to a player.

Why they ask

Coaches need to be honest and supportive when a player is not meeting expectations.

How to structure your answer

STAR: describe the situation, the task, the action you took and the result. Focus on how you kept the feedback specific and respectful.

Example answer

"I had a senior player who was consistently late to training and it was starting to affect the group. I asked to speak with her privately after a session. I explained what I had observed and how it impacted the team's preparation. I asked if there was something going on that I should know about, and she said she was struggling with work hours. We agreed on a plan: she would let me know in advance if she would be late, and she would do a modified warm-up before joining the group. Over

the next few weeks she arrived on time more often, and her attitude in drills improved. The conversation worked because it was direct but also offered support."

3. One of your players is consistently late to training and their attitude is affecting the group. What do you do?

Why they ask

This tests your judgement when a player's behaviour disrupts the team.

How to structure your answer

Judgement under pressure: acknowledge the issue, gather facts, speak privately, set clear expectations, follow up and involve others only if needed.

Example answer

"First, I would not ignore it, because the rest of the group notices. I would pull the player aside privately and ask what is going on. I would describe the specific behaviour, not attack their character. I would remind them of our team standards and explain how their lateness affects warm-ups and drill rotations. Together we would set a clear expectation and a consequence if it continues. I would also check whether there is a wellbeing issue that needs support, and if so I would refer them to the club's welfare officer. If the behaviour continues, I would follow the club's policy and involve the team manager or head coach. Throughout, I would keep the focus on the team environment and the player's own development."

4. How do you analyse an opposition team and develop a game plan?

Why they ask

This shows your technical coaching and strategy skills.

How to structure your answer

Technical explanation: gather footage, identify patterns, match to your team's strengths, communicate simply, review after the match.

Example answer

"I start by watching footage of the opposition, often using Hudl Sportscode, and I tag key moments like their centre pass set-up, their defensive pressure and how they transition. I look for patterns, such as whether they favour one side of the court or struggle against a zone defence. Then I match those findings to our strengths. For example, if they have a strong wing attack, I might plan a defensive match-up that forces them to pass backwards. I keep the game plan simple: two or three key points that players can remember. I walk the team through it on a whiteboard and in a short video session. After the match, I review how well it worked and adjust for next time."

5. What steps do you take to ensure player safety at training and on match day?

Why they ask

Safety and compliance are non-negotiable in community sport.

How to structure your answer

Safety checklist: risk assessment, first aid, Working with Children Check, warm-up, hydration, injury protocols and reporting.

Example answer

"Before the season starts, I make sure my Working with Children Check and first aid certificate are current. At every session, I check the court for hazards like wet patches or loose equipment. I plan warm-ups that prepare players for the movements they will do in the session. I always carry a first aid kit and know the venue's emergency plan. If a player is injured, I follow the RICER protocol and do not let them return to play until they are cleared. I also keep a record of any incidents and report them to the club. On match day, I confirm the team has water, strapping tape and a designated first aid

person. For junior teams, I make sure parents know the drop-off and pick-up arrangements."

6. How do you handle a parent who disagrees with your coaching decisions?

Why they ask

This tests your communication and client-facing skills.

How to structure your answer

Client-facing structure: listen without interrupting, acknowledge their concern, explain your rationale, focus on the player's development, and follow club policy if needed.

Example answer

"I would ask the parent to talk away from the court, so we can have a calm conversation. I would listen fully to their concern before responding. I would explain the reasoning behind my decision, whether it is about court time, positions or training focus. I would bring the conversation back to what is best for their child's development and the team as a whole. If they are still unhappy, I would explain the club's process for raising concerns and offer to follow up with the head coach or coordinator. I would not argue in front of players or other parents. After the conversation, I would make a note of what was discussed and any agreed actions."