FROM GRASSROOTS TO PROTEAS

LONG-TERM PARTICIPANT DEVELOPMENT PROGRAMME
SHAPING TOMORROW

We live in the most exciting era of sporting development. A time when full contact sport no longer holds centre stage. It is a passage of time when the art of sport is appreciated over the physicality of competition. Today, latent skills and blossoming talent has a place amongst our youth and the generations to come. It is now the subtle brilliance of deftness, the art of touch, mastery of stroke and pure strategic guile that has turned cricket into the sport of the future.

Today cricket is the stage for mental agility and peak physical condition. It is purity of both mind and spirit that produces champions. The re-invention of cricket globally has rejuvenated a desire to master the ultimate game. A sense of camaraderie pursued by both men and women alike. It’s now a passion for gamesmanship, integrity, honesty and fair play. It is a game that can be embraced and played or supported by everyone.

We can’t undo the past, but we can shape the future. We do what we do today in cricket, for what will happen TOMORROW.
EXECUTIVE SUMMARY

Cricket South Africa’s vision is to make cricket a truly national sport of winners and this has two significant elements to it:

› To ensure that cricket is supported by the majority of South Africans, and available to all who want to play it; and
› To pursue excellence at all levels of the game.

The Long Term Participant Development model for cricket (LTPD) delivers on these strategic objectives. During 2005, the CSA Coaches Academy reviewed its coaching course structures, curricula and syllabi as well as the various resources and training manuals and with the permission of the England and Wales Cricket Board (ECB), adopted and incorporated the basic principles and disciplines of LTPD into its coaching framework at the time.

It was thus a natural extension of this initial step, for CSA to align itself with the SASCOC LTPD procedure and develop a more comprehensive development framework that has been adapted from the Canadian Sport for Life Long-Term Athlete Development model. Essentially, LTPD is a philosophy; a paradigm shift in sport and coaching and it is based on the concept of Physical Literacy, which is one of its key goals.

Physical Literacy can be defined as the mastery of fundamental movement and fundamental sport skills, and provides the foundation for Life-long Physical Activity and High Performance Sports. “A physically literate person moves with poise, economy and confidence in a wide variety of physically challenging situations, and is perceptive in reading all aspects of the physical environment. He/she anticipates the movement needs or possibilities, and responds appropriately with intelligence and imagination” (Whitehead, 2001).

Another significant factor of LTPD is that it exploits the sensitive periods of accelerated adaptation to training during pre-puberty, puberty and early post-puberty; it is a tool for change, a culture change in sport. The Canadian-based Long Term Athlete Development model is based on the theory that coaches and parents should identify and consider each participant’s stage of physiological, mental/cognitive and emotional development when developing his/her optimal training, competition and recovery programme. It is fully inclusive in that the principles which underpin LTPD are equally applicable to people of all ages and abilities, whether they are participating in elite sport or recreational physical activity.

The belief behind Long Term Athlete Development is that it takes 8-12 years of training and practice for a player to reach elite levels and that success comes from training, practicing and competing well over the long term rather than focusing on winning in the short term. There is no short cut to success in player preparation! The LTPD model provides the rational justification for enhancing our current structure but it can also provide some solutions to any weaknesses in the system that may be identified. Development of talent must always look beyond the short-term and plan for the future.

Sports can be classified as either early or late specialisation and cricket falls into the latter category. Late specialisation consists of 7 stages, the first 3 of which encourage physical literacy and sport for all:

1. Active Start
2. FUNdamentals
3. Learning to Train

The next 3 focus on excellence, namely:

4. Train to Train
5. Train to Compete
6. Train to Win
The final stage encourages life-long physical activity:

7. Active for life

Cricket South Africa recognises these stages of LTPD and applies the guiding principles and disciplines to its various training, competition and recovery programmes.

The challenge for CSA is to ensure that the coaches, teachers, officials and administrators at the respective affiliates and associates, implement these LTPD principles and continuously monitor our participant development programmes.
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GLOSSARY OF TERMS

Adaptation: A response to a stimulus or a series of stimuli that induces functional and/or morphological changes in the organism. Naturally, the level or degree of adaptation is dependent upon the genetic endowment of an individual. However, the general trends or patterns of adaptation are identified by physiological research, and guidelines are clearly delineated of the various adaptation processes, such as adaptation to muscular endurance or maximum strength.

Age:
› Chronological Age: the number of years and days elapsed since birth.
› Developmental Age refers to the degree of physical, mental, cognitive, and emotional maturity. Physical developmental age can be determined by skeletal maturity or bone age after which mental, cognitive, and emotional maturity is incorporated.
› Training Age refers to the number of years in training, sampling different sports.
› Sport-specific Training Age refers to the number of years since an athlete decided to specialise in one particular sport

Ancillary capacities: The knowledge and experience base of an athlete, including warm-up and cool-down procedures, stretching, nutrition, hydration, rest, recovery, regeneration, mental preparation, and how to taper and peak. The more knowledge athletes have about these training and performance factors, the more their training and performance levels will be enhanced.

Childhood: A time period from the end of infancy (the first birthday) to the onset of puberty which is characterized by relatively steady progress in growth and maturation and rapid progress in neuromuscular or motor development. This time period is often divided into early childhood (which includes preschool children aged one to five years), and late childhood (which includes children aged six through to the onset of puberty).

Competition: The period of time when all components of an athlete’s training are successfully integrated in to achieve excellence.

Development: The passage toward, or percentage of maturity achieved, of various traits including social, emotional, intellectual, physical and motor qualities.

Growth and Maturation: The terms “growth” and “maturation” are often used together and sometimes synonymously. However, each refers to specific biological activities. Growth refers to “observable, step-by-step, measurable changes in body size such as height, weight, and percentage of body fat.” Maturation refers to “qualitative system changes, both structural and functional in nature, in the organism’s progress toward maturity; for example, the change of cartilage to bone in the skeleton.”

Participant: One can participate in recreation and/or physical activities and in sport as a recreational or competitive athlete.

Peak Height Velocity (PHV): The maximum rate of growth in stature during growth spurt. The age of maximum velocity of growth is called the age at PHV.

Periodisation: Is structuring of short and long-term training, competition and recovery periods to provide optimum performances at a given date.
› Single peak refers to one preparatory and one competition period within the year
› Double peak refers to two preparatory and two competition periods within the year
› Multiple peak refers to competing all year round while maintaining physical and technical skills

Physical Literacy: Is the mastery of fundamental movement skills and fundamental sport skills.
**Puberty:** The phase of growth that begins with onset of hormonal changes in the reproductive system and ends with sexual maturity.

**Readiness:** Refers to the level of growth, maturity, and development that enables a child to perform tasks and meet demands through training and competition. Readiness and optimal periods of trainability during growth and development of young athletes are also referred to as the correct time for the programming of certain stimuli to achieve optimum adaptation with regard to motor skills, muscular and/or aerobic power.

**Specialisation:** Refers to athletes who are limiting their athletic participation to one sport that is practiced, trained for and competed in throughout the year.

**Trainability:** Refers to the genetic endowment of athletes as they respond individually to specific stimuli and adapt to it accordingly. Malina and Bouchard (1991) defined trainability as “the responsiveness of developing individuals at different stages of growth and maturation to the training stimulus.”
MESSAGE FROM THE CEO

South African sport has earned an enviable reputation over the past few years for its ability to host world-class events that have been widely acclaimed in every corner of the Globe.

The successful holding of the 2010 FIFA World Cup was undoubtedly the cherry on the top for which the Government through Sport and Recreation South Africa (SRSA), the South African Football Association (SAFA), FIFA themselves and indeed every single South African deserve the highest praise.

South Africa has also hosted global events such as the Rugby and Cricket World Cups, the African Cup of Nations Football tournament, the Indian Premier League and the Nokia Champions League.

But what many of these events have shown us is that we need to improve the standard of our various national teams so that we make full use of home advantage when it occurs and, with the support of the most passionate fans in the world, to keep the silverware at home.

Cricket South Africa’s slogan states that “We can’t undo the past, but we can shape the future. We do what we do today in cricket, for what will happen TOMORROW”. CSA’s vision is to make cricket a truly national sport of winners and this has two significant elements to it:

- To ensure that cricket is supported by the majority of South Africans, and available to all who want to play it; and
- To pursue excellence at all levels of the game.

As the governing body of the sport in South Africa, CSA will lead by:

- Promoting and protecting the game and it’s unique spirit in the context of a democratic South Africa
- Basing our activities on fairness, which includes inclusivity and non-discrimination
- Accepting South Africa’s diversity as a strength
- Delivering outstanding, memorable events
- Providing excellent service to Affiliates, Associates and Stakeholders
- Optimising commercial rights and properties on behalf of its Affiliates and Associates
- Implementing good governance, matching diligence, honesty and transparency to all our activities
- Actively marketing cricket from mini cricket to the national team, providing a clear path from ‘grassroots to Proteas’.

Building on the euphoria of the soccer World Cup, CSA has set out its agenda for the next four years with the Presidential Plan that was put in place at our 2010 Annual Conference and which was reinforced at the 2011 Annual Conference when the emphasis was put more on implementation than the principles themselves and, significantly, on the role that transformation has to play in this implementation.

What is very clear is that we cannot sustain the players, administrators, coaches and other support personnel needed unless transformation and implementation embrace each other as genuine partners.

The five main thrusts of the Presidential Plan are to:

- manage record-breaking revenue streams for the maximum development of South African cricket;
pursue excellence from grassroots to the Proteas to the extent that South Africa is the world’s top cricketing nation;
continue transformation through the further Africanisation of cricket;
ensure sustainability through close relationships with commerce, industry and government at all levels;
marketing the game to allow it to reach its full potential.

To maximise these thrusts, CSA has put in place high level structures to focus on:

1) The pursuit of excellence through the Presidential Plan with its pipeline from KFC Mini Cricket to the Proteas.
2) The management and growth of the lucrative business of cricket.

As professional cricket provides by far the most income for cricket development, CSA is emphatic in its drive to make domestic and international cricket the best there is.

To achieve this, CSA’s High Performance Programmes will include:

› Specialist batting and bowling skills camps
› Elite player camps
› Conditioning and team preparation camps
› Rehabilitation of players (injury and form)
› Emerging team tours
› SA ‘A’ tours

We look forward to sharing our ideas with the other sporting codes under the banner of the South African Sports Confederation and Olympic Committee (SASCOC) so that all can benefit to the advantage of all South African sporting codes and personnel.

GERALD MAJOLA
CSA VISION AND MISSION

Cricket South Africa’s vision is to make cricket a truly national sport of winners.

This has two elements to it:

› To ensure that cricket is supported by the majority of South Africans, and available to all who want to play it
› To pursue excellence at all levels of the game

MISSION

As the governing body of cricket in South Africa, CSA will lead by:

› Promoting and protecting the game and it’s unique spirit in the context of a democratic South Africa
› Basing our activities on fairness, which includes inclusivity and non-discrimination
› Accepting South Africa’s diversity as a strength
› Delivering outstanding, memorable events
› Providing excellent service to Affiliates, Associates and Stakeholders
› Optimising commercial rights and properties on behalf of its Affiliates and Associates
› Implementing good governance, matching diligence, honesty and transparency to all our activities
› Actively marketing cricket from Mini Cricket to the Proteas

CODE OF ETHICS

Cricket South Africa’s Code of Ethics is based on:

› Fundamental ethical values that are enshrined in the South African Constitution
› The core values of the game of cricket as defined in the Preamble to the Laws of Cricket
› The principles and ideals contained in CSA’s Pledge to the Nation in 2002
› CSA’s role as the custodian of cricket in South Africa

CSA VALUES

Values are norms or standards for right, good and fair conduct. They are the underlying beliefs we hold about the way life should be lived and business conducted.

CSA is committed to living by the following values:

(a) Honesty and integrity.
We tell the truth and act consistently on a set of ethical principles.
(b) Professionalism and diligence.
We strive to perform at the highest level of excellence.
(c) Mutual respect and fairness.
We acknowledge the rights and dignity of others and treat those we engage with equitably.

TRANSFORMATION

Cricket South Africa subscribes to targeted transformation as outlined in the Preamble of the South African Constitution as well as Chapter Two which deals with the Bill of Rights and Equality (to promote the achievement of equality, legislative and other measures designed to protect and advance persons, or categories of personas, disadvantaged by unfair discrimination may be taken).

The implementation of CSA’s Transformation Policy and its 10 Thrusts are monitored continuously. The Policy is reviewed from time to time in terms of the dynamic nature of cricket and of South African society as a whole.
INTRODUCTION

It would be fair to say that South African Cricket is respected worldwide.

As the controlling body, CSA is highly regarded for the manner in which it administers, promotes and develops the sport and the Proteas is certainly looked upon as a world-class International team that can compete with the very best in all formats of the game.

Cricket is an extremely popular sport that enjoys a high profile and over many years, CSA has created a solid infrastructure that boasts some of the best playing facilities in world cricket, as well as fantastic development programmes that are the envy of many cricketing nations. Coupled with the great South African weather and given the phenomenal support of passionate fans and incredibly loyal and committed sponsors, all of this has contributed towards a well-established cricket culture.

In the Strategic Plan for Cricket South Africa 2011 – 2015, it states that CSA’s vision is “to make cricket a truly national sport of winners, to ensure that cricket is supported by the majority of South Africans and is available to all who want to play it, and to pursue excellence at all levels of the game”.

The following 5 pillars support the strategy to achieve this vision, namely: Excellence, Development, Transformation, Sustainability and Marketing.

The following are CSA’s key focus areas from a pure Development perspective:

› To make cricket accessible to all
› Ongoing skills development through comprehensive training programmes for our players, officials and employees
› Ensure results-driven programmes
› Retain players at all amateur levels with emphasis on club cricket
› Create centres of excellence to link schools and club cricket
› Provide a clear path from grassroots to Proteas
› A holistic coaching programme
› Uniform development programme throughout the country
› Capacity building and create windows of opportunity

The Long Term Participant Development model for cricket (LTPD) delivers on these strategic objectives. During 2005, the CSA Coaches Academy reviewed its coaching course structures, curricula and syllabi as well as the various resources and training manuals and with the permission of the England and Wales Cricket Board (ECB), adopted and incorporated the basic principles and disciplines of LTPD into its coaching framework at the time.

It was thus a natural extension of this initial step for CSA to align itself with the SASCOC LTPD procedure and develop a more comprehensive development framework that has been adapted from the Canadian Sport for Life Long-Term Athlete Development model.

Essentially, LTPD is a philosophy; a paradigm shift in sport and coaching and it is based on the concept of Physical Literacy, which provides the foundation for Life-long Physical Activity and High Performance Sports. The philosophy behind Long Term Participant Development is that it takes 8-12 years of training and practice for a player to reach elite levels and that success comes from training, practicing and competing well over the long term rather than focusing on winning in the short term. There simply is no short cut to success in the preparation of players!

Furthermore, it is all about optimal training, competition and recovery programming with regard to developmental age and LTPD takes into consideration early, average and late maturing athletes as well as relative age; the idea is that each participant’s stage of physiological, mental/cognitive and emotional development must be identified and taken into consideration when doing this programming. The problems that a sport
faces without having such a programme range from over- to under-training of its participants, burnout of players, poor age-group competitions and adult programmes being applied to juniors/children.

Most significantly, Long Term Participant Development exploits the sensitive periods of accelerated adaptation to training during pre-puberty, puberty and early post-puberty; it is a tool for change, a culture change in sport.

TEN KEY FACTORS INFLUENCING LTPD

The Canadian LTAD model is based on the concept that coaches and parents should identify and consider each participant’s stage of physiological, mental/cognitive and emotional development. It is inclusive: the principles which underpin LTPD are equally applicable to people of all ages and abilities whether they are participating in elite sport or recreational physical activity.

Physical Literacy can be defined as the mastery of fundamental movement and fundamental sport skills. “A physically literate person moves with poise, economy and confidence in a wide variety of physically challenging situations, and is perceptive in reading all aspects of the physical environment. He/she anticipates the movement needs or possibilities, and responds appropriately with intelligence and imagination” (Whitehead, 2001).

The following ten key factors have been identified that influence the model and sets it apart from other long-term development models:

1. The FUNdamentals: Developing Physical Literacy:
   Fundamental movement skills (running, throwing, catching, hopping, bounding, etc.) and fundamental sport skills equals Physical Literacy. The literature on growth and development indicates that children should master the fundamental movement skills and fundamental sport skills before learning more complicated sport-specific skills and strategies. These fundamental skills should be acquired prior to the onset of the growth spurt which occurs in adolescence.

   The physical and movement qualities which are developed as physical literacy are essential for participation and enjoyment of sports. The basic movement skills of 3 activities provide the base for all other sports:
   - Athletics: run, wheel, jump or throw.
   - Gymnastics: ABC’s of athleticism – agility, balance, coordination, and speed.
   - Swimming: for water safety reasons, for balance in a buoyant environment, and as the foundation for all water-based sports.

   Without the basic movement skills, a child will have difficulty participating in any sport. For example, to enjoy baseball, basketball, cricket, football, netball, handball, rugby, and softball, the simple skill of catching must be mastered.

   It is critically important that children with a disability have the opportunity to develop their fundamental movement and sport skills. Failure to do so severely limits their lifelong opportunities for recreational and athletic success. Despite this great need, children with a disability face difficulty gaining the fundamentals because:
   - overly protective parents, teachers, and coaches shield them from the bumps and bruises of childhood play.
   - adapted physical education is not well developed in all school systems.
   - some coaches do not welcome children with a disability to their activities because of a lack of knowledge about how to integrate them.
   - it takes creativity to integrate a child with a disability into group activities where fundamental skills are practiced and physical literacy developed.

2. Chronological Age vs Developmental Age:
   A second factor influencing LTPD has been touched upon earlier. It is the recognition that
chronological age differs from developmental age. Chronological age refers to the number of years and days elapsed since birth. Developmental age refers to the child’s relative position on a continuum that begins at birth and culminates in full physical maturity.

A participant’s developmental age determines when various aspects of sport and physical activity should be introduced or emphasized. The LTPD model uses the categories “early”, “average”, or “late” matures to identify an athlete’s developmental age. These designations help coaches and instructors to design instructional, training and competition programmes that are appropriate for the participant’s level of development. Identifying an athlete’s stage of maturation is not difficult.

As individuals mature, there are several time sensitive periods when there is accelerated adaptation to training. The model identifies these periods and makes maximum use of them to introduce skill and fitness development.

3. Physical, Mental, Cognitive and Emotional Development:
Instructors and coaches should recognize that individuals mature at different rates and that the timetable for physical, mental, motor and emotional development varies from athlete to athlete. These teachers and coaches are encouraged to take a holistic approach to teaching and training athletes. This means taking into account a wide variety of psycho-social and emotional factors that influence the athlete day-to-day.

Cognitive, mental and emotional (affective) elements have a significant effect on participants’ performance, and must be prioritised in long-term participant development. Beyond these elements, coaches and teachers should also consider equipment and environmental factors that impact on participation, performance and safety. Ethics, including fair play, respect of self and others, and perseverance should be developed within all stages of long term participant development.

4. Specialisation:
Many of the world’s most successful athletes participated as children in a wide variety of sports and physical activities. The movement and sport skills they developed as a result have helped them to attain a high level of athletic achievement.

There is much to be gained from a child’s early participation in a variety of sports. Early exposure to a wide variety of sport and physical activities will develop some of the physical and movement attributes that are crucial to later success in participation including: agility, balance, conditioning, speed, core body strength, stamina, suppleness, and eye-hand-foot coordination.

Early specialisation in a late specialisation sport can contribute to:

› Overemphasis on sport specific preparation/one-sided preparation
› Lack of development of basic movement and sport skills
› Overuse injuries
› Early burnout
› Premature retirement from training and competition

Early involvement in the FUNdamentals stage is essential in late specialisation sports. Many sports resort to remedial programmes to try to correct shortcomings.

5. Trainability:
The terms “adaptation” and “trainability” are often used interchangeably in coaching. However, the difference between them is significant.

› Adaptation refers to changes in the body as a result of a stimulus that induces functional and/or morphological changes in the person and the degree of adaptation is dependent on the genetic endowment of an individual. However, the general trends or patterns of adaptation are identified by physiological research,
LONG-TERM PARTICIPANT DEVELOPMENT PROGRAMME

and guidelines are clearly outlined of the various processes, such as adaptation to muscular endurance or maximum strength.

➢ **Trainability** refers to the faster adaptation to stimuli and the genetic endowment of athletes as they respond individually to specific stimuli and adapt to it accordingly. Trainability has been defined as the responsiveness of developing individuals to the training stimulus at different stages of growth and maturation.

➢ **A critical period of development** refers to the point in the development of a specific capacity when training has an optimal effect. Other factors are readiness and critical periods of trainability during growth and development of young athletes, where the stimulus must be timed to achieve optimum adaptation with regard to motor skills, muscular and/or aerobic power.

The 5 Basic S’s of Training and Performance (Dick, 1985) are Stamina (Endurance), Strength, Speed, Skill and Suppleness but the ‘10 S’s for Performance and Training’ are outlined and clearly explained in a later section.

6. **Periodisation:**

Periodisation provides the framework for organising training, competition and recovery into a logical and scientifically based schedule to achieve optimum performance at the required time. A periodised annual plan that takes into account growth, maturation and trainability principles should be developed for all stages of LTPD.

In simple terms, designing a periodised yearly plan is really about time management and involves planning the right activities with the correct level of difficulty, in the correct sequence to reach the desired training and competition objectives.

The plan can be broken down into workable units and the proper sequencing of these units is critical for success. To reach optimum performance in a competitive environment, the training units should be sequenced in the following manner:

➢ Develop the performance capacity of the participant including physical literacy and sport specific skills, tactics/strategies, physical components, mental skills;
➢ Integrate the performance factors in a complex and harmonious blend;
➢ Prepare the participant to perform in competitions.

To be able to design an annual plan, the coach needs to know the following:

**Table 1: Phases of an annual plan for single and double periodisation.**

The terminology associated with periodisation is generally used with individual sports. The following list relates common team sport terminology to periodisation terms.

<table>
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<tr>
<th>Month</th>
<th>Common periodisation terms</th>
<th>Common team sport term</th>
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<tr>
<td>1</td>
<td>General Preparation Period (GPP)</td>
<td>Off-season</td>
</tr>
<tr>
<td>2</td>
<td>GPP</td>
<td>Off-season</td>
</tr>
<tr>
<td>3</td>
<td>GPP</td>
<td>Off-season</td>
</tr>
<tr>
<td>4</td>
<td>Specific Preparation Period (SPP)</td>
<td>Late Off-season</td>
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<td>5</td>
<td>SPP</td>
<td>Late Off-season</td>
</tr>
<tr>
<td>6</td>
<td>Pre-Competition Period (PCP)</td>
<td>Pre-season</td>
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<td>7</td>
<td>Competition Period (CP)</td>
<td>In-season – League Play</td>
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<tr>
<td>8</td>
<td>CP</td>
<td>In-season – League Play</td>
</tr>
<tr>
<td>9</td>
<td>CP</td>
<td>In-season – League Play</td>
</tr>
<tr>
<td>10</td>
<td>CP</td>
<td>In-season – League Play</td>
</tr>
<tr>
<td>11</td>
<td>Competition Period (Peak)</td>
<td>Playoffs or post-season</td>
</tr>
<tr>
<td>12</td>
<td>Transition</td>
<td>Active Rest</td>
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How the sport specific athletic form is developed;
› The requirements (demands) of the sport during competition;
› The demands of the sport during the preparation phase;
› The competition calendar and the relative importance or purpose of each competition;
› The actual training state of the athlete at the start of the yearly plan;
› The contextual reality that the coach and athlete have to cope with;
› The principles of long term athlete development.

Creating a blueprint for success involves accurate and effective planning of training, competition and recovery.

7. Calendar Planning for Competition:
The domestic competition and events calendar must support and be aligned with LTPD. Different stages of development and different levels of participation have different requirements for the type, frequency and level of competition. At some stages of development, training and development take precedence over competitions and short-term success. During the later stages participants need to experience a variety of competitive situations and perform well at international and other high level events.

National and international competition and event calendars must be coordinated, and competitions selected according to the priorities of the specific stage of development of the participants.

8. The 10 Year Rule:
Scientific research in sport has concluded that a minimum of ten years, or 10,000 hours of deliberate training is needed for a talented participant to reach elite levels. This translates into an average of more than three hours of training daily for 10 years. There are no shortcuts; participant development is a long-term process (Gibbons, 2002). Short-term performance goals must never be allowed to undermine long-term participant development (Viru, 1995).

9. System Alignment and Integration:
LTPD recognises an existing interdependency between physical education, school sports, recreational activities and competitive sport. Enjoying a lifetime of physical activity and achieving athletic excellence are both built on a foundation of physical literacy and fitness.

Stakeholders in LTPD include participants, teachers, coaches, parents, administrators, sponsors and national and provincial organisations. When there are so many partners, integrating and aligning the system is a major challenge and it is essential that all components of the cricket community work together in order to implement the right programmes and establish a system that produces optimal conditions for training and competition. Each element in the system plays a crucial role in player development and therefore the system must be clear, seamless and based upon a consistent set of principles.

10. Continuous Improvement – KAIZEN:
LTPD is a dynamic framework that utilises continuous adjustments based on key principles.

› LTPD responds and reacts to new scientific and sport-specific innovations and observations and is subject to continuous research in all its aspects.
› LTPD, as a continuously evolving vehicle for change, reflects all emerging facets of physical education, sport and recreation to ensure systematic and logical delivery of programmes to all ages.
› LTPD promotes ongoing education and sensitisation of all partners about the interlocking relationship between physical education, school sport, community recreation, life-long physical activity and high performance sport.
› LTPD promotes integration between sport, physical education, recreation, health and education.
THE 10 S’S OF PERFORMANCE AND TRAINING

The original, 5 Basic S’s of training and performance were introduced in the Canadian Sport for Life: Long-Term Athlete Development document. Building on the physical development, an additional 5 S’s create a complete, holistic training, competition and recovery programme as well as a proper lifestyle.

Thus, there are 10 S’s of training which need to be integrated when developing annual training, competition and recovery plans. Each of these capacities is trainable throughout a player’s lifetime, but there are clearly critical (or sensitive) periods in the development of each capacity during which training produces the greatest benefit to each athlete/player’s improvements.

In all former LTPD documents the windows of trainability have been referred to as the “critical periods” of accelerated training; however, scientists now believe that critical periods should be referred to as sensitive periods. Thus, windows of trainability refer to periods of accelerated adaptation to training during the sensitive periods of pre-puberty, puberty and early post-puberty. These windows are fully open during the sensitive periods of accelerated adaptation to training and only partially open outside of the sensitive periods.
Given that each athlete/player is unique in genetic make-up, these sensitive periods vary from individual to individual. While the sensitive periods follow general stages of human growth and maturation, scientific evidence shows that humans vary considerably in the magnitude and rate of their response to different training stimuli at all stages. Some players may show potential for excellence by age 11, whereas others may not indicate their promise until age 15 or 16. Consequently, a long-term approach to athlete/player development is needed to ensure that players who respond slowly to training stimuli are not “short-changed” in their development.

The diagrams on page 14 represent extremely important guidelines for coaches and teachers alike, and should be applied strictly in their work with young, developing athletes, both girls and boys.

1. Stamina (Endurance)
The sensitive period for training stamina occurs at the onset of the growth spurt or Peak Height Velocity (PHV), commonly known as the adolescent growth spurt. Athletes/players need increased focus on aerobic capacity training (continuous or aerobic interval workloads) as they enter PHV and they should be progressively introduced to aerobic power training (anaerobic interval workloads) as their growth rate decelerates. However, sport-specific needs will determine “how much endurance is enough” in a particular sport, thus minor or major emphasis of training the aerobic system will be defined by sport-specific and individual specific needs.

2. Strength
There are two critical windows of trainability for strength in girls: immediately after PHV and after the onset of menarche. Boys have one strength window, and it begins 12 to 18 months after PHV. Again, sport-specific needs will determine “how much strength is enough” in a particular sport, thus minor or major emphasis of training strength will be defined by sport-specific and individual specific needs.

3. Speed
There are two critical windows of trainability for speed. For girls, the first speed window occurs between the ages of six and eight years, and the second window occurs between 11 and 13 years. For boys, the first speed window occurs between the ages of seven and nine years, and the second window occurs between 13 and 16 years. During the first speed window, training should focus on developing agility and quickness (duration of the intervals is less than five seconds); during the second speed window, training should focus on developing the anaerobic power energy system (duration of the intervals is 10-15 seconds).

It is highly recommended that speed should be trained on a regular and frequent basis, for example, at every training session as part of the warm-up. Towards the end of the warm-up or immediately after, there is no Central Nervous System or metabolic fatigue present so this is an optimal time to train speed. The volume of training should be low and allow full recovery between exercises and sets. Short acceleration with proper posture and elbow and knee drive, take-off speed and segmental speed should be trained regularly outside of the window of optimal trainability for speed. In addition, proper blocks of training should be allocated to speed training during the periodised annual training, competition and recovery programme according to seasonal and the sport-specific requirements.
4. Skill
Girls and boys both have one window for optimal skill training. For girls, the window is between the ages of eight and 11 years, while in boys it is between nine and 12 years. During this window, young athletes should be developing physical literacy. Physical literacy is the development of fundamental movement skills and fundamental sports skills that permit a child to move confidently and with control, in a wide range of physical activity and sport situations. It also includes the ability to “read” what is going on around them in an activity setting and react appropriately to those events. Physical literacy is the foundation of life-long involvement in physical activity and also for high performance participation.

5. Suppleness
The critical window of trainability for suppleness occurs between the ages of six and 10 years in both girls and boys. However, because of the rapid growth special attention should also be paid to flexibility during the growth spurt.

A reminder; For the above mentioned 5 S’s, the windows are fully open during the sensitive periods of accelerated adaptation to training and partially open outside of the sensitive periods.

6. Structure / Stature
This component addresses the six stages of growth in the human body linking them to the windows of optimal trainability (Phase 1: very rapid growth and very rapid deceleration; Phase 2: steady growth; Phase 3: rapid growth; Phase 4: rapid deceleration; Phase 5: slow deceleration; Phase 6: cessation of growth). It recognises stature (the height of a human) before, during and after maturation guiding a coach or parent to the measurements needed to track growth. The tracking of stature as a guide to developmental age allows planning to address the sensitive periods of physical (endurance, strength, speed and flexibility) and skill development.

Diagnostics to identify individually relevant sensitive periods of accelerated adaptation to training is essential to design and implement optimal training, competition and recovery programmes.

7. (p)Sychology
Sport is a physical and mental challenge. The ability to maintain high levels of concentration, remain relaxed with the confidence to succeed are skills that transcend sport to everyday life. To develop the mental toughness for success at high levels requires training programmes that are designed specific to the gender and LTPD stage of the athlete. The training programmes should include key mental components identified by sport psychologists; concentration, confidence, motivation and handling pressure. As an athlete progresses through the LTPD stages, the mental training aspect will evolve from: having fun and respecting opponents; to visualisation and self-awareness; to goal setting, relaxation and positive self-talk. To master the mental challenge of sport, those basic skills are then tested in increasingly difficult competitive environments.

Ultimately the planning, implementing and refining of mental strategies for high level competition will determine podium performances. The mental training programme is critical at any LTPD stage as dealing with success and failure will determine continuation in sport and physical activity, therefore dramatically affecting an individual’s lifestyle.

8. Sustenance
Sustenance recognises a broad range of components with the central theme of replenishing the body. This is to prepare the athlete for the volume and intensity required to optimise training or living life to the fullest. Areas addressed are: nutrition, hydration, rest, sleep and regeneration, all of which need to be applied differently to training (life) plans depending on the stage within the LTPD.
Underlining sustenance is the need for optimal recovery management moving the athlete to the 24/7 model which places a high degree of importance on the individual’s activities away from the field of play. For proper sustenance and recovery management there is a need to monitor recovery by the coach or parent through the identification of fatigue. Fatigue can come in many forms including: metabolic; neurological; psychological; environmental and travel. While overtraining or over-competition can lead to burn-out, addressing sustenance in an improper fashion can lead to the same result.

9. Schooling
The demands of school must be considered in designing training programmes. This is not limited to the demands placed by school sports or physical education classes, but includes integrating school academic loads, duties, school related stresses and timing of exams. When possible, training camps and competition tours should compliment, not conflict, with the timing of major schools academic events.

Overstress should be monitored carefully and refers to the everyday stresses of life, like schooling, exams, peer groups, family, boyfriend or girlfriend relationships as well as increased training volume and intensities. Interference from other school sports should be minimised and communication between coaches who are responsible to deliver the training and competition programmes is essential. A good balance should be established between all factors and the coach and the parents should be working on this together.

10. Socio-Cultural
The socio-cultural aspects of sport are significant and must be managed through proper planning. Socialisation via sport will ensure that general societal values and norms will be internalised via sport participation. This occurs at the community level and as an athlete progresses through the LTPD stages, it can lead to International exposure. This socialisation can be broadening of perspective including ethnicity awareness and national diversity. Within the travel schedule, recovery can include education of competition location including; history, geography, architecture, cuisine, literature, music and visual arts. Proper annual planning can allow sport to offer much more than simply commuting between hotel room and field of play.

Sport socialisation must also address sport sub-culture. Coaches and parents must guard against group dynamics which create a culture of abuse or bullying. Ethics training should be integrated into training and competition plans at all stages of LTPD.

Overall socio-cultural activity is not negative distraction or interference with training and competition activities. It is a positive contribution to the development of the person and the athlete/player.

Children often choose to play a sport after the windows of optimal trainability for speed, skill, and suppleness have passed. These children are therefore dependent on schools, recreation programmes, and other sports to provide timely training in these capacities. LTPD advocates that sports build relationships with these organisations to promote and support appropriate training. If athletes miss these training periods entirely, coaches will need to design individualised programmes to remedy any shortcomings.
Sports can generally be classified as early or late specialisation sports and the stages of LTPD are based on this concept.

Gymnastics, rhythmic gymnastics, diving, figure skating, swimming and even table tennis are examples of early specialisation sports, and these are defined as sports where early specific training is essential to be successful. On the other hand, late specialisation sports are defined as those sports where early specialisation is not essential for future excellence and these include codes such as cricket, athletics, soccer, rugby, volleyball and racquet sports.

The SASCOC Sport for Life, Long-Term Participant Development model identifies the following seven-stage pathway for late specialisation sports:

1. Active Start;
2. FUNdamentals;
3. Learn to Train;
4. Train to Train;
5. Train to Compete;
6. Train to Win;
7. Active for Life.

Cricket South Africa recognises these stages of long-term development and applies them accordingly to the various existing player development programmes and activities being conducted by the provincial affiliates and associates across the country.
**Stage 1: Active Start – Ages 0 to 6 years**

Objective: The objective of the stage is to learn fundamental movements and link them together into play. Such pre-school physical activity should be fun and a natural part of a child’s daily life; free play is the way young children are physically active.

Cricket South Africa does not have a direct role during the Active Start stage but would encourage the role of organisations and parents to promote and develop such physical activity.

Major developmental tasks that are characteristic of Stage 1 are:

**Cognitive development:**
- Children learn to simplify concepts of physical and social reality. They also learn to quantify their world, for example, big and small.

**Emotional development:**
- They extend their language and communication skills
- They learn to socialise with other children
- They become more aware of the emotional reactions of others and start interpreting it
- Their self-control increases. When children are 6 years old they are better equipped to control their emotions
- They start learning the meaning of norms and rules as well as the concept of right and wrong
- Their self-concept starts forming
Children begin the cricketing journey by being introduced to Mini Cricket, a modified, soft ball version of the game. This forms the base of the cricketing pyramid and encourages the growth and development of cricket amongst children under 10 years of age. The concept of Mini Cricket ensures that every child taking part will bat, bowl, keep wicket and field during the course of a match. This prevents the domination of matches by better players and gives everyone an equal opportunity. The keywords in Mini Cricket are participation and enjoyment and its main aim is to develop the ABC’s (agility, balance, co-ordination and speed) along with the most basic cricket-specific skills such as throwing, bowling, striking and catching.

Mini Cricket is flexible, provides fun, activity and excitement and has the following aims and objectives:
- to lay the foundation of a lifelong interest in cricket;
- to prevent better children from dominating;
- to give all children, irrespective of ability, an equal opportunity;
- to provide physical exercise in an enjoyable form;
- to develop self-confidence;
- to develop ball skills, which would be useful in other sports.

Each Mini Cricket session should be structured in such a way that it creates a safe and harmonious atmosphere that is conducive to positive learning.

Mental and Cognitive Development

<table>
<thead>
<tr>
<th>Basic Characteristics</th>
<th>General Impact on Performance</th>
<th>Implications for the Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children have concrete operational thoughts.</td>
<td>Children still view their world in concrete terms and struggle to think abstractly.</td>
<td>▶ Provide short and precise instructions.</td>
</tr>
<tr>
<td>They have a short attention span.</td>
<td>Children cannot listen or stay still for long periods.</td>
<td>▶ Provide short and precise instructions.</td>
</tr>
</tbody>
</table>
| Children are enthusiastic and often impatient. | Children want to move and not listen. | ▶ Give only sufficient detail for the activity to be undertaken.  
▶ Ensure that the activity is ‘fun’. |

Stage 2: FUNdamentals – Boys and girls ages 6 to 9

This is the formal entry level to cricket in South Africa for boys and girls and all activity is FUN based.
Emotional development

<table>
<thead>
<tr>
<th>Basic Characteristics</th>
<th>General Impact on Performance</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Children extend their social participation.</td>
<td>They enjoy social interaction with friends or team mates.</td>
<td>Set firm boundaries between time to work and time to play.</td>
</tr>
<tr>
<td>Pre-conventional morality develops.</td>
<td>Children view their behaviour in terms of consequences, therefore they obey rules to avoid punishment or to receive praise.</td>
<td>Be aware of how important praise, recognition and positive feedback are for the child. Try to avoid criticism.</td>
</tr>
<tr>
<td>Children are developing their self-concept.</td>
<td>Children tend to evaluate their performance in concrete terms, e.g. good or bad.</td>
<td>Provide positive reinforcement to build self-esteem. Build on success.</td>
</tr>
<tr>
<td>Children feel secure with a structured routine.</td>
<td>Introduce change sensitively and gradually.</td>
<td>Build a stable structure where children feel that they are progressing.</td>
</tr>
<tr>
<td>Children feel secure when coaching is constant.</td>
<td>Children like things to be fair.</td>
<td>Set and maintain high levels of expectancy, but be consistent with each child.</td>
</tr>
</tbody>
</table>

Physical Development

<table>
<thead>
<tr>
<th>Basic Characteristics</th>
<th>General Impact on Performance</th>
<th>Implications for the coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large muscle groups more developed than small muscle groups</td>
<td>Better gross motor control — Bowling/Running Less fine motor control</td>
<td>Focus on basic skills</td>
</tr>
<tr>
<td>Heart is increasing in relation to the body. The cardiovascular system is still developing.</td>
<td>Cardiovascular capacity is adequate. Improves rapidly</td>
<td>Short duration, high intensity exercise should be favoured with large rest periods</td>
</tr>
<tr>
<td>Ligamentous structures are becoming stronger. The ends of the bones are still cartilaginous and continue to ossify.</td>
<td>Increased injury risk when placed under heavy loads</td>
<td>Slow increments in loading, mostly body weight exercises and learning correct technique.</td>
</tr>
<tr>
<td>Basic motor patterns become more refined towards the end of this phase. Balance mechanism in the inner ear is gradually maturing.</td>
<td>Fine motor control will improve</td>
<td>Cricket-specific activities and games should emphasise co-ordination and kinesthetic sense.</td>
</tr>
<tr>
<td>Girls develop co-ordination skills faster than boys. Developmental differences between boys and girls are negligible.</td>
<td>Negligible sex differences</td>
<td>Training and playing in combination should be emphasised.</td>
</tr>
</tbody>
</table>
Stage 3: Learn to Train – Boys and girls ages 9 to 13

As the players grow and develop they enter the Learn to Train stage, which is commonly the first phase of hard ball cricket.

Training starts to become more formal and structured but it is important to take into account that the range of maturation levels amongst individuals is likely to be wide during this stage. The objective is to build upon the FUNdamental skills with the emphasis being on safe and competent all-round cricketing techniques. Protective cricket equipment is compulsory at this stage and although matches are a little longer, winning is definitely a secondary concern!

During this stage, it is vital to mould a young cricketer’s attitude towards training and how fitness contributes to future cricketing success as well as a healthy lifestyle. Participants are thus introduced to general athletic conditioning at this crucial developmental stage. Skills training should be fun and game-based as the players learn to become better cricketers and all-round athletes.

Towards the latter part of this stage, children will likely be playing cricket for either their school teams or junior clubs and some may represent a regional team within their respective affiliates. This particular period has an important talent identification role but a strong focus is still placed on overall participation as well as skills development (recommended ratio of 70% training to 30% competition).

Mental and Cognitive Development

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<tr>
<th>Basic Characteristics</th>
<th>General Impact on Performance</th>
<th>Implications for the Coach</th>
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</thead>
<tbody>
<tr>
<td>The attention span gradually increases.</td>
<td>Children cannot listen or stay still for long periods</td>
<td>➢ Provide short and precise instructions. &lt;br➢ Devise strategies to ensure children are listening. &lt;br➢ Children learn well by imitating and practicing correctly – modelled movements</td>
</tr>
<tr>
<td>Children are enthusiastic and often impatient.</td>
<td>Children want to move and not listen</td>
<td>➢ Do not bombard children with technical info. &lt;br➢ Give only sufficient detail for the activity to be undertaken. &lt;br➢ Keep the fun.</td>
</tr>
<tr>
<td>Children have very limited reasoning ability.</td>
<td>Children love to be guided</td>
<td>➢ Direct the training and give it a tight focus with activities that are fun and well planned. &lt;br➢ Introduce imaginative ways of achieving performance goals</td>
</tr>
<tr>
<td>Children enjoy the repetition of activities and improve through experience.</td>
<td>Skill learning must be directed: children do not learn correctly just by trial and error</td>
<td>➢ Provide correct demonstrations of the basic sport skills. &lt;br➢ Personal demonstrations must be accurate.</td>
</tr>
<tr>
<td>Children establish their preferred learning style.</td>
<td>Learning is through verbal, visual or manual means. Most children are doers.</td>
<td>➢ Use a variety of learning styles to suit individual needs.</td>
</tr>
<tr>
<td>Imagination is blossoming.</td>
<td>Creativity should be encouraged.</td>
<td>➢ Allow the children to play and experiment. &lt;br➢ Use their ideas to create exciting sessions. &lt;br➢ Structure to encourage individuality and creativity. &lt;br➢ Sport provides an excellent vehicle for expression.</td>
</tr>
<tr>
<td>Language skills may be limited but are improving.</td>
<td>Children can’t make corrections to their performance unless they understand what is being asked of them.</td>
<td>➢ Use terminology that can be easily understood. &lt;br➢ Gradually introduce technical terminology.</td>
</tr>
</tbody>
</table>
### Emotional Development

<table>
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<tr>
<th>Basic Characteristics</th>
<th>General Impact on Performance</th>
<th>Implications for the Coach</th>
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<tbody>
<tr>
<td>Children like to be the centre of attention.</td>
<td></td>
<td>➢ Develop this characteristic.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Plan activities that guarantee success.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Always move from simple to more complex when teaching a skill movement.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Allow children to show their skills.</td>
</tr>
<tr>
<td>Children are developing their self-concept.</td>
<td>Children are sensitive and critical about their own performance.</td>
<td>➢ Provide positive reinforcement to build self-esteem.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Build on success.</td>
</tr>
<tr>
<td>Children feel secure with routines and structure to training.</td>
<td>Introduce change sensitively and gradually.</td>
<td>➢ Build a structure that is progressive but that maintains continuity.</td>
</tr>
<tr>
<td>Children feel safe in a secure coaching environment.</td>
<td>Children like things to be fair.</td>
<td>➢ Let coaching be consistent.</td>
</tr>
</tbody>
</table>

### Physical Development

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<tbody>
<tr>
<td>Proportional changes occur in bone, muscle and fat tissue</td>
<td>During peak growth adaptation is influenced by changes in body proportions</td>
<td>Monitor training carefully and individualise the content of training to ensure adaptation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chronological age might not be the most appropriate way to group players. Situations when fear, guilt or anxiety brought about by sexual development should be avoided.</td>
</tr>
<tr>
<td>Girls’ peak growth occurs between ages 12.5-14, Boys between 12.5-15. Girls attain peak growth velocity at average age 11, boys at average age 14.</td>
<td>Early in this phase, girls are faster and stronger than boys. This situation is reversed later on in the phase</td>
<td>Finer motor skills can be mastered. Introduce concepts of warm up, fitness (agility, speed, conditioning), stretching.</td>
</tr>
<tr>
<td>Smaller muscle groups develop</td>
<td>Speed, agility and co-ordination improve rapidly during this phase</td>
<td>Some learned skills may need refining/relearning.</td>
</tr>
<tr>
<td>Body parts do not grow at the same rate. The growth rate of the legs and arms will peak prior to that of the trunk</td>
<td>Changes in the centre of gravity, length of limbs and core strength will determine the content of training</td>
<td></td>
</tr>
</tbody>
</table>
Stage 4: Train to Train – Ages 13 to 15 girls and 13 to 16 boys

This is a critical stage of LTPD and is all about “Building the Engine”. Many of the important physical attributes and skills will be shaped in these next 4 to 5 years.

The window of opportunity to train stamina, speed, and strength exists during this developmental stage (refer to Trainability diagram and 10 Key Factors). In addition to maintaining the ABC’s, this is the time to consolidate specific cricket skills and to learn the basic tactics of the various playing formats. Identified players could participate in regional and provincial training programmes during this stage and are introduced to specialist skills coaching. They are also likely to take the important first steps into senior club cricket towards the end of this stage.

There is an increase in the number and duration of matches now being played. Although players will do their best when competing, the major focus of the cricket training is on tactical issues, specific physical conditioning and the introduction of the mental aspects of the game. It is absolutely imperative that the system remains ‘player-centred’ and to this end, matches should never outnumber practice sessions (recommended ratio of 60% training to 40% competition).

Many talented young cricketers are active and competent in other sports and this should be encouraged, especially codes that complement cricket (e.g. squash and hockey) but monitoring the levels of competition and involvement in these other codes is vital. There are clear indications though that at the end of this stage, the multi-talented boys and girls start to concentrate a little more on one specific sport. A leaning towards cricket is advisable should a player wish to specialise in this sport. Similarly, positional specialisation or specialising in a specific skill tends to begin towards the end of this stage.

### Mental and Cognitive Development

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<tbody>
<tr>
<td>The attention span gradually increases.</td>
<td>Children still get impatient if they have to listen or stay still for long periods.</td>
<td></td>
</tr>
</tbody>
</table>
| › Provide short and precise instructions.  
| › Devise strategies to ensure children are listening. |
| Children establish their preferred learning style. | Learning is through verbal, visual or manual means. Most children are doers. |  
| › Use a variety of learning styles to suit individual needs. |
## Emotional Development

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<tr>
<td>Children like to be the centre of attention.</td>
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<td>› Develop this characteristic.</td>
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<td>› Always move from simple to more complex when teaching a skill movement.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>› Allow children to show their skills.</td>
</tr>
<tr>
<td>Children are developing their self-concept.</td>
<td>Children tend to evaluate their performance as a whole and in terms that may be black or white (I was brilliant, or I was useless)</td>
<td>› Provide positive reinforcement to build self-esteem.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>› Children are likely to perform the actions again if they are successful and feel good about it.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>› Build on success.</td>
</tr>
<tr>
<td>Children feel secure with routines and structure to training.</td>
<td>Introduce change sensitively and gradually.</td>
<td>› Set and maintain high levels of expectancy, but be consistent with each child.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>› Do not let mood swings or personal situation change coaching behaviours.</td>
</tr>
<tr>
<td>Children feel secure when coaching is constant.</td>
<td>Children like things to be fair.</td>
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</tbody>
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## Physical Development

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<th>Implications for the coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some athletes will still be in Peak Growth Velocity, while others will be nearing full development</td>
<td>Co-ordination and fine motor skills will fluctuate</td>
<td>Specificity of skills training and repetition to relearn skills</td>
</tr>
<tr>
<td>Muscles and bones become stronger.</td>
<td>Improved strength and motor control</td>
<td>Can increase training loads, stress and duration of sessions.</td>
</tr>
<tr>
<td>A significant increase in red blood cells occurs — especially in boys due to the male hormone testosterone.</td>
<td>Aerobic endurance improves</td>
<td>Greater focus on longer duration exercise. Maintain some short duration high intensity training.</td>
</tr>
<tr>
<td>The central nervous system is almost fully developed</td>
<td>Agility, balance and co-ordination are fully trainable</td>
<td>Develop cricket-specific skills</td>
</tr>
</tbody>
</table>
Stage 5: Train to Compete – Ages 15 to 21± females and 16 to 23± males

If stage 4 was about ‘building the engine’ then Train to Compete is about ‘Optimising the Engine’. Players will enter the Train to Compete stage round the age of 16 for boys and about 15 for girls. During this stage, the focus is strongly on the mastering of techniques and the development of mental toughness. This is the phase where format specific cricket skills are enhanced in competitive situations, both from a technical and tactical perspective.

The progress of all identified cricketers in the provinces between the ages of 16 and 19 are closely monitored for further development. Regional and national talent camps are conducted throughout the year at a nominated centre of specialisation. Individually tailored physical and mental development programmes are an integral part of performance enhancement in most sports, and the young cricketers are gradually exposed to the principles of sport science and medicine. The players undergo regular physical and medical evaluations, visual skills assessments, fitness tests, psychological profiling and of course technique/video analysis. Furthermore, they receive personal, periodised training programmes to follow once they return to their respective provinces. The emphasis is solidly on individual preparation that addresses each player’s strengths and weaknesses (recommended ratio of 50% training to 50% competition). Players progress from here to clubs, tertiary or senior provincial/franchise cricket.

### Mental and Cognitive Development

<table>
<thead>
<tr>
<th>Basic Characteristics</th>
<th>General impact on performance</th>
<th>Implications for the Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brain has reached adult size (16 years old). Still developing neurologically.</td>
<td>Players understand technical requirements of sport.</td>
<td>➢ Make sure players understand why they are doing certain things.</td>
</tr>
<tr>
<td>Critical thinking becomes more important.</td>
<td>Players can make decisions about their training pathway.</td>
<td>➢ Allow players input. ➢ Reduce amount of feedback. ➢ Make players think for themselves. ➢ Develop awareness of performance.</td>
</tr>
<tr>
<td>They understand and accept rules, regulations, structures</td>
<td>Rules are seen in simplistic terms and must be clear and well defined.</td>
<td>➢ Coaches need to be fair because adolescents have a strong sense of fairness in making decisions. ➢ Make players part of the decision-making process.</td>
</tr>
</tbody>
</table>
### Emotional development

<table>
<thead>
<tr>
<th>Basic Characteristics</th>
<th>General Impact on performance</th>
<th>Implications for the Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical, mental and emotional maturity may not develop at the same time.</td>
<td>Players who look mature may not act it. Confusion or anxiety may arise.</td>
<td></td>
</tr>
<tr>
<td>Tension may arise between adults and adolescents.</td>
<td>Adolescents need help to cope with their physical and emotional changes.</td>
<td></td>
</tr>
<tr>
<td>Hormonal activity increases.</td>
<td>Players may experience mood swings and behaviour may change.</td>
<td>Communicate and accept changes. Hormonal changes are not an excuse for negative behaviour.</td>
</tr>
<tr>
<td>Social interaction between males and females are important.</td>
<td>Players want to form friendships. Allow them time to develop positive relationships.</td>
<td>Be aware that social events and social interaction are important. The coach can assist with facilitating this process.</td>
</tr>
</tbody>
</table>

### Physical Development

<table>
<thead>
<tr>
<th>Basic Characteristics</th>
<th>General Impact on Performance</th>
<th>Implications for the coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>The circulatory and respiratory systems reach maturity</td>
<td>These systems are generally capable of giving maximum output</td>
<td>Full cricket-specific energy system training should be implemented.</td>
</tr>
<tr>
<td>Increases in height and weight gradually slow down and stabilisation occurs in the muscular system</td>
<td>Muscles have grown to their mature size but muscular strength continues to increase reaching its peak in the late twenties</td>
<td>Strength training can be maximised to improve overall strength development. Neuromuscular training should be optimised during this phase.</td>
</tr>
<tr>
<td>Skeletal maturation continues in males and females</td>
<td>Connective tissues are still strengthening</td>
<td>Progressive overloading in training should be continued.</td>
</tr>
<tr>
<td>By age 17, girls generally have reached adult proportions, whereas boys do not generally reach such proportions until several years later</td>
<td>Proportionally, girls gain more weight than boys during this phase</td>
<td>Aerobic training for girls to be optimised. Coaches should be aware how to deal with weight gain and effect on figure.</td>
</tr>
<tr>
<td>Players are approaching full physical maturation</td>
<td>Increased number and duration of games.</td>
<td>Players should learn how to compete including all technical, tactical and ancillary components.</td>
</tr>
</tbody>
</table>
Stage 6: Train to Win – Ages 18+ females and 19+ males

By the time the players reach this stage they should have most of the capacities in place necessary to perform at a high level of competition. The focus now shifts to team dynamics and the maintenance of the physical attributes appropriate to a cricketer’s skill requirements as well as further development of match specific skills.

Identified, talented cricketers are prepared to meet the physical, technical and mental demands and requirements of the game at senior provincial, franchise and international level. The main aim is to assist the potential stars to make the transition from junior to senior cricket, from amateur to professional.

The selected players undergo intensive training in all aspects of the game and the structure and activities are not only confined to cricket skills. Comprehensive life skills training modules are incorporated into the player’s development programme that provides adequate access to the very best in Sport Science and Medical services as well as crucial technical equipment. The intent is to optimise the full potential of the individual and develop the complete person to produce a holistic professional international cricketer.

This is the final learning stage in the process to develop a seamless pipeline that the talented cricketers move through on their continual learning and improvement path to the Proteas. The focus is squarely on self-coaching and an “understanding of self”, and getting the players to accept that “winning is the science of being totally prepared” (recommended ratio of 25%-30% training to 75%-70% competition).

Mental and Cognitive Development

<table>
<thead>
<tr>
<th>Basic Characteristics</th>
<th>General Impact on Performance</th>
<th>Implications for the Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>The brain matures about 19-20 years of age.</td>
<td>Athletes are capable of: Self-analysis Correcting skills Refining skills Conceptualising all facets of their sport.</td>
<td>Establish competition and performance as the major objective.</td>
</tr>
<tr>
<td>Athletes are able to understand and accept the need for rules, regulations and structure.</td>
<td>Information processing skills are well developed. The athlete can visualise verbal instructions. Rules and structure have to be clearly defined and fair.</td>
<td>Implement principles of adult learning. Adults learn through experiencing activities. Athletes need to be involved in: Decision-making processes Planning of team or group activities.</td>
</tr>
</tbody>
</table>

28 LONG-TERM PARTICIPANT DEVELOPMENT PROGRAMME
### Emotional Development

<table>
<thead>
<tr>
<th>Basic Characteristics</th>
<th>General Impact on Performance</th>
<th>Implications for the Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletes have a need to be self-directed and independent.</td>
<td>Athletes are ready to assume responsibility and accept the consequences of their actions.</td>
<td>› Emphasise goal-setting to provide direction and purpose to the athlete's overall programme.</td>
</tr>
<tr>
<td>Self-actualisation and self-expression are important.</td>
<td></td>
<td>› Treat athletes as adults and with respect.</td>
</tr>
<tr>
<td>Major decisions on career, education and lifestyle are priority at some point in this stage.</td>
<td>Major changes in interest, hobbies and physical activities occur.</td>
<td>› Remember that the coach's direction and structure remain important.</td>
</tr>
<tr>
<td>Interactions with the opposite sex continue to be a strong priority. They want to develop long-term relationships.</td>
<td></td>
<td>› Encourage professional guidance for off-season and educational pursuits.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical Development</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Basic Characteristics</th>
<th>General Impact on Performance</th>
<th>Implications for the Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physiologically the body reaches maturity during this phase</td>
<td>Capable of full range of physiological stimulation</td>
<td>Most advanced physical training techniques and programmes to maximise adaptation and minimise injuries</td>
</tr>
<tr>
<td>Final skeletal maturation occurs at age 19-20 for females and approximately 3 years later for males.</td>
<td>Muscles fully mature and capable of large strength gains</td>
<td>Coaches should ensure that all muscle groups and body alignments are well balanced and complemented by optimum flexibility ranges</td>
</tr>
<tr>
<td>Performance capabilities and limitations</td>
<td>Limitations are determined by adaptation of the individual</td>
<td>State of the art testing and monitoring programmes to be used. Overtraining and overstress should be carefully monitored. Regular appropriate medical monitoring should be conducted, with additional blood tests for female players to prevent iron deficiency.</td>
</tr>
</tbody>
</table>
Stage 7: Active for Life – Enter at any age

Active for life describes the transition from competitive sport to lifelong physical activity, and this is based on the individual’s desire.

Any sport system should encourage participants to move from one sport to another with ease, and from one aspect of sport to another upon retiring from competition.

In cricket’s case, it is all about getting former players involved in the cricketing fraternity and structures in various other capacities, and recruiting them to either become coaches, umpires, match officials or administrators.

Active for life may thus either involve retired cricketers moving from competitive sport to:

› recreational activities such as running, swimming, hiking, cycling, golf, etc.; or

› a new cricket-related career in coaching, umpiring, administration or media work.

However, the key to retaining participants in a sport after they leave the competitive stream, is a positive experience in that sport and this is why it is essential for CSA to offer a clear pathway from grassroots to the Proteas.
STRATEGIC INITIATIVES

The concept of LTPD was already introduced to our cricket structures in 2005. As part of the Coaches Academy review process, the basic principles of LTPD were included in all CSA coach education material and have formed the foundation of our coaching philosophy.

The guidelines for the development of cricket in South Africa are contained in the CSA Strategic Plan and in particular determined by the framework titled “the Presidential Plan for Amateur Cricket”. The strategic plan is the product of the Annual CSA Conference and is presented to Affiliates/Associates and ALL other stakeholders during a national roadshow conducted by the CEO, while the Presidential Plan for Cricket Development ‘blueprint’ is the direct result of numerous stakeholder seminars and workshops, approved by the CSA Member’s Forum.

CSA STRATEGIC PLAN – 2011 TO 2015

VISION

Cricket South Africa aims to make cricket a truly national sport of winners played and supported by the majority of South Africans, building capacity and creating opportunities to unleash cricket talent in pursuit of excellence.

THE FIVE PILLARS OF OUR STRATEGY

› Excellence
› Development
› Transformation
› Sustainability
› Marketing

For the purpose of this document, we highlight only the first three pillars and the key focus areas of the CSA strategy:

Pillar 1 – Excellence:

› Winning teams
› Become world leaders in scientific and sports research
› Effective governance and efficient administration
› Capacity-building and skills development through High Performance Programme
› Strength vs. strength domestic competitions
› Elite youth programmes and schools of excellence
› Right people in the right jobs
› Ensure professional/world class event management
› Inculcate a culture of delivery

Pillar 2 – Development:

› Make cricket accessible to all
› Ongoing skills development through comprehensive training programmes for our players, officials and employees
› Ensure results-driven programmes
› Retain players at all amateur levels with emphasis on club cricket
› Create centres of excellence to link schools and club cricket
› Provide a clear path from grassroots to Proteas
› A holistic coaching programme
› Uniform development programme throughout the country
› Capacity building and create windows of opportunity

Pillar 3 – Transformation:

› Strive to make cricket a truly national sport
› Ensure unified transformation messages
› Leave a lasting legacy through sustainable initiatives
› Establish continual monitoring processes to ensure transformation at all levels of cricket
› Special focus on advancement of Black Africans
› Improve transformation in the umpiring sector
Use all available human and material resources in our pursuit of excellence
Ensure equity in employment and procurement of services

**KEY FOCUS AREAS OF THE OPERATION:**

**Focus Area No. 1: THE NATIONAL TEAMS**

- Define and maintain a winning formula (EQ)
- Inculcate a culture of responsibility and consistent professionalism
- Cultivate an understanding of the business of cricket
- Enhance and maintain strong and effective stakeholder relations
- Promote Protea brand and Proteas
- Commitment to pursue excellence
- Take pride in representing South Africa and recognize strength in diversity
- Establish an ethos of playing with Pride, Passion, Professionalism and Patriotism

**Focus Area No. 2: THE CRICKET PIPELINE**

- Develop uniformity in cricket
- Create opportunities by serving as a breeding ground for talent
- Ensure capacity building for cricket players, management, administration and facilities
- Promote mass participation
- Provide skills development and identify potential talent
- Ensure retention of players and administrators
- Establish partnerships with public and private stakeholders
CRICKET SOUTH AFRICA STRUCTURES

CEO

Cricket Business
- Commercial
- Brand and Corporate Relations
- Finance
- Human Resources

Cricket Pipeline
- Cricket Operations
- Senior Cricket
- Coaching Education
- Schools Cricket
- Franchise and HPC
- National Teams

Ages 6 – 9
Fundamentals

Ages 9–13
Learn to Train

Ages 13 – 16
Train to Train

Ages 15 – 23
Train to Compete

Ages 18+
Train to Win
Active for Life

Coach Education
- Mini Cricket
- Youth and Schools Cricket
- Senior Cricket
- Cricket Operations
- Franchise and HP
- National Teams
COACH EDUCATION AND DEVELOPMENT

You need qualified coaches if you are serious about producing talented cricketers, and to this end, CSA aims to coach the coaches to ensure they are suitably equipped to mentor the stars of tomorrow.

The CSA Coaches Academy framework contains the guidelines, recommendations and standards that coordinate and control the training, qualification and certification of cricket coaches in South Africa.

The LTPD concept as per the Canadian Sport for Life and ECB Model was introduced into the CSA Coach Education Programmes in 2005 and underpins the overall educational programme. In line with the principles of LTPD, the Coaches Academy has identified the following coaching roles and responsibilities, as well as skills required by coaches, for each of the stages of the player development. The curriculum at each of the course levels has been adapted accordingly to produce competent and efficient coaches for the system.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Roles and responsibilities</th>
<th>Skills (Coach)</th>
</tr>
</thead>
</table>
| FUNDAMENTALS (Ages 6-9 Boys and Girls) | › Teaching the ABC’s: Agility, Balance, Co-ordination and Speed;  
› Encouraging the children to move to the next stage with general athletic skills  
› Ensuring an atmosphere of Fun, Participation and Activity;  
› Early patterning of cricket skills: Striking, Catching, Throwing and Bowling;  
› Expand on the run / jump / throws of athletics and gymnastics. | › Understand growth, learning and development issues for youngsters at this stage;  
› Communication with the youngsters and their parents;  
› Organisation/planning using imaginative thinking;  
› Promoting a passion and an early love for the game. |
| LEARN TO TRAIN (Ages 9-13 Boys and Girls) | › Introduction of general physical conditioning;  
› Ensuring positive attitudes on and off the pitch;  
› Introduction to more cricket specific skills and making sure the children move to the next stage with appropriate competencies;  
› Monitoring of individual players “growth spurts”  
› Respect for the “SPIRIT OF CRICKET”; enhancing the history and traditions of the game. | › Understand growth, learning and development issues for youngsters at this stage;  
› Knowledge of how to train the physical attributes trainable during this stage;  
› Sessional planning as part of a broader training programme;  
› Understanding key body “patterns” required for cricket skills;  
› Communication with the youngsters and their parents |
| TRAIN TO TRAIN (Ages 13-15 Girls, Ages 13-16 Boys) | › Extend the emphasis on physical conditioning;  
› Monitoring “growth spurts”;  
› Assess and develop the appropriate skills;  
› Identify the needs for 20/20, 1-day and other formats;  
› Introduce technical / tactical skills;  
› Ensure players move to next stage with appropriate competencies;  
› Promote “Winning Mind” concepts. | › Understand the growth, learning and development issues for youngsters at this stage;  
› Clear knowledge of how to train the key physical attributes during this stage;  
› Annual, seasonal and session to session programming;  
› Detailed knowledge of technical and tactical cricket issues. |
<table>
<thead>
<tr>
<th>Stage</th>
<th>Roles and responsibilities</th>
<th>Skills (Coach)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRAIN TO COMPETE</td>
<td>▶ Introduce personally tailored technical, tactical and physical programmes;</td>
<td>▶ Understand the growth, learning and development issues for youngsters at this stage;</td>
</tr>
<tr>
<td>(Ages 15-21+ Female,</td>
<td>▶ Mentoring and guidance;</td>
<td>▶ Detailed knowledge of how to train physical attributes appropriate to this stage;</td>
</tr>
<tr>
<td>Ages 16-23+ Male)</td>
<td>▶ More advanced “Winning Mind” mindsets;</td>
<td>▶ Annual, seasonal and session to session programming;</td>
</tr>
<tr>
<td></td>
<td>▶ Further development of specialist cricket skills in 20/20, 1-day and other formats of the game;</td>
<td>▶ Detailed knowledge of ALL technical, tactical, mental and associated specialist cricket related issues.</td>
</tr>
<tr>
<td></td>
<td>▶ Ensuring that performers move into next stage with appropriate competencies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▶ Understand the growth, learning and development issues for youngsters at this stage;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▶ Detailed knowledge of how to train physical attributes appropriate to this stage;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▶ Annual, seasonal and session to session programming;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▶ Detailed knowledge of ALL technical, tactical, mental and associated specialist cricket related issues.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▶ High intensity individual and sport specific training; includes all year round activities;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▶ Proficient individuals now learn to perform skills under a variety of competitive conditions during training;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▶ Special emphasis placed on optimum preparation, training and competition;</td>
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</tr>
<tr>
<td></td>
<td>▶ Fitness and Recovery programmes;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▶ Psychological preparation;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▶ Technical (skill) development;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▶ ALL ARE INDIVIDUALLY TAILED TO A GREATER DEGREE IN THIS PHASE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▶ Emphasis on individual preparation addresses EACH athlete’s strengths and weaknesses</td>
<td></td>
</tr>
<tr>
<td>TRAIN TO WIN</td>
<td>▶ Maintenance of ALL physical capacities;</td>
<td></td>
</tr>
<tr>
<td>(Ages 18+ Female,</td>
<td>▶ More advanced “Winning Mind” mindsets;</td>
<td></td>
</tr>
<tr>
<td>Ages 19+ Male)</td>
<td>▶ Further development of specialist cricket skills in 1 day, 20/20 and all other formats of cricket;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▶ THE TEAM; focus on integration and group dynamics.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▶ Annual, seasonal and session to session programming;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▶ Applying detailed knowledge of ALL appropriate technical, tactical, mental and associated cricket issues in order to SUCCEED at the highest level.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▶ Mentoring and guidance;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▶ ALL of the athlete’s physical, technical, tactical, mental and ancillary capacities are now fully established;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▶ Focus of the training shifts to the optimisation of performance; the athletes prepare to “peak” for major competitions;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▶ Frequent breaks are scheduled and planned to prevent athlete “overload” or “burnout”.</td>
<td></td>
</tr>
</tbody>
</table>
CSA COACHES ACADEMY

The Coaches Academy is managed by the Manager: Coaching, Cricket South Africa in consultation with the respective provincial affiliates, and aims to:

› Keep abreast with the latest technical developments taking place in other cricketing countries in order to update South Africa’s coaching system;
› Monitor the criteria of the various coaching levels in order to maintain uniformity;
› Broaden the base by coaching new coaches;
› Supply quality coaches to the system.

The main objective of the Coaches Academy is to coordinate and control the training, qualification and certification of cricket coaches and the Academy offers the following coaching courses:

MINI CRICKET (FUNDAMENTAL PHASE)

This certificate enables coaches/teachers to coach Mini Cricket, the simplest form of the game, to children under the age of 10 years. This is regarded as the introductory level for both coaches and players and coaches need not necessarily have any previous cricketing experience.

ORIENTATION COURSE (PREPARATORY PHASE)

The objective of this course is to introduce aspirant coaches to the hard-ball version of the game and prepare potential Level I candidates. Topics include the most basic laws and terminology of cricket, the pitch measurements and technical dimensions, basic playing skills, etc. No evaluation or examination is necessary – candidates receive an attendance certificate only – and the only requirement is that a candidate must be at least 16 years of age to attend this course.

LEVEL I (BASIC SKILLS COACH)

The Level I course is designed to enable successful candidates to coach Basic Cricket Skills and to organise an effective practice/training session for junior cricketers. Candidates must be at least 18 years of age, have a sound understanding of the game and have either attended the Orientation Course or be in possession of a previous (pre-2005) Level I certificate.

LEVEL II (INTERMEDIATE SKILLS COACH)

A candidate must be 21 years of age to register for this course and either have held a revised Level I certificate (revised 2005) for at least 12 months or be a previously qualified Level II Coach. This serves as an entry level for first-class cricketers and a holder of this certificate should be able to coach any school or junior club side with confidence. The course covers all aspects of coaching and various teaching methods, as well as practice organisation and planning.

LEVEL III (ADVANCED SKILLS COACH)

Experienced and suitably qualified Level II coaches (revised 2005 course) are nominated annually by their respective Affiliates and need to be at least 25 years of age to attend this particular course.

The CSA Coaching Department reserves the right to invite or select individuals at its discretion to enable such candidates to become competent senior club, provincial youth and academy coaches. The course covers technical/tactical aspects of the game and includes more advanced topics and principles of sport science and medicine. Emphasis is also placed on skill assessment methods to assist the coach with individual technique analysis, error detection and fault correction.

LEVEL IV (HIGH PERFORMANCE CRICKET)

This is the highest cricket coaching qualification currently obtainable in South Africa and is mainly for professional, career coaches working within the national and domestic professional structures.
Attendance is by CSA invitation only. The emphasis and focus is mainly on team and individual game plans, analysing the opposition and different conditions, strategic planning and management, sports law and the use of technology. Successful candidates will be qualified to undertake cricket coaching at its highest possible level.

CLUBS AND CLUB DEVELOPMENT

Club structures that provide both training and playing opportunities for all age-groups are well-established across South Africa. The respective provincial affiliates/associates are responsible for the administration of club affairs at local and regional level as per the guidelines and minimum requirements contained in the Presidential Plan for Amateur Cricket.

THE CSA PRESIDENTIAL PLAN

Cricket South Africa is serious about cricket development. The blueprint for taking cricket forward and making it a truly national sport of winners, is the Presidential Plan, which CSA revived following the inaugural CSA Annual Conference in August 2009.

The aim of the Presidential Plan is three-fold:

- Provide clear pathways towards excellence
- Retain players at all levels and promote cricket as a sport of choice
- Uniform structures and programmes to promote talented players from mass participation to elite programmes.

CONFERENCE RESOLUTIONS

- Standard programmes countrywide
- Minimum activities
- Minimum human resources and salaries
- CSA to monitor implementation of programme
- Cash injection of R500,000 per affiliate to ensure implementation
- Non-adherence to minimum standards will result in reduction of funding

MINIMUM ACTIVITIES

KFC Mini Cricket:
- Schools’ League
- 3 Zonal Festivals
- 2 Regional Festivals
- 1 Provincial Festival
- 1 Provincial Seminar

Schools’ Programmes:
- Schools’ Leagues
- Regional Matches
- Schools Leagues for Girls’ cricket

Regional Training
- Provincial Squad Preparation

Club & Tertiary Cricket:
- Minimum criteria for a Premier League Club
- Use of Level II Coach
- Promotion League
- Feeder system in place (junior teams)
- Provide a service as Central Place Cricket Centres/Centres of Excellence
- National Club Championship

Provincial Cricket:
- Training and conditioning programmes
- Three-day and limited-overs competitions
- Province to have at least four women’s league teams to qualify for provincial competition.
- Women Provincial & Super 4 Competitions
- Rural Competition & Weeks

CSA is excited about what the future holds for cricket development in South Africa, following the revival of the Presidential Plan. There is a sustained cricket development pipeline in place with key activities aimed at getting the nation to play more cricket, and play it well. CSA encourages all stakeholders at every level of the game to do something today to shape TOMORROW!
LTPD AND WOMEN’S CRICKET

Although CSA acknowledges that girls generally mature earlier than boys, parallel structures are in place for girls and boys in the various age-groups and provision is clearly made for the development of girls’/women’s cricket in the Presidential Plan for Amateur Cricket. However, the girls’ structure is still in its infancy and the feeder system for senior women’s cricket is still in the process of being fully developed.

CSA WOMEN’S CRICKET DEVELOPMENT PLAN

To optimise women’s cricket development in SA, Cricket SA has decided to split the administration of Women’s Cricket in two parts i.e. Development and High Performance. It has assigned separate but appropriate management structures while at the same time creating working and planning documents for both legs, including Key Performance Indicators (KPI’s) for both the profiles.

The Development working committee will administer the development of women’s cricket and the various roles will include the following:

- Compile and monitor current player numbers;
- Determine and outline playing structures and competitions;
- Provincial visits to identify strengths and weaknesses and make recommendations for remedial action;
- Identify key people across the country and to include all stakeholders, namely: Schools, Clubs, Tertiary and Provincial structures in order to promote females in cricket.

High Performance regional coaches have been appointed to work in consultation with other coaches to monitor athlete development from grassroots to the National team, and to conduct training sessions at provincial level for selected players.

These regional coaches are also responsible for selecting the squads to represent the respective regions during the Super 4’s competition.

The regional Super 4’s takes place twice per season and the following regions take part:

- West Coast – Boland, Western Province
- East Coast – Eastern Province, South Western Districts, Border and Kei
- Central – Kwa-Zulu Natal, KZN Inland, Free State, Griquas, North West
- Highveld – Limpopo, Mpumalanga, Gauteng, Easterns, Northers

The Super 4 regional coaches are responsible for the following:

- provide administrative support to the National Coach and team in all areas of the players’ progress, both on and off the field.
- arrange regional training camps within the demarcated Super 4 regions.
- Identify and nominate players who could be considered for selection for the national training squad.
- report on the training programmes (fitness and conditioning) of players and monitor their progress and performance in the respective competitions (clubs, regional, IPT’s, Super 4, etc.).
- provide guidance to the coaches within the respective Affiliates and Associates on the Women’s Talent Acceleration Programme.
- together with the respective coaches of the regional/Super 4 constituents, finalise the respective regional training squads.
- each regional coach is assigned to matches in the Super 4 regional competition to observe and report on the available talent.
- to always work in consultation with the relevant amateur managers and coaching forums in their regions.
ensure that all players within the Regional Squads observe the work ethos and adhere to the recommendations for their personal improvements, both on and off the field.

The National Training Squad consists of:

› 20 players selected from the provincial and Super 4 competitions
› These players are prepared for international participation through:
   I. Skills specific training camps – batting, bowling, fielding and wicket-keeping
   II. Fitness and conditioning programmes
   III. Medical screening and evaluations
   IV. Nutritional guidance
   V. Life skills training

The National Team participates in Bi-Lateral series and ICC World Events such as the Women’s Cricket World Cup and T20 Championship. Qualification for these global events is based on international rankings and inter-continental qualification tournaments.

OFFICIALS’ EDUCATION AND DEVELOPMENT

Similarly to the club structures, the respective umpire/scorer associations take responsibility for the development and training of match officials. Appropriate resource material and manuals are developed and provided by the national office, in association with the International governing body, the ICC and other member countries.

UMPIRE TRAINING AND DEVELOPMENT

› There are 15 Umpiring Associations in our country. All are administered by elected officials serving in honorary capacities.
› Recruitment drives take place at local level via schools, clubs and the media.
› Former first-class players are prime targets.
› Each region is responsible for its own training and education programme.
› Training resources are provided and financed by CSA.

PRACTICAL DEVELOPMENT

› Umpires officiate in the local leagues.
› Exchange programmes with a number of other Full Member countries.
› Performances are monitored for nomination and appointment to junior national tournaments.
› Based on their performances at the junior tournaments, umpires are eligible for promotion to the select tournaments.
› Select Tournaments – CSA makes the selection from the pool of umpires that have excelled at junior level.

Members are carefully selected taking cognisance of their medium- to long-term future, and levels of commitment.

Select Tournaments – umpires are closely monitored at these weeks to identify those that have the potential for higher honours. 12 umpires are selected to gain entry into the Premier Select Tournament.

Premier Select Tournament – umpires identified here are invited to write the National Examinations and are then in line for appointment to CSA U19 Competitions.

Of our current 26 members on the National and Emerging Panel, 21 of them officiated in the finals of the Premier Select Tournament.

SUPPORT SYSTEMS

The National office provides the necessary support to the regions and coordinates national conferences for all the match officials – Umpires, Match Referees, Groundsmen and Scorers.

ADMINISTRATIVE RESOURCES

CSA is responsible for the standardisation of procedures and all guidelines and regulations relating to match reports, playing conditions, assessment methods and evaluation of officials, TV footage for training and evaluation and all disciplinary procedures.
HUMAN RESOURCES

The following positions and staff structure provides the necessary operational support:

› Manager: Cricket Operations  
› Cricket Operations Officer  
› Cricket Operations Administrator  
› Match Referees  
› National Panel Umpires  
› Emerging Panel Umpires  
› CSA Statistician  
› CSA Groundsmen Consultant

TRIALS AND NEW INITIATIVES

The following initiatives have been introduced recently in an attempt to further improve the overall standard of umpiring in the country:

› Skills transfer programme – senior umpires officiating with junior members.  
› Greater interaction by panel umpires at seminars.  
› Match referees now form part of the umpire selection panel.

LTPD FOR DIFFERENTLY-ABLED CRICKETERS

The respective associations/organising bodies (Blind, Deaf and Intellectually Impaired) are responsible for the development of their own disciplines within the disability sphere. CSA provides financial and other assistance with the staging of provincial and international events or competitions.

CODES OF CONDUCT: GUIDELINES FOR CRICKETERS, PARENTS, TEACHERS, COACHES AND OFFICIALS

An appropriate ‘Code of Conduct’ has been formulated by the governing South African Schools Committee.

The General Guidelines for Good Conduct define the behavior expected of schools administrators, managers, coaches, umpires, parents, spectators and even the media. In terms of this code, discrimination or prejudice in respect of race, religion or gender is not tolerated in any circumstance.

SOUTH AFRICA SCHOOLS CRICKET

Preamble:
The General Guidelines for Good Conduct are intended to establish a code of behaviour that will honour and preserve the Etiquette and Values enshrined in the game of cricket and in the concept of Sportsmanship.

Players
› Play according to the Laws of the Game, the SASC Cricket Board Code of Conduct at Cricket Tournaments, and the rules of tournaments or local leagues.

As an administrative body concerned with sport in school, SASC aims, through sport, to educate the child to appreciate the values of honesty, courtesy, consideration for others and self-discipline. These values are to supplement the qualities developed by dedication required to succeed in a competitive environment in which skills, perseverance and concentration are paramount.

Players are subject to school rules and to the rules laid down by the different tournaments and leagues. All those attending SASC tournaments, whether they are Administrators, Managers, Coaches, Umpires, Parents, Spectators or the Media, are expected to conduct themselves in a responsible manner and to remember that the tournaments have been arranged for the enjoyment and development of the children.

The General Guidelines for Good Conduct define the behaviour expected of all the above groups. Discrimination or prejudice in respect of race, religion or gender is unacceptable in all circumstances.
Apply fair play and be a good sport. Do not claim unfair catches, be prepared to walk if you know you hit the ball and a fair catch was made, refrain from excessive or ridiculous appeals, acknowledge the good play of others, both by your team mates and by the opposition; do not indulge in over-exuberant celebration in any way.

When given out by an umpire, do not linger on the field or demonstrate your dissatisfaction in any way.

Control your temper. Violence or verbal abuse towards officials or other players is unacceptable.

Deliberately taking unfair advantage of, distracting or provoking an opponent is unacceptable.

Do not protest or argue with an official. Your captain, coach or manager may query/discuss the matter with the official during an appropriate break or after the game.

Put the interests of the team before your own.

Do not be arrogant in victory, or surly in defeat. Be gracious towards your opponent, whatever occurs.

Disciplined behaviour is required, both on and off the field of play.

Adhere to the required dress code and ensure your clothes and equipment are clean when you begin a game.

Do not abuse equipment or facilities, and be prepared to assist with the covering / uncovering of the pitches etc.

Co-operate with the decisions of your coach and captain.

Play for the fun of it, not just to please parents and coaches.

Take the opportunity to make new friends and acquaintances. Respect all players, regardless of race, creed, gender or ability.

Parents

Remember that children are playing sport for their enjoyment and advancement, not yours.

Encourage your children to play to the rules and in accord with the etiquette of the game.

Do not shout at or ridicule a child for making a mistake or for losing a match.

Set a good example and acknowledge good play from all teams. Your child learns from your example.

Respect all players, administrators and officials with whom your children may participate regardless of race, creed or gender.

Support all efforts by administrators and officials to eradicate verbal and physical abuse from sporting activities.

Respect the decisions of officials and encourage your children to do the same.

Show appreciation for the time and effort of the teachers, coaches, administrators, officials, umpires, ground staff etc. and encourage your children to do the same.

Ensure that your conduct at the side of the field is in accord with the etiquette and the spirit of the game. Your children are required to abide by the laws of the game and to exhibit appropriate behaviour. Support them in their efforts and do not let them down.

Teachers/Coaches

Encourage children to develop a variety of skills, e.g. ensure that bowlers have an opportunity to bat during practice. Teach the full range of shots, bowling deliveries and fielding skills to every player. Remember that emerging players may develop different strengths at different stages of their development.

Give all children the opportunity to practice. Avoid over-playing the talented players and the early developers at the expense of others e.g. do not restrict all the batting opportunities to your top order.

Encourage players to think for themselves and to express their individual talents. Allow them to consider strategy and to make decisions. Instil in your captain the required knowledge and give him/her freedom to decide.

Protect young fast bowlers from injury by concentrating on correct technique and
not over-bowling them in practices and matches (refer to the SPOT programme and recommended bowling guidelines).

› Encourage children to develop skills in a variety of sports.
› Remember that children practice for pleasure. Try to make enjoyment the priority for each practice session, emphasising appropriate sporting behaviour.
› Never abuse a child, physically or verbally, for making a mistake or losing.
› Be reasonable in your demands on young players’ time, energy and enthusiasm.
› Teach your players the laws of the game as well as an appreciation of the history, the etiquette and the spirit of the game.
› Develop in our players respect for the ability of others and the decisions of officials.
› The safety of the children in your care is of paramount importance. Ensure that equipment and facilities are safe. Be sensitive to the dangers that could result if players are mis-matched.
› Maintain a disciplined atmosphere at all times.
› Heed the advice of qualified physicians with regards to injured players.
› Keep up to date with latest coaching techniques and the principles of growth and development of children.

Administrators/Officials
› Give all children equal opportunity to participate.
› Avoid self-interest or political agendas. Your role is to provide opportunities for the children.
› Where possible involve young people in planning, leadership and decision making.
› Ensure that laws, rules, equipment, length of game, training schedules, rewards etc. suit the age, ability and maturity levels of participants.
› Emphasise enjoyment and fair play rather than winning at all cost.
› Establish disciplinary structures and procedures.
› Be conscientious, objective and courteous when making decisions. Condemn unsporting behaviour and promote respect for all participants.
› Keep up to date with the laws and trends in the game, as well as knowledge of the growth and development of children.
› Set the example. Your conduct and your comments should be exemplary.
› Plan well ahead. Involve all role players. Strive for maximum efficiency.

Media
› Provide coverage of school sport.
› Be aware of the differences between sport at school level and the professional game.
› Refrain from highlighting isolated incidents of inappropriate behaviour.
› Be sensitive to the damage that can be caused to immature and inexperienced youngsters by the media attention.
› Focus upon honest effort. Do not place unfair expectations upon children.
› Be sensitive to the difficulties experienced by voluntary organisers and officials.
› Ask permission of coaches/parents/officials before interviewing children.

CRICKET COACHES IN SOUTH AFRICA

Preamble
The role of the successful coach within the game of cricket combines the functions of educator, mentor, role model, professional and employee. As such it is inherently rich in ethical values such as trust and respect, and in character-building potential. Since a sport like cricket is also a significant player in the wider South African society, the role of the coach must also be seen in the context of the needs of that wider society.

The primary ethical responsibilities of cricket coaches are to give of their best at all times in order to foster the long-term success of their teams and their individual members; to strive for the highest standards of service to the bodies that employ them; to promote the best interests of cricket, including the supporters of the game, its traditions and its values; to provide value for the sponsors and for the media, and in
general to benefit society by the quality of their professionalism as coaches and their commitment to the cardinal sporting principles of fairness and excellence at this time of fundamental change in South African society.

Core ethical values
This Code is based on the core ethical values that are the foundation of true and lasting success for all human activity: active concern for the well-being of others expressing itself in generosity of spirit and action; truthfulness and integrity; respect; fairness; responsibility, freedom and effort.

To these must be added the ethical values of sport in general and cricket in particular: fair play, loyalty, team spirit, friendship, honourable competitiveness, respect for the laws of the game and its officials, fitness and enjoyment, plus the shunning of all that is mean, dishonourable or vicious.

1. Ethical action principles for cricket coaches themselves
   › Strive for excellence and self-improvement in all aspects of coaching.
   › Practice the core values of integrity, truthfulness, trustworthiness, respect, responsibility, self-discipline, effort and active concern for the well-being and legitimate interests of the team and others, including opponents.
   › Be an example of integrity, dedication, loyalty and service to the team.

2. Ethical conduct towards the team and its members
   › Develop a deep, sensitive and respectful understanding of every player as a unique individual, seeing each one as a whole person and not just as a cricketer.
   › Foster the sporting and lifestyle skills and development of each player.
   › Understand, respect and accommodate cultural diversity and differences of belief.
   › Treat each player fairly and equally, shunning all forms of favouritism and all unfair discrimination on the basis of race, ethnicity, belief, language and sexual orientation.
   › Insist on the highest ethical standards of play, preparation and conduct.
   › At all times avoid abusive language or behaviour, substance abuse and sexual impropriety.
   › Be concerned for the safety and health of the players, paying special attention to the needs of injured and sick players.

3. Conduct towards employers
   › Render the best service to employers at all times, with loyalty, diligence, effective communication and reliability.
   › Understand and meet all contractual obligations.
   › Avoid all conflicts of interest.

4. Conduct towards parents for school-based coaches
   › Inform parents about this Code and about your expectations of the players.
   › Ensure that parents understand what is required of the players in terms of both cricketing performance and sporting values on and off the field.
   › Show appreciation for the support given by parents to the game.
   › Make it possible for parents to contact you to discuss problems and possible grievances.

5. Serving the cricket-supporting public, the sponsors and the media
   › Recognize the dependence of the game of cricket on its supporting public, its sponsors and the media, and value their role in maintaining the game on a sound financial and administrative basis.
   › Strive to provide the game’s supporters with enjoyment through the quality
of the team’s performances both as cricketers and as honourable human beings.
› Develop a relationship of trust and helpfulness towards members of the media.
› Provide value in terms of both cricketing performance and conduct for the sponsors.

6. Serving South African society
› Understand and appreciate the importance of sport in South African society, at this time when the country must overcome the injustices of the past, as a way of fostering the values of fairness, inclusivity, transparency and good faith, and as a way of building character.
› Understand also that in a democracy sport is an expression of every citizen’s right to freedom of association, and that freedom carries with it the responsibility to use it on ways that promote justice, equality of opportunity and the recognition and due rewarding of merit.

7. Serving the values and interests of the game of cricket
› Understand and promote the pivotal role of fair play, respect for cultural diversity, team-work and honourable competitiveness in making cricket the great international game it is.
› Carry out the vital role of cricket coach in ways that protect and strengthen the values and best interests of the game and all who are involved in it.
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ANTON FERREIRA
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