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| **RD** | **EW** | **RY D’O** | **SH**  | **JO**  |
| Sub-Themes | Themes  | Sub-Themes | Themes  | Sub-Themes | Themes  | Sub-Themes | Themes  | Sub-Themes | Themes  |
| 1. Challenges in the context
2. The Programme “on the floor”
3. A Learning Environment
4. An Individualised Approach
 | The Academy Environment | 1. Player Responsibility
2. An Individual Approach
3. Focus Area(s)
4. The Culture
5. Challenges to developing players
 | The Programme  | 1. The Programme
2. Challenges to the programme
3. White Ball Cricket
4. The varying role of fixtures
5. Selection/Progression
 | The CAG Environment | 1. Programme content

 (Gold Pathways/EPP)1. Programme Structure
2. Influences on the programme
3. Selection/Progression
 | The Programme | 1. (Reactive) Annual Planning
2. Sub-Programmes The ‘EPP’
3. Barriers to coach-player contact time
4. Managing player workload
5. The role of fixtures
 | The CAG environment |
| 1. Definitions(s) of learning
2. Measuring learning
3. Factors underpinning learning
4. How to learn
 | Learning  | 1. Aides to learning
2. The learning process
3. The role/importance of learning
4. Barriers to learning
 | Learning vs. Performance | 1. Definition(s) of learning
2. Assessing Learning
3. How to learn
 | Learning | 1. How to learn
2. Considerations that underpin learning
3. Definitions of learning
4. When to learn
 | Learning | 1. How to learn
2. Definitions of learning
 | Player Learning |
| 1. Approach to White Ball Cricket as a County (Macro)
2. The Culture (Macro)
3. Challenges to Nestedness
 | The Macro Organisation |  |  |  |  |  |  |  |  |
| 1. The role of practice
2. Off-Season Coaching approach
3. Early-season coaching approach
4. Summer Coaching Approach
5. General Coaching Approach
6. Assessment of Players
7. Approach to Skill Acquisition
8. Coach Intervention
9. White Ball Coaching
 | Coaching Practice | 1. Coaching Approach

(General) 1. Pre-Season Coaching Approach
2. Summer Coaching Approach
3. Approach to skill acquisition 1 – ‘discovery’
4. Approach to skill acquisition 2 – “black and white”
5. Factors influencing intervention
 | Coaching Practice  | 1. Approach to Skill Acquisition
2. Summer Coaching Approach
3. General Coaching Approach
4. Factors influencing PJDM
 | Coaching Practice | 1. Approach to Skill Acquisition
2. General Coaching Approach
3. Summer Coaching Approach (Micro)
4. Ownership of in-session DM
 | Coaching Practice | 1. Winter Coaching Approach
2. Summer Coaching Approach
3. General coaching approach
4. Approach to skill acquisition
5. Other factors influencing PJDM and coaching approach
 | Coaching Practice |
| 1. Developing contextually aware decision makers
2. Developing Self-sufficient players
 | Psychological Development of Players |  |  |  |  |  |  |  |  |
| 1. Performing in a game
2. Players Potential
3. Pyscho-Social Skills of Players
4. Player Roles
5. Game Selection PJDM
6. The Academy Context
 | Player selection and progression | 1. Preparing players for the next level
2. Creating opportunities for players
3. Monitoring and Assessing players
4. Characteristics required by players
5. Barriers to progression
6. Other
 | Player Progression |  |  |  |  |  |  |
|  | The Coaches Role  |  | Coaches Beliefs |  |  |  | Role of the Coach |  | Coaches Role |
| 1. Knowledge being ‘passed down’ from expert
2. Players creating knowledge
3. Co-creation of knowledge
 | Omniscient Authority  | 1. Knowledge being passed from expert to novice
2. Players generating their own learning
 | Omniscient Authority  | 1. Knowledge created by the learner
2. Knowledge passed down from expert to novice
3. MIsc.
 | Omniscient Authority | 1. Players creating knowledge
2. Knowledge passed from expert to novice
 | Omniscient Authority | 1. Players creating their own knowledge
2. Knowledge passed down from novice to expert
 | Omniscient Authority |
| 1. Learning can happen over time
2. Learning happens quickly
 | Quick Learning | 1. Learning happens quickly
 | Quick Learning  |  |  |  |  |  |  |
| 1. Learning ‘skill’ can be improved
2. Players are born with a set level of (learning) ability
 | Innate Ability | 1. Hard work is important
 | Innate Ability  | 1. Natural Ability
2. The role of hard work
 | Innate Ability |  |  |  |  |
| 1. A right and wrong way to do things
 | Certain Knowledge | 1. There’s a right and wrong way
2. More than one way of doing things
 | Certain Knowledge  | 1. Knowledge is changing
2. There is a right/wrong way
 | Certain Knowledge |  |  | 1. More than one way
2. Right and Wrong way
 | Certain Knowledge |
| 1. A range of areas required to be successful
 | Simple Knowledge | 1. Performance areas are linked
 | Simple Knowledge  |  |  |  |  |  |  |