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| 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 |  |  |  |  |  |  |