



POWERPLAY

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Introduction

It gives me great pleasure that I am putting pen to paper for this edition of the PowerPlay newsletter. This is the first under the new revised coach education structure!

We have just concluded an action-packed season that saw Cricket SA host two successful world cups in the ICC Women's T20 World Cup as well as the inaugural ICC U19 Women's World Cup. The performance of our Momentum Proteas was something to behold in this competition and I am sure you would have been proud on how far girls and women's Cricket has come in South Africa.

I also hope that the 2022/2023 season has brought lots of memories for you and everyone involved in your programmes, and that you have found some sort of fulfilment in the achievements of your individual players, teams and the growth of all the people that you were able to have a positive impact on in this season. After all, I guess that it is this emotional reward that we all strive for in this game!

I am sure there are many of our stakeholders across the country who have asked themselves how the CSA coach education office will function moving forward with the introduction of the centralized coach developer positions.

Our office conducted Member Roadshow meetings in November, December 2022 and in January 2023 to take our Member Cricket Services Managers, Pathway Programme

drivers and Chairpersons of schools (primary and high schools) and Member Pipeline Committee Chairperson on the new Coach Education strategy.

The rollout of the coach education programmes will be driven by our team of coach developers in conjunction with the newly formed coach education committees at each Member. The primary responsibility of the committee is to identify the coach education needs of its region and collaborate with the assigned Coach Developer to come up with the Coach Education Annual Plan/Programme that will seek to address these needs.

The functioning of the coach education committee will be governed by the Terms of Reference that were approved by the CSA Pipeline Committee of the Board. These Terms of Reference has been shared with the Member Cricket Services Managers.

The scourge of children and women abuse in the country is something that Cricket SA is taking seriously and therefore seeks to ensure all its participants in the game of Cricket are safeguarded from harm and abuse. In this regard, a Safeguarding Policy was approved by the Board.

The CSA Cricket Services business unit is in the process of rolling out a project to implement this policy. The first phase of this rollout was conducted in the 2022 off-season where all Member employees working with children and vulnerable adults were screened, trained on Safeguarding Awareness Certificate and Designated Safeguarding Officers.

Phase 2 of the rollout will include our major stakeholders (schools, clubs, private academies etc.). We urge and encourage all stakeholders to join hands with Cricket SA by ensuring that every coach, administrator, volunteer etc. working with children and vulnerable adults is properly screened before they get employed and are trained on safeguarding awareness practices.

Communication related to this rollout will be communicated to you in due course via our Member offices.

We will also be measuring the level of compliance of each Member moving forward according to each pathway programme. Programme/Pathway drivers will in turn be able to manage and influence the level of compliance in their constituencies.

The above developments beg the need to get our coaches completing the mandatory training (coaching levels) and Safeguarding Awareness. Coach Education recognized the need to make changes in its course registration processes. For our office to ensure that we get coaches that are properly accredited, a course fee structure will be introduced with a minimal fee payable for each course a coach is registered.

The below course fee structure will be applicable for course registrations going forward:

- Level I – R750 (includes Safeguarding Awareness Certificate)
- Level II – R1 200 (includes Safeguarding Awareness Certificate)
- Level III – R5 000 (includes Safeguarding Awareness Certificate)

There will also be a bursary element that the registration process will include that will be applicable only to coaches that cannot afford the course registration fees.

Please contact your local cricket office on the process to register for coaching courses.

I hope that you will enjoy what the Coach Education team has put together for you in this Newsletter and we use this platform to provide coaching content and updates in the coaching space.

I am pleased to introduce to you, nine coach developers that were appointed to service coach education needs of all our Members. Please see the list of our coach developers on the back page of this newsletter

Enjoy a well-deserved break, recharge your batteries, sign up for coach education/development programmes in the off season.

Coach Education office
Gift Mathe



The 10 Golden principles for coaching Children: Introducing the ICOACHKIDS pledge.

Sergio Lara-Bercial et al., 2022.
[Forum KIND Jurgend Sport 2022:3:154 -160.](#)

The 10 Principles Identified are:

1. Be Child centered
2. Be Holistic
3. Be Inclusive
4. Make it Fun and Safe
5. Prioritize the love for the sport over learning the sport
6. Focus on foundational skills
7. Engage parents positively
8. Plan progressive programs
9. Use the difference methods of learning
10. Use competition in a development way

The ICOACHKIDS pledge:

"The ICK Pledge offers guidance to support coaches in creating youth sport environments that put children first. Each of the 10 principles are underpinned by the acknowledgement that one size does not fit all, and instead affords coaches the opportunity to consider how they are already fulfilling them, while also planning for how they may achieve it in their given context".

"The vision of ICOACHKIDS is a world where every child has access to positive sport experiences that foster a love of sport, play and physical activity".

Introduction:

The International Coaches Federation defines: "Coaching as partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential".

The International Council for Coaching Excellence (ICCE) has defined sports coaching as: "The guided improvement of sports participants in a single sport at identifiable stages of participant development" (ICCE, 2013, 1.2, p. 14).

These definitions that defines Coaching and sport Coaching, as stated above, will assist to understand the role and responsibilities of the coaches in terms of working with children, or for any player at any age and level of participation.

Coaches working with children need to understand the importance they play in the sport development of children. The environment they create plays an important role in attracting the kids and create life long participation, healthy life style in adulthood. Creating an Environment where children should feel psychological safe and physical safe should be high on the priority list for coaches. It is therefore suggested that coaches working with children upskill themselves in this area by ensuring the get the necessary qualifications or certification in this regard.

In this article the focus will be on the following topic:

Principle 1: Be Child centered

Youth coaches should always have the best interest of the youth sport participants as a priority at the center of their coaching practice. Important to remember coaches should tailor the coaching programs to the specific need of the participant keeping the Long-term Player Development (LTPD) in mind for the specific age group and the physical and biological development of the bespoke youth player in mind. Also keep in mind what the child wants to achieve through participation in the sport. " *The United Nations Convention on the rights of the child clearly states that in all actions concerning children, the best interest of the*

child should be a primary consideration. With the Education of the child being directed to the development of their personality, mental and physical abilities to their fullest potential” (United Nations,1990).

The authors identified the following four elements that are aligned with the rights of the children using the model of Lundy, 2007. They are:

- Space: Inclusive, safe opportunities to form and express their views.
- Voice: Facilitation of the expression of a child’s view
- Audience: Listen to the view of the child
- Influence: Act appropriately on the view being expressed

Keeping in mind the developing nature at the different stages of the children in mind, physical and biological development.

Practical implications for the coach as identified by the authors:

1. Coaches should see the world through the eyes of the child. It is very different from those of the adult.
2. Find the motivation of the child for attending the sessions:
 - Why are they here?
 - What do they want out of it?
 - What do they like /dislike?
 - What kind of experiences have they had before?

3. Determine the developmental age and stage of the child. This will assist the coach in deciding what the child’s needs are and to develop the training sessions to appropriately maximize learning and enjoyment.

Environment

Coaches should create an environment where the youth player can feel psychological safe and physical safe. An environment that is: Safe, Inclusive, Failure is seen as part of the learning process, Fun and where Rapport can be built (CSA L1). An environment that is calm, positive and intellectual.

In conclusion

Cricket coaches should be familiar with the LTPD (Long term Player development) specifically for cricket players. Understand the 7 stages of the LTPD, Understand and know the Mental and Cognitive -, Emotional – and Physical development aspects for each stage as well as the roles and responsibilities for the coach at each of the stages for Cricket players. Understand the definition of physical literacy and the building block of physical literacy. Use all this information to develop and assist the bespoke player. These articles that will follow on working with children can be used in conjunction of the coaching articles on the importance and guidelines on planning for the coach, see point 8 of the 10 Golden Principles for coaching kids.



Coaching Children? Make it Memorable... Think Like a Kid!

By Pete Sturgess

An engaging coach can inspire a child for life, and specific techniques ensure you can have a positive impact on a child at a potentially key point in their development

Cast your mind back to when you were at school (tricky when you are as old as me!) and I can guarantee that you could name the teachers that inspired you, held your attention and made the subject come alive. Why is it that you can remember these individuals so many years later, what was it about them that has left this lasting memory?

The reasons for these people having such a positive impact upon you are many and varied but I want to propose that it might have been because of a real passion for their subject and a unique way to bring this knowledge to life for the young children in the classroom.

I have been privileged to observe many coaches and I am seeing more and more who have the ability to connect with the children they coach so that there is a real energy and enthusiasm surrounding the whole session.

Is it the **activities they plan**, the **language they use** or just their **genuine enjoyment** of working with young people? It is probably a combination of all of these things so let's have a closer look at each one.

The importance of playing

Play is a very important part of childhood and the **creativity, exploration and imagination** that it involves is so crucial to the development of each individual child.

It is a mechanism for understanding how the 'world works'. Unfortunately, as we get older we play less and probably in a different way. The freedom and spontaneity is lost and we become more reserved and self conscious.

I mention this because when coaching for young children takes on a more "playful" approach, the session seems to take on a new and exciting dimension.

This does not mean that the activities are compromised or just "time fillers" with no improvement or development taking place. On the contrary, the session is **planned so that the kids feel like they are playing a game that they themselves might have devised** and all the "adults" are doing is guiding and shaping behaviour whilst offering some advice and encouragement when it might be needed.

This is a real skill and it requires a deep knowledge of the subject (in our case, our chosen sport) but it also requires an understanding of kids and the world that they inhabit!



Why? Because for most of us we become involved in coaching when there is a 10 or maybe 20 year gap since we were that kid!

Most coaching courses look at the sport (and this must still be the case so that 'subject knowledge' is developed and improved). However, what must run alongside this (and depending on the level might take precedence) is a **growing understanding of the developing child**.

It is only in this way that we will get those 'teachers' we all remember – they knew their subject but they also knew me!

Positive communication is a prerequisite for all children's coaches

Communication is key

In observing coaches I listen as much as I look. What words and phrases does the coach use to connect with the children; is the terminology appropriate; have they found a really good way to explain a difficult tactical concept?

I saw a young coach recently who during a drinks break used a tactics board and encouraged the group to write down their ideas and 'solutions' to try to solve the problems posed. I looked at the faces of the children and saw the 'magic'.

Some cynics might say this has nothing to do with coaching – for me it has everything to do with coaching.

It is a coach who is **willing to bring the sport to the child**. A coach who is demonstrating that **learning new things can be exciting** and working through problems in a relaxed way can be fun without the perceived urgency that "the kids must get this now".

Being a coach of young children comes with a great responsibility. You are working with the child during the most rapid periods of development and this is not just physical as issues relating to self esteem, motivation and confidence are inextricably linked to everything you do and say to the young player.

If our coaches know more about how to **use praise and encouragement effectively** and plan sessions with the 'magic ingredients' to keep kids motivated and begging for more, development will happen and in an environment that is supportive and reflective of all the issues relating to young children growing up.

All in the planning

In planning the session I always think 'if I was in this activity, would I want to play?' If the answer is no, I look to refine it so that the response is a more positive one.

I look at the session and I will try to be **innovative in the way I mix activities together** (I don't want the kids to know what might be coming next – I want them curious and eager to see what has been planned).

I want them involved in the session so they have to have some **ownership and choice** and they have to feel that the session has been put together with them in mind.

Some final advice

Many inexperienced coaches find themselves working with the youngest children. My advice – think like a kid!

Ask yourself some questions: why do they come? (to have fun, to be with their friends); what would they like to be doing? (playing games, scoring goals (as my sport is football and Futsal)); what do they need from me? (encouragement, praise and advice and help in a really positive way).

I am sure that by remembering the teachers from our past we will get an insight into what might be needed from us if we decide to coach our young children.

Make sure it is you they are talking about in the future as the one person who made sport 'special' for them.

Preparation for Coaches 1

Source: [Successful Coaching, 4th ed, R Martens, 2012.](#)

“Setting the goal is not the main thing. It is deciding how you will go about achieving it” -Tom Landry, NFL Football coach

One of the 6 key fundamental skills a coach should possess according to the International Sports Coaches Federation (Versio1.2), International Council of Coaching Excellence, Long Term Coach Development by SASCOC, is the ability to **plan** for training and competitions amongst other essential skills.

“You succeed not by Chance, but by Preparation. Planning without Action is futile, and Action without planning is fatal” - R Martens (2012).

In Coaching Effectiveness, Intrapersonal skill underscores the value of evaluating your season in the pre-season, in season and off-season, Cote et al., (2009), a process called Reflective Practice. This process will assist a coach in the planning for the next game, next format of the game and even the new season. A plan for the season ahead will allow a coach to keep on track and sort out what is important or what is not important. It is referred to as Instructional planning. Instructional planning is thus an investment for the future.

Martens 2012, identifies 6 steps of instruction planning:

1. Identify the skills your Athletes need
2. **Know your athletes**
3. Analyse your situation
4. Establish priorities
5. Select the methods for teach
6. Plan practices

According to Martens (2012) to be **effective the instructional plan** must address each of the following skills in each phase:

1. Technical
2. Tactical
3. Physical
4. Mental (Psychological):
5. Communication
6. Character

Each one of the 6 steps will be discussed individually over the next few months. Although the season has already started there might be information in each step, you as the coach can identify. Apply the information to your current program and planning. One of the essential parts of Leadership (as stated in the Book Legacy on the New Zealand Rugby’s Success) is that the coaches plan, adapt and refine the culture in the team and processes constantly. A process of **Evolving and being Flexible** as the season progresses, allowing for adaptation. Jon Gordon and Mike Smith in their book, Winning the locker room first, identifies that a coach should guard against **complacency** while being consistent in all the coach does. Echoing the sentiments expressed in the book Legacy.

Know your athletes.

To determine what you are planning to teach your players the coach have to know what his players already know. How do they learn, how do they process the information presented to the players and how much can be taught at one specific time.

Answer the following questions as this will assist you in planning what you are going to teach the players:

1. How old are the players
What is development rate regarding:
 - physical development, psychological development and social maturity
 - Chronological age vs. biological age
2. How much experience do the players have in the sport?
To what have they been exposed to in the sport?
3. How well does the team know each other?
Do they work well together as a team?
4. How well do they accept responsibility?
5. How have they been taught in the past?
Instructional
Problem solving through game-based situation, stretching their thinking.
6. What is the present skill level of the player/s:
Ito: Technical -, tactical -, physical -, mental -, communication – and character development skills?
7. What is the player/s capability level:
Ito: Technical -, tactical -, physical -, mental -, communication – and character development skills?

Although you might know the players from previous coaching seasons it is important to evaluate them again at the start of the off-season/ pre-season. To follow some guidelines to assist the coach in this process:

1. Allows the coach to establish each player's level of entry at the current start of season (Winter Season/ Pre-Season). This allows for bespoke programming and early successes.
2. Establish the improvement made by the player the previous season.
3. Help to identify the players you want in your group for this current season, not all can be kept and not all will fit into the planned game plan for this current season.
4. Group the players together according to their: knowledges, skill levels and mindsets. Allows for safe and organized practises.

Not all skills the coach identified can be evaluated. Do an exercise where the coach identifies *the essential skills* needed to fit the plan for the current season. Evaluate these essential skills through proper evaluation processes (Scientific based).

Evaluation can be done in a formal situation (physical, psychological) and also through game sessions to evaluate those skills identified in game situations.

In this situation you can make use of the skills matrix as explained in the first article. Adjust to the essential skills the coach want and the outcome will give the coach a profile on which decisions can be made. Please remember this one

tool in the toolbox to help the coach. The "Gut" of a coach can be used as an evaluation tool, as part of the essential skills or a separate evaluation tool. Research has been done on the "Gut" of a coach as a tool in talent identification. It is one of those things that falls under the word Tacit. You are aware of the phenomime, but it can't be described or researched in full. But this is a discussion for a later stage: The "GUT" feeling of a coach.



Preparation for Coaches 2

Source: Successful Coaching, 4th ed, R Martens, 2012.

“Setting the goal is not the main thing. It is deciding how you will go about achieving it” -Tom Landry, NFL Football coach

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Identify the skills your Athletes need

There is different demand on the skills of the cricket player in the modern era with the game evolving into different formats over the last couple of years. The following information will always be focussed of the game of cricket with its different formats.

First exercise is to identify what is the essential skills are needed to be competent in each format: Write them down.

Where do you get this type of information?

1. Your experience as a player in the different formats, coach at the level in the different formats.
2. Read research articles, books and attend specific courses
3. Attend the regional coaches' forums, webinars, refresher courses coaching Conferences etc.
4. Listen and ask questions from more experienced coaches
5. Observe the sport from a different perspective (what do I pick up from these coaches and players I am observing)

Identification of skills needed by the players.

Skills needed	E.G. T20			
	Batting	Bowling	Fielding	Wicket keeping
Technical				
Tactical				
Physical				
Mental				
Communication				

The skills needed for each of the disciplines can also be divided into certain phases of the game as required by you the coach. E.g., overs 1-6, Overs 7 to 15, Overs 16 to 20.

On a Micro level, E.g. (Rating out of 10, 1 being poor and 10 being excellent)

Construct	Batting: Tactical			
Sub constructs	Ideal	Coaches score	Rating of player by Coach	Identified aspect to work on

Example of a Skills Matrix:

COACH	Name: Fred Smith									
	Score	Score	Score	Score	Score	Score	Score	Score	Score	Score
Technical Knowledge			Communication			Preparation - game				
Fast bowling	2	3	Player involved decisions	5	7	Players contribution to plans	8	2		
Swing bowling	2	3	Self Presentation	5	8	Evaluating matches	8	2		
Leg spin	2	3	Principles	5	8	Utilizing performance measures	8	2		
Off spin	2	4	Approachability	5	9	Post match analysis	8	2		
Fielding	2	4	Feedback	5	9	Getting players ready to play	8	2		
Keeping	2	4	Communication to a group	5	7	Letting players play	8	2		
Batting	2	5	Communication with individuals	5	7	Relationship with captain	8	2		
Skill acquisition	2	5	Ability to listen-players	5	8	Managing support staff	8	2		
	5	4	Ability to listen-coaches	5	8	Effective warm-ups	5	7		
	21	35	Equality	5	8					
	Max	90	Uniting a team	5	5	Effective recovery	5	2		
Total %	23	39	Working within a structure	5	8	Evaluation of opposition and	5	2		
Teaching Ability			Written communication skills	5	7					
Fast bowling	2	5	Verbal communication skills	5	5				Total %	84
Slower Balls	2	5							Max	120
Swing Bowling	2	5								70
Action Efficiency	2	5								20
			Total %	70	104	Technology				
Leg spin	2	5				Use of Computers/Softwares	2	5		
Off spin	2	5	Attitude			Use of Video Capture Software	2	5		
Keeping	2	5	Punctuality	2	3	Use of Video Capture Hardware	2	5		
Batting Against Pace	2	5	Maintaining Personal Standards	2	3	Use of CricketAnalysis Software	2	5		
Batting Against Spin	2	5	Maintaining Team Standards	2	3					Total %
Fielding General	2	5	Work Ethic	2	3					40
Situation Specific Field Placing	2	5	Input to Team Decisions	3	3					20
Throwing Technique	2	5	Holistic approach	3	3	Preparation - training				
Catching Techniques	5	5	Role Model ability	2	3	Lateral Thinking	2	5		
			Ability to earn respect of players	2	3	Planning training sessions	2	5		
			Honesty with self and players	5	5	Training session length	2	6		
						Evaluate training sessions	2	6		
						Cater for individuals	2	6		
						Flexibility at training	2	6		
						Variety at training	2	6		
						Nets v games at training	2	6		
						Annual Year Planner	2	6		
						Future 4 Year Planner	5	6		
						Periodisation	2	6		
						Performance Analysis-Team	2	6		
						Performance Analysis-individuals	5	6		
						Tracking Performance	5	5		
										Total %
										37
										81
										Max
										140
										140
Total %	60	33	Total %	50	50	Total %	26	58		

Matrix Summary	Coach	Trainer
Technical knowledge	23	39
Teaching ability	22	50
Mental Dev.	60	33
Communication	50	74
Attitude	26	32
Tactics	50	50
Prep. Game	70	20
Technology	20	50
Prep. Training	26	58

Communication

Facilitative coaching

Debrief meeting - quality of debrief meetings

Feedback - Is the coach able facilitate key learnings with the player/team

Communication with individual - Is the coach able to have tough conversations with players and make decisions although the player has a different point of view

Mental Development

Decision making - Does the coach provide the player with all necessary tools for them to be able to make own decisions in the game

Preparation game

Relationship with captain - Does the coach allow the input of captain in decision making. Does the coach allow the captain to run the team when game has started.

Ratings

1= Coach execution of the KPI is not satisfactory and the coach will require development

2= Coach execution of the KPI is below average and rarely meets required standards

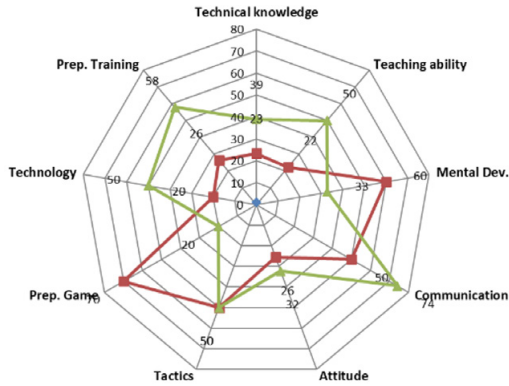
3= Coach execution of KPI is satisfactory and sometimes meets required standards, but will need monitoring and further development

4= Coach execution of the KPI meets required standards regularly. The coach rarely requires supervision/assistance when executing this KPI

5= Coach meets and exceeds required standards always.

Action Plan fields for a one to one meeting with the coaching manager

Coaching Summary



The areas with the biggest discrepancies are the areas that needs attention or upskilling in. The player can also rate himself on the matrix which will allow the coach an insight into the mind of the player. Keep in mind that this is mostly subjective and discrepancies between the perception of coach and the player might/ will exist. Thus, the benefit of this exercise is that it can be used as a starting point for a discussion and development of the player development plan. This can also be used as a tool in the toolbox of the coach to align the team to a common goal.

If you as a coach don't feel you have all the necessary knowledge of a certain aspect you can always make use of the services professionals in other disciplines for example a Sport Psychologist, Trainer for Physical preparation, a nutritionist to assist with the dietary requirements for a specific format of the game to find your winning edge.

In an ever-changing environment it is those who adapt to change the quickest that have success in all they do.



Q AND A | DINESHA DEVNARAIN

Full names: Dinesha Devnarain
Nickname: D
Date of Birth: 12th November 1988
Birth place: Springs, Johannesburg
School Attended: Jhb – Springs primary DBN – Chatsworth High
Club: Chatsworth Sporting
Coaching Qualification: CSA Level IV
Playing Career: International Cricket – 2006-2016

1 Where did you learn to play cricket?

Actually a lover of soccer as a kid but the World Cup 1996 sparked an interest in me and the neighborhood so we started off with chalk lines as wickets on walls to craved out bats from the carpenter and yes still bitten by the love of the game. Moved to durban in 1999 and furthered the love of the game.

2 What motivated you to become a coach?

The most obvious reason would be the passion for the game but I have a strong desire for people relations and player growth, not just on the cricket field but in life too. To inspire and impact lives through sport makes me believe I have found my purpose in life.

3 Which coach inspired and had an influence on you as a player and why?

I've had the privilege to be coached by many good coaches but one that stands out to me is Sakhele Simon, he was honest, great thinker and he cared beyond performance and that's always something that stood out for me.

4 What is your strength as a person and a coach?

I would like to think being practical, analytical and maintaining good relationships with stakeholders is something I hold in high regard. Every coach reads and thinks of the game in different ways but I think my compassion, perspective and empathy in people counts as a strength.

As a person, well my values or strengths don't stray away from me as a coach, they similar but I always strive to become the best version of myself and to always remain grounded.

5 What do you think is your purpose in the South African cricket landscape as a coach?

My purpose in South Africa is to make sure that the system and pipeline is improving each season with regards to Women's cricket, to identify, monitor and place interventions in place to produce the next Protea and make South Africa a winning nation.



6 What are your ambitions with regards to South African cricket?

To build a strong, healthy and prosperous relationship in creating a pipeline to provide the High performance environment with players that's honest, hungry for Protea selection, a high work ethic and players that wants to embed the brand of culture of the Protea women.

To ensure that Members are assisting Cricket SA in providing quality players to the High Performance space and vice versa that when players are back to provinces that we all on the same page for player excellence and that they keep improving each year.

7 What is your coaching Philosophy?

The 1% coaching mindset

1. I believe that good people/human beings make great cricketers, I value the person first then the cricketer, I will always look out for your best interests even when that may be something a player does not want to hear or admit. I cannot expect to bring out the best in you if I do not know you on a level for you to be at your best. I will take care of the human element first then the outcome-based performance.
2. I strive on marginal gains, I want us to be better humans, better cricketers, better custodians to the game each day, each practice session, each match each encounter, each lecture etc. by 1%. If it is more than that it is fantastic, but my focus is that we're better than the day before.

3. Combining point 1 and 2 to develop elite cricketers in an elite coaching environment.

8 How does it feel to be part of the SA U19 team?

It was definitely one of my highest honors as a coach, it was a lot of "firsts" tournament and to coach our future stars made it a very humbling and hungry to be one of the best nations in the world. It was a great understanding of where girls cricket is staged at a global event and that gives us as a nation some perspective of where we are as a country.

I was and truly am blessed and privileged to be part of the SA U19 team.

9 Where do you draw your inspiration from?

From life, from the good and the bad, the relations that's really close to me heart including my relationship with God. Nothing in life is guaranteed, not even tomorrow apart from death so being present and fulfilling your purpose inspires me to become a better person each day.

10 How would you like your players to remember you of?

A coach that cared about the person more than the athlete. A coach that was honest even though its something they dint want to hear only for the betterment of them. A coach that made them the best version of themselves.

A coach that lived a life that's worth emulating in others.



Coach Developers



ANDRE DU PLESSIS

Born in Port Elizabeth, I started showing interest in sports from a very young age. Being part of a sporty family, I was quite active in football and Cricket.

Unfortunately, due to an injury while playing football, I concentrated more on Cricket and that is where my passion started, and I never looked back since. Coaching and the love for the game has become part of my life which I share today with my beautiful wife Lucencio and two stunning children Zea and Josh.



DUMILE SKADE

I am Dumile Skade born and raised in Duduza township. I played cricket since I was 9 years-old under Coach Douglas Sibali who is the founder of Duduza Cricket Club. I have been involved in most if not cricket structures; I basically came through cricket ranks. I worked for 3 different Affiliates namely, Easterns Cricket, Limpopo Impala Cricket and Central Gauteng Lions as a Coach Manager. In 2020 I was named Coaching Manager of the Year by CSA and in 2021 nominated one of the Finalist by Gauteng Sports Wards for 'Online Virtual Sport & Recreation Programme of the Year'.

I think outside of the box in times of rapid change, developing new initiatives and strategies to drive tangible results because I always look for opportunities to affect change wherever I am involved.

I also have a passion for teaching, training, and mentoring others in organizational improvement tactics. I am devoted to my own professional growth, allowing me to stay ahead of industry trends. I am currently looking after 2 affiliates in the new coach education structure namely Central Gauteng Lions and Limpopo Impala Cricket.



FINLEY BROOKER

Born in Kimberley 1972, and a former Griqualand West cricketer from 1992 – 1999, I moved to Pretoria to play for the Titans 1999-2002. I then took up a position at the titans as black cricket coordinator in 2002-2004. Started a cricket academy in 2007 – 2017. In this period, I had a coaching stint in Northland New Zealand in 2009. I moved back to Kimberley in 2017 to take up the appointment of Coaching Manager at Northern Cape Cricket. In 2022 I was appointed as CSA Coach developer for the Central region. My coaching qualifications include a level 3 certificate. Married with two children.



GARRY HAMPSON

I grew up on a farm in KwaZulu Natal where any outdoor activity or sport, and cricket specifically, took up most of the time that I and my three brothers spent doing. We played everything

we could and spent hours playing test matches on the front lawn and this progressed into a life in cricket. I played representative cricket at different levels from the age of 12 and then represented Northern, the Titans and KZN Inland (now Tuskers) cricket teams during my playing days, whilst also playing overseas in the English and Scottish Premier Leagues. During this period, I was coaching at different levels of the game with my coaching career kicking off when I was 16, coaching and learning under Tommy Hammond at his cricket academy in the KZN Midlands when I was 16. Briefly, my coaching included setting up cricket as the Cricket Professional at Cornwall Hill College, Head Coach of PHSOB CC XI, Maritzburg Varsity CC and UKZN USSA Week Head Coach, SWD Academy Coach and most recently SWD Head Coach. Whilst at KZN Inland in 2008, I began my journey in coach development and have been involved ever since as Coaching Manager whilst also coaching, at KZN Inland and SWD Cricket, until my recent move to CSA as a National Coach Developer. This is a role that I absolutely love being involved in because coaching can be a thankless job where they often get all the criticism and hardly any of the praise. Being able to assist, support and develop these people and coaches, who could impact generations of cricketers and young people in a positive manner, in this amazing country of ours, is a very rewarding occupation!



ISRAEL HLENGANI

Christopher Israel Hlengani is a fiancée to a gorgeous lady and a father to a beautiful daughter. He loves spending time in gym which teaches him discipline, hard work and consistency, he is a disciple of God and lives to serve Christ through sharing the word. He mentors the youth in sports, health, academics, and personal development.

I am a former first-class professional cricketer with 100+first class matches across all three formats. Made my debut at the age 17 and finished my first-class career at 27. Studied Sports Coaching Science and Fitness & wellness Training at ETA College I am a Level 3 Accredited Cricket Coach. I have been coaching cricket for more than 12 years now; started part time during my playing days. I coached the Eastern cricket under13 and under 17 teams. I was the head coach for the Titans u23 academy team, Africa cricket under19 spinners head coach during that period.

When I retired, I started as an Assistant Coach at Actonville RPC. 6 Months later I was promoted to be a KFC Mini Cricket Coordinator for Easterns Cricket, and two years later became a Strength & Conditioning coach for Eastern Cricket Senior Provincial team. I, worked on the position for two years as well. In 2018 I became the Limpopo Impala Professional Team Head Coach and Strength & Conditioning coach for three years. In 2021 I moved back to Eastern Cricket as an Academy/Colts head coach, and worked on the post for three months. I then got appointed as the

Eastern cricket Provincial Coaches Manager. Last year when Cricket South Africa created a centralised Coach developers post I was appointed as one of the nine candidates.



SIBONELO NGCOBO

I am the CSA Coach Developer with over two decades of involvement in cricket. A qualified Facilitator and Assessor, I hold a certificate in Mastery in Leadership obtained through Harvard College. I am also a qualified CSA Level 3 Cricket Coach having coached Provincial U19 & U17 Boys in KZN & CUBS teams. I also mentored Coaches at WSL 2.0 in 2020.

My cricket administration path started in KZN from 2006 where I was appointed the Mini Cricket Coordinator (2006). I moved up the ranks (obviously through hard work) to Youth Cricket Coordinator 2011. I later moved to Pretoria where I became the Coaching Manager at Titans Cricket in 2016. In 2022 I became the CSA Coach Developer.

Cricket was not part of my plan during the early school days as it was not a well-known sport by then. However, in the latter stage of high school, cricket became my number one sport. This is where I started to get seriously involved through playing and later coaching.

I have since devoted my life and career for 23 years in cricket and counting. I have a passion for the development

of coaches. The most fulfilling thing for me is to see Coaches, excel and succeed in their careers. I enjoy reading sport autobiographies and any other sport related books, magazines, articles, news etc.

I now look to take Coach Education program and the development of coaches to the next level as I start the new journey of being a CSA Coach Developer!



CHARLES CLACHER

I am currently employed in the positions of a National Coach Developer for the Western Province Cricket and Boland Cricket Geographical Region and the National Safeguarding Officer at Cricket South Africa. I am a member of the Professional Body of Sports Coaches Association (SASCA) and has the National Coach Developer and Senior Sports Coach Designations. I have extensive Cricket Development experience, occupying various leadership positions at Western Province Cricket Association (WPCA) inclusive of serving on Audit and Risk Committees, coupled with extensive sport administrative, management and coaching experience coupled with 36 years voluntary/ community-based sports management and sports administration experience at a strategic and operational level with an additional 5 years within the Cricket South Africa Coach Accreditation and Coach Development Program Environment in the capacity of Provincial Coaching Manager at WPCA. In addition, I have

a full understanding and practical experience implementing, the relevant South African sports governance legislation, events legislation, and processes, Occupational Health and Safety legislation, global and national safeguarding and transformation policies, sports sector trends. In addition to my sports administrative and development experience, I have extensive experience as an Auditing Practitioner with experience in Internal Audit, Forensic Audit, Information Technology Audit, Risk Management, Corporate Governance and Compliance supported by 4 years Internal Audit Management experience in the retail furniture environment and an additional 27 years' experience in the Public Sector of which 12 years' experience is in Internal Auditing Senior Management, 5 years IT Audit and 10 years' experience in Financial Management and Administration practices.



DESIGAN REDDY

I have always been a driven and enthusiastic sportsman. Cricket for me is a lifetime passion. I grew up representing KZN at various Provincial age group levels, including playing 3 Coke Weeks. I further represented the KZN UNDER 19 TEAM, KZN Semi Pro Team and at the time the NBS Dolphins.

I have a passion for continuous growth and learning and for sharing my learnings and empowering people. I currently hold the CSA Coach Developer position which offers me the immense privilege of empowering and growing our current and future coaches within the coaching pipeline. My passion for Coaching is still very alive and I enjoy any and every opportunity I get to coach and work with players. Cricket is Life!



JACO PEENS

I finished high school in 1989. In the same year, I played for Western Transvaal U/19 team and represented SA Country Districts at the Nuffield week. I commenced studies as North-West University Pukke in 1990. Completed degree in B Com Sport Management and Recreation in 1993, Honors degree in Human movement Science in 1994, Master's degree in 1996 and PhD in 2005. I represented Western Transvaal in First Class competition and Limited overs cricket (Nissan Shield and Benson and Hedges competitions) 1992 to 1994. Represented SA Country districts in 1992. Started as trainer with Western Transvaal Cricket in 1996, a position I held till 2004. Started as 2004 head coach of North-West Dragons until 2010. Started with Coach Education Manager duties in 2008 until it became permanent in 2010. Developer and Presenter of Module for The DA Vinci Institute for Technology Management (PTY) LTD: Sport Coaching effectiveness in 2019 as part of their Masters' Degree in Management: Technology and Innovation program. Started in 2022 as CSA Coach developer.