

MM: Hopefully it should have come up on your screen now that we are recording.

JB: It has.

MM: Awesome, on a Monday morning bit of a miserable Monday morning. Can I please just get you to introduce who you are, the sports that you coach and the environment that you're currently coaching in please?

00:21 JB: Yeah so, I'm Jen Barden, I currently work for Lancashire cricket, my role has literally just changed in the last six weeks so I'm now the regional senior talent manager for the North West for

sort of

like the word philosophy so how you would sum up you're coaching ethos, you're coaching values, coaching approach?

08:22 JB: Yeah I think so obviously I've been through quite a lot of different philosophy training sessions and you know 'what is your coaching philosophy' and yeah I wouldn't say I have one that I could actually write down and I think that's kind of a way important because it's always changing it will change depending the group you have got the player's needs, so very much depending on the player's needs, and the group and the environment your trying to create .For me working female athletes, who up until kind of 3-4 months ago were doing it because they wanted to be there not because they were being paid to be there. So, it was always important that the session was relevant to the players they had to see an outcome to it whether that was fun and enjoyable or they were going to get some real benefit from what might be a tough session but they could actually see a purpose to the session so it's always got to be relevant to the people that are in front of you. For me it's about creating that environment that engages all of the players in the room, it might not `do it for every single second of the session but you need to make sure there is a purpose to it, and that the payers feel like they can give something back into the session whether that something that really tough or were having a fun nice team building session and they actually get something out of it without even knowing they have been doing something that is quite valuable so I think for me writing a philosophy or ethos down isn't really my style. I quite like to flex what's needed as and when I think I have learnt that over time, I think it's quite easy, if u asked me when 10-12 years ago when I first started that journey from a proper perspective I'd wouldn't have been able to write you a philosophy a would have copied someone's from somewhere, and thought that will be mine but actually having worked in the game across variety of age levels and ability levels, that it's got to flex, the different environments that you come across, the challenges that you come across you know you have got to be just a little more flexible with your approach. So, I'd say the mains things, fun development, and making sure the environment is right for the players that are in front of you.

15:54 MM: Yeah yeah, which leads us then really nicely into then that player learning and player development discussion. So what do you think of the crucial elements within a session that are required to enable your athletes to learn or develop or push themselves?

16:11 JB: I think it's really important that they get challenged but I think that challenge piece often gets thrown out and you need to fail you've got speed bumps to learn which I totally agree with but I think they need to understand the concept because it's very easy to provide a challenge or provide a fail session with support but if they don't understand the reasons why your challenging them or the reason why they are going to find it quite hard and with the younger end why the parents don't realize why your challenging someone and they're constantly failing and they keep missing the ball or they keep bowling the ball in the completely opposite direction to

that, which is quite nice, some of them have done a video PDP we encourage them to do some sort of writing description just because we need it to look back in 12 month, 12 to go, and 12 months past that and there needs to be a journey and that's hard if you have just got a picture of a cricketer that's great for them as an inspiration piece but there needs to be a few words behind it as well. But in terms of that PDP it's their responsibility but then all the coach link into it to make sure there giving them almost constant feedback

20:23 MM: Yeah, which actually answered my next question that I was about.

20:22 JB: Sorry

20:22 MM: No no, it's perfect in terms of the role the player in that process so that PDP is actually a really crucial document but also process for them to be acknowledging what they want to achieve, how they might do that and then be able to see the learning that has taken place over that time frame I suppose.

20:45 JB: It's something that we've not 100% cracked this and we have tried different ways of doing it in the past and making sure, because sometimes we might not see these players very often so it's important they feedback into the PDP's on a regular basis if they're being seen away from the central program, so I think the junior program some of the hardest to create those PDP with the senior players who are three times a week you seeing them regularly, they get used to it you've got the piece of paper on their coach on the phone etc., where the junior players you see them 2 hours a week where they want to just bowl balls, hit balls, and spending time on the piece of paper is the least of these issues, so they that sometimes can be quite difficult part. But we found so I laminated A

there is a lot of repetition in technique within coaching in cricket. So is there a place for that, is there a place for that, when might you use that but then also do you then bring in some maybe scenario based in your games or fun sessions where you're using the game of cricket as the teacher as the coach, where's the balance within that?

23:24 JB: Yeah it's something we wrestle with quite a lot and that I think a good example is when you're trying to be fair at a younger age group and you're trying to expose as many players to as many different situations as possible. In something like football, netball, hockey you can rotate, you can have 20 odd kids on the sideline and can constantly rotate them in and out and they can role places around, is a high fives in netball where they move around every two minutes or whatever it is into different positions which is absolutely brilliant, and we have wrestled with the idea how you do that in cricket. We have pairs cricket at younger age group, where they bat for so many over and the next pair comes in where you're never out, everybody has to bowl, you can rotate the wicket keeper, but once you step into that perforce environment that's still an option, but they all become specialized, you can't force someone to bowl if they can't, wont , or don't want to so I think there's a balance between game play, because it is so important we see with the girls at the older end, their `tactical awareness is way behind their peers, so we say the girls are probably four years behind the boys at a similar age group in terms of tactical knowledge and experience and awareness simply because the boys play a lot more games. They generally playing 2-3 if they're any good on a performance pathway they will be play in two or three age groups at their club level, plus a distract program, plus a performance program so they're generally playing so many games they don't train as much they training is almost their game play, so to try to introduce that to the girls we've introduced indoor cricket during the winter so they play a competitive indoor format to one, drive the competitive side and two, to try and develop that tactical awareness. Cricket is quite unique in the way you only really play in the summer, you can only play a proper game on grass with a cricket pitch. It's quite difficult to change the rules, and change the concept in terms of making it, alright the 100's coming and it's going to be short sharp, but you still need a cricket pitch, you still need all the space, you still need the same number of people so to kind of create those tactical awareness pieces is quite difficult, but especially when you're doing it throughout when you spend half the time in nets and that drive to be very technique is driven by both player and parent at times that there understanding is you've got to change things to get better, well not necessarily . There is a bit of a repetition piece and I think that has a place for doing certain elements of the game and I'm sure in rugby they'll practice set plays and in football they'll practice set plays throw in and free kicks, throwing etc. In cricket we need to practice those set plays in those effects and should and they are classed as set plays and as much as possible we should play the game somehow even if you have to adapt that into a net situation where you have cones out or mini nets out, the pug nets, to create mini fielders or gaps to try and introduce those scenario plays as much as you possibly can as we can, because we could all look absolutely brilliant in a set piece, but then if you get in a game and you can't deliver it makes no difference.

MM: Yeah absolutely and you know that's one of the discussions that we, so we have quite a lot of cricketers and we do have that wrestle of how much is done in nets that is purely technical, then where's the transfer of that to the potential of the place in a innings in the game or how the fielders are set up how does that relate to the work that's being done almost in isolation in the nets each week, I appreciate what you're saying a lot of that comes

down to facilities that you have available, the elements, the environment your able to create because it's pretty hard to replicate yeah a nice sunny day outside in a sports hall on a wet and windy Wednesday morning.

27:23 JB: Yeah I think it's always important to have a purpose we will never have just a batter vs bowlers net which you often see at club level so often they say right you put your pads on you'll bat for 10 minutes we will bowl at you until the next person comes in. And that basically only really provides an observation session so you only ever really watching and that's about it , that's all anyone is going to gain from the session so even as much as getting the bowlers to set their field on a white board then set some cones down for the batters, and saying right so if you think it's a quick one you've got to make it that quick one. So making sure you always put a decision making element into that play is for us really important, that we try and develop that as much and as many times as we possibly can then adding on pressure and pace. So there's still an element of being able to do the basics you've still got to be able to hit the ball and bowl the ball but they have got to have their individual opportunities, so we work on a "do the basics well do the basics at pace, do the basics at pressure" so we work through that cycle, so if they're looking to change something technically because there bowling catching isn't safe or they want to increase their pace, we would do basics then we would look at "can you do it at under pressure at pace, can you do at pace can you do it at full match intensity", so they would be the cycle "hey work through we'd try and get out the basics phase as quick as we can and they might sort of do ten minutes at the beginning of the session doing basic so just hitting balls, 5ise0 6122 792 reW*nBTF3 12 Tf1 0 0 1 72.024 57

30:32 JB: I think I touched on it a little before, and not being to set in your ways, and thinking right we've set our philosophy this is what, how I'm going to coach and that's always how you going to do it, I think you're always going to keep learning and making sure that as a coach your constantly on a journey and you're never going to know everything and those session need to reflect that and make sure that you're constantly learning from the players and you don't get to formal, in terms of philosophy thinking. I think there's so much, so many things out there that you can go listen to, or watch, or read, it's quite easy to go read something and watch or go and read something or go and attend a conference or turn a session and be like "Right I'm going to go and influence every single thing I've