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**Sport Development - Plan, Programme and Practice:
A case study of the planned intervention by
New Zealand Cricket into cricket in New Zealand**

A thesis presented in partial fulfilment of the
requirements for the degree of
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ABSTRACT

Sport development is a highly contested, multifaceted concept that means different things to different people depending upon their perspective, involvement, objectives and outcomes. These differences in meaning of sport development are considered and a continuum of interpretations of the concept proposed. One of the interpretations identified, the 'development of sport', provides the conceptual framework for this research. The 'development of sport' refers to the efforts of sporting organisations to remain contemporary and ensure their future sustainability by creating and maintaining a range of appealing, relevant, accessible and affordable sporting opportunities and experiences that attract and retain participants.

The 'development of sport' has usually been an organic, small-scale, 'bottom-up' process driven by proactive regions, clubs or schools. In the last two decades in New Zealand (NZ), however, many traditional sports have come under pressure from a variety of social, economic and political sources that have impacted on their participation levels. This has prompted large scale, 'top-down', planned interventions by a number of National Sport Organisations (NSOs), which have had the leadership, vision, capability, capacity and financial resources, to grow and sustain their participation by influencing the range and quality of programmes being provided at a community level in clubs and schools.

Such interventions reflect the adoption of a more holistic approach by NSOs to their sports, and with it a change in emphasis away from just high performance to increasingly recognise the importance of community sport foundations. This has occurred not just to identify and select more individuals with the potential to progress to an elite level, but also to encourage the lifelong involvement in, and consumption of, their sport by the majority of participants. It has required NSOs to affect a major change management process down through their sporting organisations. This process has necessarily involved the design of coordinated sport development plans and programmes, that provide a value proposition for community stakeholders, and their implementation by regional networks of sport-specific Sport Development Officers (SDOs) and volunteers in clubs and schools.

This qualitative research considers when and why sport development emerged in NZ and how it has changed over time. It provides a historical context for the researcher as a practitioner-manager, using his personal experience, understanding and insights, to construct as an insider-researcher an in-depth, longitudinal case study of the planned intervention undertaken by New Zealand Cricket (NZC) to revitalise and grow cricket in NZ at a community level. It

concentrates on the first decade of the intervention between 1998 and 2008, is informed by mixed data collection methods and multiple sources of evidence and draws on relevant scholarship from sport development, sport history and change management to examine the key features of NZC's national sport development plan and programme, the translation of these, by a regional delivery network of SDOs, into practice, and their impact on cricket in the community.

The NZC case study is used as an exemplar to illustrate how and why a 'top-down', 'development of sport' process needs to be planned and coordinated, if it is to be effective in ensuring the long-term sustainability of a sport at a community level. This process, which involved a sequence of essential steps of innovation and change, represents one approach to the creation and maintenance of new sporting opportunities and experiences, as well as the provision of associated improvements in the infrastructure and services within clubs and schools to support their effective delivery. For these benefits to be long-term and sustainable, development and delivery must be interconnected as one integrated system.

The lessons learned from NZC's planned intervention experience about the 'development of sport' process, and the sequence of steps - from understanding the need to influence change within its community game, through to designing a comprehensive sport development plan and programme, then leading and managing its implementation, are articulated and their applicability discussed for other NSOs in NZ seeking to initiate similar change in their sports at a community level. In addition, to the practical application of these lessons, the theoretical and historical insights into sport development also provide a source of reference for those looking to further explore the concept.

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Cricket is in my blood. As a sport it is addictive. It was encouraged by my parents, the late Arch and Jean Astle, shared with my brother Graeme, and reinforced through the enjoyment of the game with my wife Jill and our children Jaimee, Ryan and Todd Astle. I started playing the game in the backyard in the 1950s, this evolved into a lifetime of wonderful opportunities and experiences of playing, coaching and administering the game at school, club and representative levels, and then in the late 1990s, a career with NZC to lead its 'development of sport' intervention to revitalise community cricket. The latter provided an opportunity for me to use my accumulated knowledge and experience to give back to the game, which had afforded me so many exciting challenges and chances to interact with a host of fellow players, coaches and personalities both in New Zealand and overseas.

This thesis was a chance to describe and explain the plan and programme I designed and implemented for NZC, and their impact on the sustainable growth of the game in clubs and schools in New Zealand; and for me personally to complete some unfinished academic business, namely to undertake a PhD. Although the latter was first intended following the completion of my MA (Hons) in 1975, for varying reasons it never eventuated, so this allowed me to address this nearly 40 years later.

While the research and writing of this thesis has taken five years, and its focus is on the decade 1998-2008, many have contributed to my thinking and understanding of the game. In particular, I want to thank my friends and colleagues at Palmerston North Boys' High School, especially Stuart Leighton, Phil Gosling, Paul Gibbs and all the cricket staff, where we built a sustainable cricket system to be proud of, and which made the game special for so many boys.

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TABLE OF CONTENTS

Abstract	i
Acknowledgements	iii
Table of Contents	vii
List of Figures	xii
List of Tables	xv
List of Images	xvi
Acknowledgement of Images	xix
List of Abbreviations	xx
INTRODUCTION	1
OPENING THE INNINGS: RESEARCH JUSTIFICATION, QUESTIONS, OBJECTIVES and FRAMEWORK	1
Justification	2
Research Questions	5
Research Objectives.....	5
Thesis Framework	6
CHAPTER 1	9
SPORT DEVELOPMENT: THE CONCEPT AND ITS CONTINUUM OF INTERPRETATIONS	9
What is Sport Development?.....	9
Defining Sport Development	12
Interpretations of Sport Development	15
A Continuum of Interpretations of Sport Development	18
The Continuum Strands	21
CHAPTER 2	26
DEVELOPMENT OF SPORT: THE RESEARCH FOCUS	26
A Change of Emphasis.....	27
Growing Sporting Opportunities and Experiences	29
Developing Community Sport Plans, Pathways and Programmes	32

Community Sport Participation	40
'Top-Down' Interventions.....	42
Community Sport Delivery Systems	44
Community Sport Partnerships	45
Monitoring Community Sport Programmes.....	48
CHAPTER 3	50
SPORT DEVELOPMENT FROM THE INSIDE: A PRACTITIONER'S PERSPECTIVE.....	50
Methodology	51
1. A Qualitative Approach	51
2. A Practitioner-Manager's Perspective	56
3. An Insider-Researcher's Interpretation	59
Mixed Data Collection Methods and Multiple Sources of Evidence	60
Research Parameters.....	62
CHAPTER 4	65
THE EMERGENCE AND TRANSFORMATION OF SPORT DEVELOPMENT IN NEW ZEALAND	65
Origins of Sport Development in New Zealand	65
An Uncoordinated 'Bottom-Up' Process	71
The Influence of Government Policies and Programmes.....	73
The Role of Regional Sports Trusts.....	76
Government Sport Development Funding and Programmes.....	77
Challenges Facing Organised Sport	82
A Transition in Approaches	84
A Planned 'Top-Down' Process.....	85
A Collaborative Approach.....	88
Community Sport Investment	90
CHAPTER 5	93
NEW ZEALAND CRICKET: THE 1990s - CHALLENGES and CHANGES	93

Organisational Structure of Cricket in New Zealand.....	93
A Background of Challenges, Excitement and Frustration.....	97
Time for Change.....	99
Impact of Change on the Game and its Development.....	101
Getting Started.....	105
Preparatory Research	109
Designing the National Development Plan	114
Key Components of the Planning Process	117
CHAPTER 6.....	119
NEW ZEALAND CRICKET: THE NATIONAL DEVELOPMENT PROGRAMME.....	119
The Development Pathways	119
The MILO Sponsorship	126
Creating the Support Resources for the MILO Initiatives	128
The MILO Initiatives	134
The MILO Initiatives: An Integrated Approach	144
The Community Cricket Initiatives.....	148
The Integration of the Initiatives	158
CHAPTER 7.....	161
IMPLEMENTATION : THE TRANSLATION OF THE PROGRAMME INTO PRACTICE	161
The Programme Phases	161
The Emergence of a Professional Delivery Structure	163
The Community Cricket Coordinators.....	167
1. Their Establishment and Role	169
2. Their Skills	175
3. The Partnerships	175
4. Their Work Programme	178
5. Their Training	182

6. Their Personnel.....	186
7. Their Constraints	188
Implementation Process.....	192
CHAPTER 8	196
THE CHANGE PROCESS: ITS IMPACT ON COMMUNITY CRICKET	196
Change Management Process	196
The Theory	197
New Zealand Cricket Model of Change	199
The Practice	200
The Obstacles	205
1. MILO Initiatives.....	206
2. Community Cricket Initiatives	213
Outputs and Outcomes	215
The Impact	220
Ongoing Challenges	237
CHAPTER 9	244
DEVELOPMENT LESSONS TO BE SHARED	244
Cricket as an Exemplar of the Process.....	244
The Process.....	246
Plans, Pathways and Participation	247
Steps in the Process.....	251
Final Considerations	265
CONCLUSION	271
WRAPPING UP THE INNINGS: THE CLOSING COMMENTARY	271
The Justification.....	271
The Contextual Framework and Methodology	272
The Longitudinal Case Study.....	274

The Applicability and Implications	279
REFERENCES	283
APPENDICES	340

LIST OF FIGURES

Figure I	Different interpretative strands in the sport development continuum.....	19
Figure II	Key elements of the 'development of sport'	33
Figure III	Whole-of-sport integrated development pathways using cricket as an example.....	34
Figure IV	Sport and Recreation Pathway	37
Figure V	Community sport: 'Bottom-up' development	72
Figure VI	Community sport: Current 'top-down' development.....	86
Figure VII	Percentage change in participation numbers in different sports in New Zealand 2000-2008	88
Figure VIII	Collaborative community sport delivery model	89
Figure IX	Aligning SPARC's key partners	90
Figure X	New Zealand Cricket: Major Associations	94
Figure XI	New Zealand Cricket: Current organisational structure	96
Figure XII	Sport pyramid model of the hierarchy of playing levels within cricket in New Zealand.....	103
Figure XIII	Steps in the formulation of a National Development Programme	115
Figure XIV	Integrated development strategies	115
Figure XV	New Zealand Cricket: Player Development Pathway	121
Figure XVI	New Zealand Cricket: Coach Development Pathway.....	123
Figure XVII	The whole-of-cricket Player Development Pathway showing the integration of programmes.....	125
Figure XVIII	Steps and support resources for the establishment of a MILO Have-A-Go Cricket Centre	132
Figure XIX	MILO Initiatives (2000).....	135
Figure XX	MILO Initiatives (2008).....	141
Figure XXI	Integrated primary school cricket player pathway.....	147
Figure XXII	Prime focus of development strategies, levels and initiatives.....	149
Figure XXIII	The community cricket club: Health Check elements, linkages and objectives	155
Figure XXIV	National Development Programme integrated initiatives	159
Figure XXV	Implementation phases of the National Development Programme	162
Figure XXVI	New Zealand Cricket: National Development Programme delivery structure.....	164

Figure XXVII	National Development Programme professional delivery structure by 2008	165
Figure XXVIII	Community Cricket Coordinator's key annual tasks	171
Figure XXIX	Community Cricket Coordinators: NZC funded positions v actual appointments 2000-2008	173
Figure XXX	National Development Programme budget 1998-2008.....	174
Figure XXXI	Health Check and planning sequence	178
Figure XXXII	Community Cricket Coordinator club and school work programme clusters in Dunedin.....	179
Figure XXXIII	Development delivery triangle.....	180
Figure XXXIV	Planning, implementation and reporting process.....	193
Figure XXXV	Model of the change management process underlying the development of community cricket in New Zealand	201
Figure XXXVI	Percentage change in player numbers by Metropolitan Areas and District Associations 2000/01 to 2008/09.....	215
Figure XXXVII	Recording and measuring development progress	216
Figure XXXVIII	Secondary school cricket player numbers 1999/00 to 2008/09 according to the New Zealand Cricket Census and New Zealand Secondary School Sports' Council Census	219
Figure XXXIX	Total cricket player numbers in New Zealand 1993/94 to 2008/09	221
Figure XL	Number of children playing cricket each year	224
Figure XLI	Cumulative total of children attending MILO lessons and holiday camps.....	224
Figure XLII	Number of MILO Cricket Centres each year.....	225
Figure XLIII	Number of MILO cricket players each year.....	225
Figure XLIV	MILO cricket players as a percentage of total cricket players each year.....	226
Figure XLV	Number of primary school entries in the MILO competitions each year.....	226
Figure XLVI	Cumulative number of students participating in the MILO competitions	227
Figure XLVII	Cumulative number of trained MILO cricket coaches.....	227
Figure XLVIII	Cumulative total value of equipment donated to clubs and schools	229
Figure XLIX	Cumulative total of artificial pitches funded by the New Zealand Cricket Foundation	229
Figure L	Number of young people and adults playing cricket each year.....	230

Figure LI	Number of school entries in the National Secondary Schools' Competitions.....	232
Figure LII	Number of students participating in the National Secondary Schools' Competitions.....	233
Figure LIII	Comparison of growth trends for women club/adult cricket players versus primary/junior and secondary/youth girl cricket players.....	240
Figure LIV	Number of primary, intermediate and secondary school cricket players in the four main Metropolitan Areas	242
Figure LV	Collaborative community sport development model in New Zealand	248
Figure LVI	Whole-of-sport planning: Key considerations.....	253
Figure LVII	Whole-of-sport overview of cricket underpinned by the Sport and Recreation Pathway	254
Figure LVIII	New Zealand Football: Whole-of-sport player development pathway	255
Figure LIX	New Zealand Football: Whole-of-Football overview.....	256
Figure LX	Hockey New Zealand: Whole-of-sport player development pathway	257
Figure LXI	Hockey New Zealand: Whole-of-Hockey overview.....	258
Figure LXII	Designing and implementing a community sport development plan, programme and regional delivery structure: Considerations	259
Figure LXIII	Interplay of key elements in the 'development of sport' process.....	269

LIST OF TABLES

Table I	Sport Development: What it is and what it is not	16
Table II	Different classifications of sport development interpretations.....	17
Table III	The determinants of the different interpretative strands in the sport development continuum	20
Table IV	A continuum of sport development interpretations.....	23
Table V	Community sport outcomes.....	91
Table VI	New Zealand Cricket: Major Associations and their current constituent District (formerly Minor) Associations.....	95
Table VII	Development model: By age group.....	107
Table VIII	Different dimensions of development	112
Table IX	Development strategies	116
Table X	'Less is More': Player involvement in different game formats.....	122
Table XI	MILO Have-A-Go Cricket session 1	129
Table XII	A summary of the MILO Initiatives (2000)	136
Table XIII	School Support and Club Assist resource booklets	157
Table XIV	Distribution of CCCs by Major Association 2008/09	172
Table XV	A selection of Community Cricket Coordinators: Career origins and destinations	187
Table XVI	The change management process associated with New Zealand Cricket's intervention into community cricket in New Zealand: The change stages and responses	202
Table XVII	Development programme objectives, outputs and outcomes 2000-2008.....	223
Table XVIII	The impact of the National Development Programme on community cricket in New Zealand 2000-2008.....	224
Table XIX	Innovative solutions designed and adopted by individual CCCs.....	238
Table XX	Examples of innovative solution presentations by CDMs and CCCs.....	239

LIST OF IMAGES

Image I	Cricket at Nelson Square, Picton on an unprepared pitch adjacent to the local hotel	67
Image II	Cricket at Christchurch Boys' High School.....	69
Image III	Primary school promotional visit student giveaways.....	130
Image IV	MILO Have-A-Go Cricket Centre administrative support materials.....	131
Image V	MILO Have-A-Go Cricket player giveaways	133
Image VI	MILO Summer Squad, Wellington	133
Image VII	MILO session at Mangere-Pukapuka Cricket Club in South Auckland with the equipment bags as signage	134
Image VIII	Players using MILO Kiwi Cricket equipment.....	135
Image IX	Richard Davidson, CCC, South Canterbury, finishing a MILO Cricket Skills Awareness Lesson at Lake Tekapo School.....	137
Image X	Ricky Bartlett, CCC, Horowhenua-Kapiti, presenting cricket in-service training to primary school teachers in Levin.....	137
Image XI	MILO Have-A-Go Cricket Centre in Bay of Plenty.....	138
Image XII	MILO Shield finals tournament in Palmerston North.....	139
Image XIII	Selection of players and coaches at the East Christchurch Shirley Cricket Club MILO Cricket Centre pilot in 2000.....	140
Image XIV	Training session for the Northern District's MILO Summer Squad at Tamahere Model Country School near Hamilton	140
Image XV	Jamie Watkins, CCC, Taranaki, running the New Zealand Cricket Skills Challenge: Throwing skill	142
Image XVI	Quikhit modified game resource.....	143
Image XVII	MILO Cricket Skills Test Series: Wicketkeeping skill test at Francis Douglas Memorial College, New Plymouth.....	143
Image XVIII	MILO Have-A-Go Cricket coach's kit.....	145
Image XIX	MILO Kiwi Cricket Kids' on Jade Stadium at a Black Caps international match in Christchurch.....	148
Image XX	Nigel Marsh, Community Cricket Coordinator, Christchurch.....	149
Image XXI	Gillette Cup finals tournament in Palmerston North	151
Image XXII	NZCT Girls' finals tournament in Christchurch	151
Image XXIII	National Cricket Club Championships in Auckland.....	153
Image XXIV	Keep Cricket Strong in Schools' campaign.....	159
Image XXV	Keep Cricket Strong in Schools' visit to St Albans Primary School, Christchurch by Black Caps Chris Martin.....	160

Image XXVI	Craig Findlay, CCC, Hawke's Bay, presenting his club and school cluster plan	179
Image XXVII	Training session for the Canterbury MILO Summer Squad at St Joseph's School, Ashburton	183
Image XXVIII	CDM and CCCs at Central Districts' season preview meeting in Palmerston North	184
Image XXIX	CDMs and CCCs in attendance at the 2008 National Development Conference in Christchurch	185
Image XXX	MILO Have-A-Go Cricket kids having fun at Western Park MILO Cricket Centre, New Plymouth.....	207
Image XXXI	Eketahuna Primary School girls' cricket team: Winners of the inaugural MILO Shield, 2000.....	209
Image XXXII	Viscount Primary School girls' cricket team: Winners of the MILO Shield, 2001.....	209
Image XXXIII	MILO cricket equipment donation to MILO Cricket Centres	210
Image XXXIV	Artificial pitch installed at Roslyn Intermediate School, Palmerston North.....	211
Image XXXV	MILO Have-A-Go Cricket Centres 1999/00 - 2004/05	225
Image XXXVI	Selection of coaching resources for teachers and parents.....	228
Image XXXVII	Parents training as MILO coaches with caps and coaching manuals.....	228
Image XXXVIII	The New Zealand Cricket Skills Challenge.....	228
Image XXXIX	MILO Cricket Skills Awareness Lesson at a primary school in South Auckland	228
Image XL	Slog Sixes: Shortened version game for secondary schools	230
Image XLI	MILO cricket coaches' training session in Palmerston North	231
Image XLII	Volunteers assisting at junior cricket in Gisborne	231
Image XLIII	NZCT Girls' finals tournament in Palmerston North	232
Image XLIV	Gillette Cup finals tournament in Palmerston North, 2005.....	233
Image XLV	School Support and Club Assist resource to aid secondary schools and clubs design coaching and practice plans	233
Image XLVI	Organised net practice at Christchurch Boys' High School.....	233
Image XLVII	Linwood College student running a coaching session at Linwood Avenue Primary School as part of the Cricket Leadership Course	234
Image XLVIII	Cricket Leadership Course run by Richard Davidson, CCC, South Canterbury, at Craighead Diocesan School, Timaru.....	234
Image XLIX	School club undertaking School Support Health Check.....	234
Image L	Samples of school and club strategic plans	235
Image LI	School support resource	235

Image LII	Practice net complex with artificial surfaces at Palmerston North Boys' High School	236
Image LIII	High profile Old Boys' Collegians Cricket Club player (Shane Bond) talking to school cricketers at Christchurch Boys' High School.....	236

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LIST OF ABBREVIATIONS

ACB	Australian Cricket Board
AFLNZ	Australian Football League New Zealand
AGM	Annual General Meeting
ARL	Australian Rugby League
BNZ	Bowls New Zealand
CJCA	Christchurch Junior Cricket Association
CA	Cricket Australia
CANZ	Coaching Association of New Zealand
CCC	Community Cricket Coordinator
CDM	Cricket Development Manager
CDO	Cricket Development Officer
CEO	Chief Executive Officer
CNZ	Coaching New Zealand
DA	District Association
DMSP	Development Model of Sport Participation
EAP	East Asia Pacific
ECB	England and Wales Cricket Board
FIFA	Fédération Internationale de Football Association
FDM	Football Development Manager
FDO	Football Development Officer
FNZ	Football New Zealand
GDP	Gross Domestic Product
GNP	Gross National Product
HNZ	Hockey New Zealand
HP	High Performance
ICC	International Cricket Council
IOC	International Olympic Committee
LTAD	Long Term Athlete Development
MA	Major Association
MCA	Manawatu Cricket Association
MCC	Marylebone Cricket Club
MDGs	Millennium Development Goals
MIB	Mates in Bowls

MSS	MILO Summer Squad
NDM	National Development Manager
NGB	National Governing Body
NGO	Non-Governmental Organisation
ND	National Development
NSO	National Sport Organisation
NZ	New Zealand
NZC	New Zealand Cricket
NZCC	New Zealand Cricket Council
NZCF	New Zealand Cricket Foundation
NZRU	New Zealand Rugby Union
NZRFU	New Zealand Rugby Football Union
NZSSSC	New Zealand Secondary School Sports' Council
ODT	Organisational Development Tool
PNBHS	Palmerston North Boys' High School
RDO	Rugby Development Officer
RSO	Regional Sport Organisation
RST	Regional Sports Trust
SCC	School Cricket Coordinator
SD	Sport Development
SDO	Sport Development Officer
SLA	Service Level Agreement
SNZ	Softball New Zealand
SPARC	Sport and Recreation New Zealand
Sport NZ	Sport New Zealand
TA	Territorial Authority
TNZ	Tennis New Zealand
TIC	Teacher-in-Charge of Cricket
UCBSA	United Cricket Board of South Africa
UK	United Kingdom
UN	United Nations

INTRODUCTION

OPENING THE INNINGS: RESEARCH JUSTIFICATION, QUESTIONS, OBJECTIVES and FRAMEWORK

In the 1994/95 season New Zealand Cricket (NZC) celebrated its centenary. Just prior to this, in 1992, the game in New Zealand (NZ) had experienced the excitement of co-hosting the Cricket World Cup with Australia. The success of this event, and of the NZ team making the semi-finals, had generated considerable interest in the game, raising its profile and stimulating an increase in participant numbers. By the mid-1990s, however, this excitement spike had largely dissipated, and with it, participation began to decline. NZC found itself operating in a changing sporting environment, competition from other sporting and leisure pursuits had intensified, 'yet the basic tenets and structures of NZC were largely unchanged' (Grey and Gilbertson, 1998, p.2). If cricket in NZ wanted to remain one of NZ's largest sports, and its major summer sport, then NZC needed to adapt its game at a community level to meet these changes and the challenges they presented (Grey and Gilbertson, 1998).

Despite the growth of participant numbers in cricket in the early 1990s from 59,234 (1990/91) to 81,489 (1994/95), NZC never put in place any coherent sport development (SD) programme to support and sustain this growth (NZC, 2009). The sport lacked the strategies and infrastructure to service the game and maintain these numbers. In a report to the NZC Board in 1998, John Reid, NZC's Cricket Operations Manager, identified that leadership in the development of cricket would be required by NZC and its six Major Associations (MAs) to deliver appropriate growth initiatives if this was to be addressed (Reid, 1998). To achieve this the report recommended that NZC appoint a National Development Manager (NDM) to plan, drive and coordinate a National Development Programme (ND Programme) that would be the cornerstone of the sport's future (Reid, 1998).

In 1998, I was appointed as the first NDM, and charged with the task of planning this ND Programme and establishing a regional network of Cricket Development Managers (CDMs) and Community Cricket Coordinators (CCCs) within the associations to implement it in clubs and schools. This began in 2000. At that stage, participant numbers had dropped to 75,479 (NZC, 2008). By 2008, however, the planned programme was well entrenched and the regional squad of development personnel had facilitated the delivery of a range of initiatives across clubs and schools to improve their capability and capacity, expand the number and quality of their coaches and increase their participant numbers. Indeed, with respect to the latter, the

number of cricketers during this period 2000-2008 grew by 29,401 to 104,880 (NZC, 2009). This represented a 38.95 per cent increase in participation.

The focus of this research is why and how this happened, and what impact the intervention by NZC at a community level in NZ, had on the game in clubs and schools between 1998 and 2008. The intent is to share the SD lessons learned from the design and implementation of this plan, programme and practice with other sports, practitioners and students engaged in, and/or studying, the SD process.

Justification

The justification for this study represents the coincidence of an opportunity for me as the researcher to record my first-hand, lived experiences as the inaugural NDM in designing, implementing and managing a National Sport Organisation's (NSO) SD plan, programme and delivery network for the purposes of sharing best practice and informing learning, with an identified lack of research of a planned intervention by a NSO, and the long-term impact of this on its sport at a community level.

The research discussed in this thesis contributes to an identified gap in the literature (Shilbury, Sotiriadou and Green, 2008; Priest, Armstrong, Doyle and Waters, 2009), by exploring the 'development of sport' for sport's sake from the perspective of a traditional NSO, in this case NZC. It examines how and why NZC in 1998 proactively intervened in its sport at a community level, through the introduction of a comprehensive SD plan and programme. Details on how the range and quality of sporting opportunities and experiences for individuals to participate in club and school cricket were expanded are highlighted, and their long-term impact on growing and sustaining the sport are evaluated.

The outcomes of this intervention by NZC, from understanding the need to influence change within its community game, through to designing a comprehensive SD plan and programme, then leading and managing its implementation, are of potential value to other NSOs seeking to initiate similar change in their sports at a community level. For this reason the SD lessons learned from the NZC experience are synthesised as a source of reference for other NSOs in NZ who are, or intend to, intervene in their sports at a community level.

The literature on the 'development of sport' is limited in terms of the planned intervention by a NSO to influence the nature and delivery of its sport at a community level in clubs and schools. This is because in most countries the 'development of sport' is a consequence of the 'bottom-up', sporadic efforts of volunteers rather than a 'top-down', planned process driven by

NSOs (Shilbury and Kellett, 2011). The 'development of sport', as explained in Chapter 2, is one interpretation of SD and refers to initiatives designed to increase participation, contribution and capability within a sport to ensure its future sustainability. To date, there appear to be no rigorous studies evaluating the effects of such an intervention by a NSO to specifically increase its level of participation (Priest et al., 2009). Shilbury et al., (2008, p.220) had highlighted this lack of research with reference to the 'development of sport', and suggested that 'an opportunity exists for innovative research around this theme'. In a special issue on SD in *Sport Management Review* (2008) they identified that there were no papers on the 'development of sport' as:

discourse in this area with an organisational studies perspective is rather limited because it has traditionally attracted less attention than the other themes. This is an unfortunate outcome, as clearly, from the perspective of the traditional NSO, there is much to be studied in relation to the systems and pathways designed by sports to attract, maintain and nurture participants. (Shilbury et al., 2008, p.219)

Even today, over a decade since the introduction of NZC's plan, there is still limited research available on the 'development of sport'. Current SD texts (Girginov, 2008; Collins, 2010; Houlihan and Green, 2011) are almost devoid of reference to this strand of SD, tending instead to concentrate on sport as an instrument to derive an array of non-sporting personal, community or international development outcomes. Similarly in NZ, recent academic literature on SD considers the role, policies and programmes of central government and its national sports agencies from historical, social and policy perspectives (Chalip, 1996; Collins, 2008, 2011b; Piggins, Jackson and Lewis, 2009; Sam, 2003, 2005, 2007, 2011; Sam and Jackson, 2004). These tend to mention NSOs only as agents of 'development through sport' and 'development for sport' policy and programme implementation. Such SD interpretations, as will be explained in Chapter 1, use sport, in the former to address a range of non-sporting social, health, educational and economic issues, and the latter to achieve success in international competitions to enhance national identity, pride and modernity.

An excellent account of the 'development of sport' is that compiled by Eady in the United Kingdom (UK) titled 'Practical Sport Development' (Eady, 1993). It focuses on both the theoretical and practical aspects of the 'development of sport' and provides an insightful guide, with templates, for practitioners on the process and its application.

Most research conducted on the 'development of sport' has tended to:

- Either, focus on specific projects in a sport, a club or a community (Green, 2005; Sport England, 2007; Vail, 2007), but often for the prime purpose of achieving 'development through sport' outcomes;
- Or, be external 'umbrella' or 'helicopter' studies made of NSOs based on evidence derived from the examination of their strategic plans and annual reports (Houlihan and White, 2002; Sotiriadou, Shilbury and Quick, 2008);
- Or, comprise surveys of the views of Sport Development Officers (SDOs), both generalists and specialists, about their perception of various aspects of the SD process (Bloyce, Smith, Mead and Morris, 2008; Bloyce and Green, 2011).

This has prompted calls by Kidd and Donnelly (2007), Shilbury et al., (2008) and Priest et al., (2009) for:

longitudinal research regarding the long-term benefits of sport participation interventions – many programmes are short-term, grant-funded, and are unable to establish sustainability: research evidence and theory suggest that such programmes may have short-term halo effects, effects that are likely to disappear within a year of the end of the programme. (Kidd and Donnelly, 2007, p.6)

The paucity of investigations in NZ into the 'development of sport' is reflective of a combination of the relative newness of the concept of SD; most practitioners being busy trying to navigate their way through the development maze in terms of clarifying objectives, strategies, practices and outcomes; concentration by most NSOs on elite or high performance (HP) sport; limited number of NSOs with the leadership, vision, capability and resources to influence their sports at a community level; dearth of longitudinal SD data (Collins, 2011b); and lack of any emphasis on SD in NZ tertiary institutions where the focus is more on sport management and coaching. The latter is also noted by Watt (2003, p.72), with reference to the UK, where he suggests 'there is little doubt that in the whole area of sports development there is a dramatic shortage of knowledge for the practitioner' and the need for this issue to be addressed by educational institutions.

In addition to its scholarly applications, it is intended that this research, based on the distilled knowledge and understanding acquired in the field, will be of practical help to practitioners working in the SD arena, particularly in NZ, to initiate and introduce integrated SD delivery systems into their sports, as well as benefit students considering the possibility of pursuing a role as a SDO. It provides a review of the SD literature and identifies six main strands in a

continuum of meanings of the concept. While the focus here is on the 'development of sport' strand, it places it within a framework of a much broader 'growing interest in and acceptance of sport, as an intervention that both brings its own value, and adds value to a variety of development and humanitarian contexts' (Read and Bingham, 2009, p.xiii).

Research Questions

This investigation into NZC's SD intervention to make quantitative and qualitative improvements to cricket at a grassroots or community level asks and seeks answers to a set of questions that are of relevance to both researchers and practitioners. The questions, which guide and form the framework of this systematic exploration of SD, include:

1. What is SD?
2. When did SD emerge in a NZ context and how has it changed over time?
 - a. When and why did NZC introduce a SD plan and programme?
3. What can an examination of cricket in NZ tell us about SD?
 - a. What are the key features of NZC's national SD plan and programme?
 - b. How has the programme been translated into practice?
 - c. What were the challenges faced and solutions adopted?
 - d. What has the impact on cricket in NZ been?
 - e. What lessons learned from NZC's development experience have applicability to other sports, particularly in NZ?

Research Objectives

The intention in undertaking this research, and addressing these questions, is to achieve three interrelated objectives. These are:

1. To link academic theory with practice by providing detailed first-hand description and explanation of the 'development of sport' process with reference to cricket based on my knowledge, understanding and practical experience acquired as the NDM at NZC, and later as the Manager, Community Sport at Sport and Recreation New Zealand (SPARC) (now Sport NZ).

2. To identify and evaluate the phases in the 'development of sport' process of designing a plan, implementing a programme, and managing and monitoring the practice; and having done so, to consider the challenges faced, solutions adopted, changes affected, and outcomes achieved.
3. To provide an exemplar of SD from a practitioner-insider's perspective that will be of practical value to other sports and their SD personnel seeking to learn, define, initiate, adapt or refine the process of development in their own sports; and that will be an academic support for the benefit of students seeking to study and/or take up roles in SD.

This research comprises two parts. The first examines the conceptualisation of SD and the intellectual and historical context in which it evolved in NZ. The second utilises a qualitative approach to construct a detailed longitudinal case study of SD, specifically NZC's planned, 'top-down' intervention into community cricket in NZ, and the long-term impact of this intervention on the sustainable growth of the game in clubs and schools.

Thesis Framework

Beyond this Introduction, which sets the guidelines for the research, and the rationale for the study, this thesis is structured into nine chapters and a conclusion.

Chapter 1 reviews the academic literature pertinent to the concept of SD. It examines a range of definitions of SD and how the concept has been interpreted within different settings by various agencies and/or actors according to their objectives and outcomes. Six main strands of interpretations are identified. Each of these strands is defined on the basis of its settings, objectives and outcomes, within a continuum of these interpretative strands.

One of the strands, delineated as the 'development of sport', is examined in more detail in Chapter 2. This strand of SD provides the context for this research. It focuses on how sporting organisations, to ensure their future sustainability, need to innovate and change if they are to remain relevant to current and prospective participants. This process has historically been driven by volunteers in clubs and schools. In this chapter, most attention is directed to the role of NSOs since the 1990s, which pressured by emerging social, economic and political challenges, have adopted more holistic and planned approaches to this process. In doing so, they have drawn on a variety of sport and player development models, to expand their menu of sporting opportunities and experiences and improve their grassroots infrastructure and services to support these.

Chapter 3 outlines the methodology and methods used to undertake this research. A qualitative methodological approach is adopted to accommodate my insider position as the researcher documenting NZC's planned intervention into cricket in NZ, but also to acknowledge my roles as a practitioner and an insider within NZC who was responsible for leading, designing, implementing and managing this involvement. The methods used include reviews of the literature on SD and the emerging history of the concept in NZ, both of which provide a context for a detailed longitudinal case study of the intervention by NZC, between 1998 and 2008, to positively influence the development and delivery of cricket in clubs and schools. The case study draws on primary documentary and statistical evidence to describe and explain the plan, programme and practice that NZC instigated in this period, and the impact it had on the game and its organisation at a community level.

In Chapter 4 the emergence and subsequent transformation of the concept of SD in NZ is surveyed. This identifies the early and ongoing importance of the 'bottom-up', organic and sporadic 'development of sport' through the initiative and efforts of volunteers in regions, clubs and schools; and the expanding interest and influence of central government and its various national sporting agencies in sport and its potential to achieve their social and political objectives, and increasingly to support the recent, planned 'top-down' involvement of NSOs in their sports to grow and sustain them at a community level. This latter type of intervention by NZC in the late 1990s, the mix of internal and external challenges which prompted it, and the form that it took, are examined in Chapter 5. It outlines my appointment as the NDM and the ensuing research and planning process, culminating in the formulation of a National Development Plan (ND Plan). The key features of the plan, including: the definition of its scope, objectives, strategies and outcomes; delineation of its pathways and initiatives; and structure of its delivery network, together with potential partnerships to fund this, are discussed.

Chapter 6 examines the ND Programme which emerged from NZC's plan. It focuses on the framework of aligned pathways and intertwined sets of integrated initiatives that constitute the programme, and within this the infusion of key change concepts, such as modification, adaptability and flexibility, to revitalise the game and keep it contemporary at a community level. The translation of the ND Programme into practice is the subject of Chapter 7. It examines the implementation of the programme by a regional delivery network of full-time CDMs and CCCs, appointed for this purpose, in conjunction with volunteers in clubs and schools. The roles and effectiveness of these cricket development personnel are discussed, with particular reference to the CCCs, as are the collaborative partnerships and accountabilities negotiated for their funding and performance between NZC and its MAs,

inclusive of regional development planning, service level agreements (SLAs) and regular reporting against agreed outputs and outcomes. The constraints on the programme, challenges the CCCs faced in marketing and implementing the programme, and practical solutions adopted are also considered.

Chapter 8 assesses the impact of the ND Programme on cricket in the community. It first analyses the literature on the change management process which was a prerequisite for the programme to pervade the organisation, be adopted and successfully delivered. A sequence of change phases and responses that underpinned NZC's 'development of sport' experience is identified and incorporated into a model of the change management process. The impact of the programme is assessed within this context against its objectives; and its methods of measurement, reviewing and monitoring are discussed; as are the obstacles and challenges that create variances in its effect on community cricket. While the sustained growth in participation in the game is used as an indicator of the effectiveness and long-term impact of the programme, its interdependence on improvements in the capability of clubs and schools to provide the infrastructure (e.g. competitions and playing facilities) and services (e.g. coaches and coaching) to support this growth is emphasised.

The lessons learned from NZC's SD experience are discussed in Chapter 9, within the context of the change management process model proposed in Chapter 8; and their applicability to other NSOs are explored. The sequence of steps involved in the process of innovation and change in the 'development of sport' are identified and explained. For this to be effective, consideration is given to why NSOs must set the 'development of sport' process within a long-term and sustainable framework, if it is to positively impact the ongoing health and wellbeing of their sport and its organisation at a community level.

The Conclusion considers how the original questions posed in the thesis are addressed; whether the research objectives have been met; and if the justification for the study has been validated; thereby closing the research gap pertaining to understanding the 'development of sport' process, and its long-term impact through a planned response by a NSO to grow and sustain participation at a community level. The key features and findings of each chapter are also summarised, and the benefits and implications of the research for the 'development of sport' process identified.

CHAPTER 1

SPORT DEVELOPMENT: THE CONCEPT AND ITS CONTINUUM OF INTERPRETATIONS

For researchers and practitioners alike, conceptualising and defining SD has proved to be difficult. Its meaning changes depending on whether the emphasis is principally on 'sport' or on 'development'. This is denoted by the juxtaposition of these two terms and insertion of different conjunctions between them which has generated a myriad of interpretations of the concept. These have arisen from the various ways sport and its potential are perceived by the diversity of agencies in this field, each of whom has their own interpretation of the concept based on their objectives, practices and outcomes. In many cases, however, these interpretations applied to the concept in the literature are used loosely and frequently interchangeably. As such the concept of SD is highly contested (Houlihan, 2011c).

This chapter examines the conceptualisation of SD, discusses the relevance of 'development' to sport and its applicability to understanding the concept, and considers a range of definitions. Six main strands of how the concept of SD has been interpreted are identified, and these are integrated into a continuum in which each strand is delineated by its setting, main agencies, objectives and outcomes. These strands are arranged according to a gradation of meanings from sport as an end in itself (intrinsic perspective) to sport as a means of achieving a range of non-sporting outcomes (extrinsic perspective). The continuum represents a simplified overview of the interpretative strands of SD and is proffered for ease of understanding, teaching and practical use.

What is Sport Development?

SD has appeared to be a 'catch-all' concept for anything to do with providing opportunities for people to participate and excel in sport as well as for the use of sport to benefit the development of individuals and communities. It incorporates a mosaic of interpretations and is applied to everything from the development of a sport, so its participatory appeal and future growth is assured, through to the use of sport as a vehicle for personal, political or socio-economic improvements. The concept, therefore, can be interpreted in a range of different ways making it difficult to define in an operational sense (Eady, 1993; Houlihan and White, 2002; Hylton and Bramham, 2008a, 2008b; Bramham and Hylton, 2008; Houlihan, 2011b, 2011c). For this reason SD means different things to different people (Watt, 2003).

Although 'sport' is a contested term, in this research, sport is interpreted as a competitive, formal and rule-bound activity that requires physical skills and takes place in an organised setting (Nicholson, Hoye and Houlihan, 2011b). It acknowledges that sport is a social construct and as such is subject to social, political, economic and technological change. Sport organisations need to be cognisant of this and be adaptable in the development and delivery of their sports to ensure they remain contemporary, appealing and sustainable. The focus here is on 'organised sport' at a community level in clubs and schools, that is formally structured and organised, competitive and recreational sport providing opportunities and experiences for participants to meet their intrinsic needs, expectations and motivations (Woods, 2007; Coakley, Hallinan, Jackson and Mewett, 2009). When the term 'development' is added to 'sport' to construct the concept of SD, the objectives for creating these opportunities and potential outcomes for people participating produces a diversity of interpretations.

There are many different definitions of the term 'development' (Girginov, 2008b). In most of these, development is perceived as a historical-political concept with very strong socio-economic implications. According to Donnelly, Darnell, Wells and Coakley (2007), development was initially considered in economic terms and measured by gross domestic product (GDP) or gross national product (GNP). More recently it has been viewed from a broader socio-economic perspective and measured by sets of standard of living indicators, such as the Human Development Index, which includes life expectancy, adult literacy, school enrolment ratios and GDP per capita (Donnelly et al., 2007), and increasingly by some from a human condition perspective with the focus being on general wellbeing and quality of life indicators, such as environmental health and political freedom (Levermore and Beacom, 2009a, 2009c). While these measures are indicative of 'improvement', the preference in this study is to draw on the use by Black (2010, p.122) of Jan Nederveen Pieterse's broad definition of development as 'the organised intervention in collective affairs according to a standard of improvement'. While development implies improvement, Black (2010) suggests that in practice, consideration also needs to be given to other dimensions of development, namely:

1. It is interventive and intentional, although this can involve a large number of potential agencies and actors and be undertaken for a diversity of possible, but purposive objectives and outcomes.
2. It can be 'large scale' and 'top-down' in conception and implementation, or 'small scale' and 'bottom-up'.

3. It can be historically progressive, but frequently the resultant change has led to the destruction and replacement of previous, long-standing processes, systems and structures.
4. It can be a constraining process reinforcing a 'top-down' donor's perspective of development that may inhibit possibilities for change rather than being emancipatory in terms of creating new opportunities.

Black's (2010) dimensions of development are apparent either explicitly or implicitly in the different conceptualisations of SD discussed later.

In a generic sense, development can also be perceived as a process, a condition, an expectation, an outcome or a combination of these (Astle, 1989). As a process, it generally refers to any change that results in tangible and sustainable progress, advancement, enhancement, evolution, expansion, growth and/or improvement and the condition of those affected by this process may be described as being developed (most affected) or less developed (less affected). As an expectation, the fact that development cannot be singularly defined to everyone's satisfaction is because there are different interpretations of 'what is desirable?', and as an outcome, 'how it should be achieved?' Although as Seers (1979, p.10) notes, 'development is inevitably a normative concept, almost a synonym for improvement. To pretend otherwise is just to hide one's value judgements.' The latter tend to be reflective of one's academic, political or ideological, and/or personal (outsider donor v insider recipient views - those making the decisions about development and those affected by the decisions) perspective (Astle, 1989). According to Girginov (2008b):

where they differ is on matters of principles, ends and means, so questions such as how development was to be achieved, what values should underpin it and what the outcomes should be became central to any vision of development. (p. 7)

In examining development as a generic concept, its relevance to sport, and applicability to understanding SD, Girginov (2008b) indicates that there are three interrelated contemporary meanings of the term 'development'. He bases this on the analyses of Thomas (2000) and Schech and Haggis (2000) who identify development as:

(i) a vision, description or measure of the state of being of a desirable society: (ii) a historical process of social change implying a progressive movement from backwardness to forwardness: and (iii) deliberate efforts on the part of various agencies aimed at improvement. (Girginov, 2008b, p.5)

These meanings align with Astle's interpretations of development as a vision or 'expectation' of the prerequisites of being a desirable state; as a 'process' of social change that positively influences the 'condition' of those affected by development; and as an 'outcome' of how this improvement should be achieved (Astle, 1989).

Defining Sport Development

When introduced into the domain of sport, these meanings of development are evident in the changing definitions that various researchers have applied to SD. For example:

1. SD is 'the process which enhances opportunities for people of all ages, degrees of interest and levels of ability to take part, get better and excel in their chosen sporting activities' (Eady, 1993, p.1).
2. SD is 'about ensuring the pathways and structures are in place to enable people to learn basic movement skills, participate in sports of their choice, develop their competence and performance, and reach levels of excellence' ([UK] Sports Council, 1993, p.1).
3. SD is 'a process whereby effective opportunities, processes, systems and structures are set up to enable and encourage people in all or particular groups and areas to take part in sport and recreation and to improve their performance to whatsoever level they desire' (Collins, 1995, p.21).
4. SD is 'a form of social intervention comprising sets of principles, processes and practices that seek to provide opportunities designed to motivate and encourage people to take part in sport and physical activity at all levels of ability and through all stages of the life cycle for a variety of personal and societal rationales' (Cryer, 2009a, p.1).

These definitions show a transition in emphasis from where SD is primarily about 'sport for sport's sake' to it being more about 'sport for good' (Houlihan, 2011c). The first three definitions are aspirational and illustrate how the concept was initially sport-related in that it emphasised the creation of opportunities to increase participation and improve performance. The last definition, however, introduces 'the utilitarian and instrumental notion' of sport (Houlihan, 2011c, p.4), and its increasing use as a vehicle to achieve a variety of non-sporting, social welfare objectives. The focus of this research is aligned with the earlier development of 'sport for sport's sake' definitions. From this perspective, the four definitions of SD represent a

progressive awareness that planned interventions to establish integrated SD systems are necessary, if sports, are to effectively deliver a range of high quality sporting opportunities and experiences. This is reflected in each of the definitions which also incorporate all or most of the various meanings of development previously identified by Astle (1989) and Girginov (2008b).

- The vision or expectation implied in all definitions of SD is as Shilbury et al., (2008, p.219) note, 'about participation and promoting the opportunities and benefits of participation'.
- The process represents the policies, plans, pathways, programmes, resources and structures devised and delivered by the different agencies and actors of SD to create and maintain better and more opportunities to participate in sport for the population in general or specific target groups of people based on factors such as location, age, ability, inactivity, gender, socio-economic status and/or ethnicity. Girginov (2008b) suggests that the current SD scene is cluttered with local, national and international agencies, some operating at all three levels, while others specialise in one. Irrespective of the agency, Watt (2003, p.66) argues that 'participants must be at the centre of the process; opportunities provided by the organisation which supports, coordinates and then manages participants should always start with the participants' needs and be sufficiently flexible to meet these'.
- The condition of participants is dependent upon the range and relevance of opportunities offered and quality of the sporting experiences received from these, in order to attract, nurture and retain participants by satisfying their expectations and improving their competence, confidence and enjoyment. According to Shilbury et al., (2008) these include:
 - the freedom of children's play to the modification of sport to allow children to be children a little longer to junior and youth sport, where the rules, regulations and traditions of a sport become the foundation to protect the 'institution' of sport, to participation in senior competitions and ultimately, to elite and professional sport. (p.217)
- The outcomes sought vary according to the agendas of the different providers. For many the objective is to increase participation for the betterment of sport (sustainable growth), of individuals for the sporting (skill development, pursuit of excellence,

lifelong involvement), personal (educational performance, self-esteem), health (improvement, mental state, nutrition, fitness) and social (enjoyment, inclusion) benefits derived from this involvement in sport, and/or of communities (volunteering, social capital, integration, crime reduction, removal of inequalities) and their infrastructures (urban regeneration) and economies (events, tourism). As Watt (2003, p.66) suggests, 'sports development is about developing not just sport but also the individual within sport, the sports organisation to better provide for the sport, sport within the community and sport for its own sake'.

The ability of sport to deliver on these outcomes, in the absence of rigorous monitoring and evaluation, has often been taken for granted, perhaps because of the untested assumptions of the potential contribution of sport to achieving such outcomes. Recently, however, researchers such as Coalter (2007, p.1), suggest 'all reviews have produced rather ambiguous and inconclusive conclusions'. He goes on to explain that among the possible reasons for this is 'the *mythopoeic status* [myth making] of sport and the assumption of inevitably positive outcomes, with little need for monitoring and evaluation – sport works'. While this research recognises there are questions about the relationship between sport and its capacity to achieve a wide range of outcomes, and accepts as Coalter (2007, p.7) concludes 'there is a need to think more clearly, analytically and less emotionally about 'sport' and its potential', this particular discussion is not the purpose of this study. However, it does acknowledge the importance of evaluative thinking and the raising of more pragmatic questions, such as 'what are the preconditions that sport needs to create positive outcomes?' and 'how do sport development programmes have to be designed to be effective?' (Schwery, 2008). Therein exists an ongoing conundrum for SD between the delivery of sport and the measurement of its outcomes.

Most recent researchers make reference to the earlier mentioned definitions of SD. In the main they have shown a reluctance to commit to their own definition because of the array of interpretations and perspectives applied to the concept. For SD to have a meaningful and ongoing impact, from a practitioner's perspective, any attempt at a definition needs to address two key outcomes of development. First, growth, as in increasing participation, and second, sustainability, as in ensuring this increase in participation is maintained over time. SD agencies, therefore, need to research and plan their approach; put in place insightful and coherent processes; identify and align pathways for participants, volunteers and administrators; design progressive and flexible programmes, formats and competitions with contemporaneous

appeal and quality supporting resources; and implement these through organisational structures that are integrated and have the capability and capacity to deliver participatory opportunities. In this context, I define SD for this study as:

The sustainable provision of, and access to, a sequence of relevant, appealing and affordable sporting opportunities for people, irrespective of age, ability, interest, ethnicity or gender to participate, enjoy and progress in a supportive environment that has the infrastructure and services capable of offering high quality, positive experiences and satisfying participants' diverse and changing needs, motivations and expectations to ensure their continued involvement in sport.

SD, then, is about participants. It is about the creation, improvement, expansion and maintenance of sporting opportunities. It is about the availability, relevance and ease of access to these by participants to derive sport's intrinsic and extrinsic values; and it is about the capability and capacity of sport providers, mainly through their volunteers, to create an environment in which these opportunities are positively experienced and participants needs, expectations and changing motivations are supported, serviced and satisfied. This requires SD agencies to clearly understand what SD is and what it is not (see Table I). They need to discern their role and influence in the process of positive change within sport to promote and provide opportunities to enable people to participate and progress to their potential.

Interpretations of Sport Development

We have seen that SD is a highly contested, multifaceted concept that is interpreted in different ways by different people (Houlihan and White, 2002; Bramham and Hylton, 2008; Leberman, 2008; Houlihan, 2011c). In reviewing the academic literature on SD, these different interpretations of the concept have produced a confusion of terms and meanings. These arise from the difficulties associated with satisfactorily defining the terms 'sport' and 'development', the juxtaposition of the terms when they are combined, and the insertion of different conjunctions (i.e. 'in', 'of', 'for', 'through', 'as', 'and') between them.

This is further compounded in the literature when multiple terminologies of the concept are used interchangeably. This occurs especially where SD is linked with international development (Levermore, 2008, 2009, 2011; Levermore and Beacom, 2009b, 2009c). For example, within this context, Kay (2011) acknowledges the interchangeable use of the conjunctions 'in', 'for', 'as' and 'and' between the terms 'sport' and 'development' and the synonymous application of the resultant different configurations of the concept to imply that sport is to varying degrees embedded in the development process.

Table I

Sport Development: What it is and what it is not

SPORT DEVELOPMENT	SPORT DEVELOPMENT
It is...	It is not...
<ul style="list-style-type: none"> • Delivery of programmes that create opportunities that are additional to those that already exist 	<ul style="list-style-type: none"> • Administration of programmes that maintain those opportunities that already exist
<ul style="list-style-type: none"> • Active 	<ul style="list-style-type: none"> • Passive
<ul style="list-style-type: none"> • Value add 	<ul style="list-style-type: none"> • Status quo
<ul style="list-style-type: none"> • Can do 	<ul style="list-style-type: none"> • Can't do
<ul style="list-style-type: none"> • Changing attitudes 	<ul style="list-style-type: none"> • Set attitudes
<ul style="list-style-type: none"> • Excited by challenges 	<ul style="list-style-type: none"> • Overwhelmed by challenges
<ul style="list-style-type: none"> • Possibilities 	<ul style="list-style-type: none"> • Impossibilities
<ul style="list-style-type: none"> • Solutions 	<ul style="list-style-type: none"> • Justifications
<ul style="list-style-type: none"> • Making a difference 	<ul style="list-style-type: none"> • Servicing existing demand
<ul style="list-style-type: none"> • Innovation 	<ul style="list-style-type: none"> • Preservation
<ul style="list-style-type: none"> • Interventionist 	<ul style="list-style-type: none"> • Conformist
<ul style="list-style-type: none"> • Planned and structured 	<ul style="list-style-type: none"> • As needs be
<ul style="list-style-type: none"> • Contemporary appeal 	<ul style="list-style-type: none"> • Customary attraction
<ul style="list-style-type: none"> • Adaptive and flexible formats 	<ul style="list-style-type: none"> • Traditional formats
<ul style="list-style-type: none"> • Aligned progressive pathways 	<ul style="list-style-type: none"> • Parallel and/or indistinguishable pathways
<ul style="list-style-type: none"> • Who and how 	<ul style="list-style-type: none"> • What
<ul style="list-style-type: none"> • 'If it ain't broke, break it! (Constantly seek ways of improving) 	<ul style="list-style-type: none"> • If it ain't broke, don't fix it! (Don't change anything unless it's necessary)

(Adapted from table by Eady, 1993, p.9)

The SD website <http://www.sportdevelopment.org.uk> acknowledges this confusion of interpretations when it indicates 'sport development is an equivocally contested term. It can mean the development of sport for sport's sake and equally the use of sport and physical activity opportunities for the development of society – sport as a social instrument.' They suggest that:

sport development deals with the opportunities available for people to progress to their potential in sport, from taking part for fun and health to competition and also encompasses the provision of opportunities for addressing the social issues of the day through participation in sport. (<http://www.sportdevelopment.org.uk>)

This distinction is based on the broad differentiation made by Houlihan and White (2002) within SD between the 'development of sport' and 'development through sport' (see Table II). They established, that while not mutually exclusive, there were significant differences in emphasis between the former which is activity designed to enhance participation and performance in sport as an end in itself, and the latter which is activity designed to use sport

as a vehicle to achieve a range of social, economic and political objectives. Other authors have subscribed to this simple, dual classification of SD (Beacom 2007; Beacom and Levermore, 2008; Levermore and Beacom, 2009b). Van Bottenburg and De Bosscher (2011) used it to suggest that the various definitions of SD could:

be positioned along two axes; first, the axis between encouraging people to become physically active on the one hand (sport for all) and producing elite athletes through talent development on the other (elite sport); and second, the axis between creating the pathways and structures to enable people to participate and perform in sport on the one hand (development of sport) and using sport as a vehicle to achieve non-sport policy goals on the other (development through sport). (p. 600)

There is no doubt that the degree of emphasis placed by NSOs, central governments and their sporting agencies on the opposite ends of these two axes has created tensions within sports in terms of their priorities, the allocation of resources and their capability and capacity to achieve their differing objectives and outcomes. These tensions are noted in this research, as are the diametric objectives and outcomes used to distinguish between sport for all and its own sake ('development of sport'), elite sport ('development for sport') and sport for social good ('development through sport') (see Table II).

Table II
Different classifications of sport development interpretations

HOULIHAN and WHITE* DIFFERENTIATION	COALTER ** CLASSIFICATION	ASTLE CONTINUUM
		Development IN sport
Development OF sport	Sport	Development OF sport
		Development FOR sport
Development THROUGH sport	Sport PLUS	Development THROUGH sport
	PLUS sport	Sport IN, FOR or AS development
		Sport AND Development

(*Houlihan and White, 2002; **Coalter, 2008)

In 2008, Coalter proposed a three-fold classification of SD interpretations, based on the relative emphasis given to sport to achieve certain objectives and outcomes. He identified three classes, namely 'sport, sport plus and plus sport' (Coalter, 2008, p.47) (see Table II). In

examining the role of sport he focused on the 'plus' value of sport as a legitimate social intervention. He recognised that the major objective of 'sport' 'is to develop sustainable sporting organisations in order to remove barriers to sports participation, train and support leaders and coaches, develop basic sporting skills and provide opportunities to develop and progress' (Coalter, 2008, p.47), that is, to deliver sporting outcomes. However, achieving this objective is seldom the only reason, as sport is also used by various agencies for social good ('sport plus'), such as gender equity, social inclusion, health and citizenship education. While 'plus sport' is the use of sport as a means to achieve primarily non-sporting outcomes, it places:

much more emphasis on sport as a means to an end – using sport's 'fly paper' ability to attract large numbers of young people to programmes concerned with wider social and health objectives. Non-sporting outcomes (e.g. HIV/AIDS education and behaviour change) are more important than the longer-term sustainable development of sport. (Coalter, 2008, p.48)

A Continuum of Interpretations of Sport Development

While Coalter's classification goes some way to separating Houlihan and White's 'development through sport' into 'sport plus' and 'plus sport', it does not cover the full spectrum of interpretations evident in the literature. These interpretations arise from how the juxtaposition of the two words 'sport' and 'development', and their linkage by various conjunctions, shift the primary emphasis from 'sport', where development is 'in', 'of' or 'for' sport and is about the improvement of sport for sport specific outcomes; to 'development', where sport is used as a vehicle to achieve a range of objectives as a result of development 'through' sport or sport 'in', 'for', 'as' or 'and' development, which are all derivatives of sport being employed as a means to other ends.

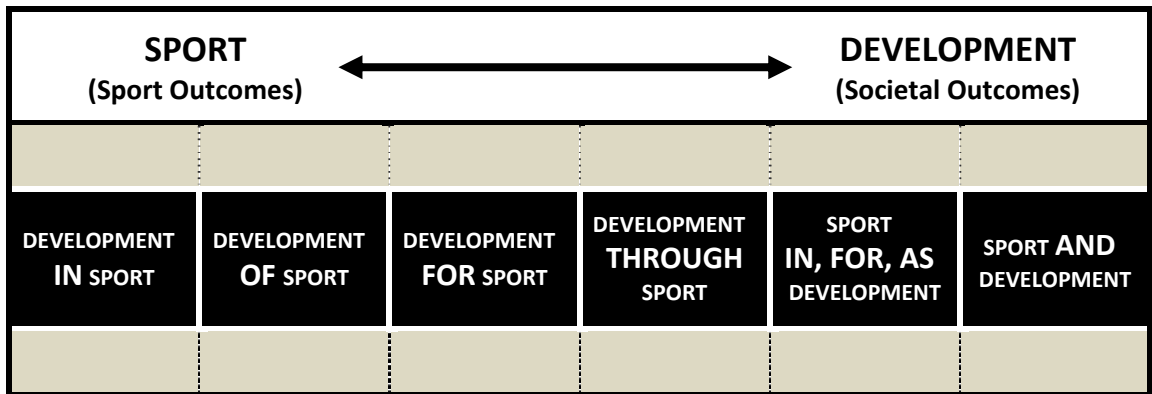
While this shift in emphasis creates a distinction between 'sport' and 'development' similar to that noted by Houlihan and White (2002) and Coalter (2008), this present research uses the conjunctions between the terms to further refine these classifications into a continuum of SD interpretations. Within this continuum six strands of interpretation are identified that span the spectrum of viewpoints which are frequently bundled together under the concept of SD (see Figure I and Tables III and IV). These strands include:

1. Development **IN** sport
2. Development **OF** sport

3. Development **FOR** sport
4. Development **THROUGH** sport
5. Sport **IN, FOR** or **AS** development
6. Sport **AND** development

Figure I

Different interpretative strands in the sport development continuum



Each strand is defined by the setting in which it occurs, the development agencies involved, as well as the objectives and outcomes being sought (see Table III). As Coalter (2006, p.2) notes these continuum strands are ‘related to the many different contexts in which these programmes take place, which in turn have an effect on the type of outcomes’ (Coalter, 2006, p.2). In other words, while SD is about the provision of opportunities for individuals to participate, the objectives and outcomes of that participation vary according to each of the continuum interpretations. These are influenced by the agendas and practices of the different SD agencies and the setting in which they operate. Houlihan (2011c) suggests the different interpretations are the consequence of:

a set of prior decisions not only about who is to be targeted, for what purpose, in what way and by whom, but also about how the need for action is identified, who has the power to define need and who determines that sufficient change/development has taken place. (p. 2)

Each of the interpretative strands in the proposed continuum is outlined in Table IV, and is supported by a comprehensive inventory of references in Appendix I. Because cricket is the theme of this research, a number of the references, especially in the ‘development in sport’ and ‘sport and development’ strands, have a cricket orientation (e.g. Sandiford, 1983; Green,

Table III

The determinants of the different interpretative strands in the sport development continuum

Strand	Development IN Sport	Development OF Sport	Development FOR Sport	Development THROUGH Sport	Sport IN, FOR or AS Development	Sport AND Development
Setting	Sport, especially traditional organised team games	Community sport, especially traditional organised team games in clubs and schools	Elite sport and elite sport events in mainly developed countries, such as the UK, Canada, Australia and NZ	Community sport in developed countries, such as the UK, Canada, Australia and NZ	Community sport in developing countries, especially in Africa, Asia and Latin America	Sport, originally in developed countries, particularly Victorian England and later its colonies, but now more in developing countries, especially in Africa, Asia and Latin America
Agencies	Clubs, schools, RSOs, NSOs, international sports governing bodies, media, especially television	Clubs, schools, RSOs, NSOs, central governments, national sports agencies, local authorities	Central governments, national sports agencies, NSOs, international sports governing bodies, media, especially television	Central governments, national sports agencies, NSOs, local authorities, local NGOs	Central governments from developed countries, especially Western Europe and North America, UN, NGOs, international sports governing bodies, multinational corporations	Originally Victorian England public schools, churches and military, and later administrations and societies in British colonies, now central governments from developed countries, especially Western Europe and North America, UN, NGOs
Objectives	To adapt the appearance and structure of a sport to change and innovation over time	To maintain the relevance and appeal of a sport to ensure its future sustainability	To create facilities, support systems and services to enhance the development and delivery of elite sport and hosting of large-scale sporting events	To immerse sport into 'physical activity' and social marketing programmes, to target specific population groups, as a means of addressing a mix of social welfare issues and costs	To use sport in international development to spread social and humanitarian messages and tackle social, health, educational and economic issues	To access the inherent values of sport for its moral, social and physical benefits
Outcomes	Transform the appearance and structure of a sport to its current stage of evolution and codification	Grow and sustain a sport, especially at a community level in clubs and schools, with increases in participation and contribution, and improvements in capability	Win medals and titles in Olympic Games and world championships and benefit from the global exposure of hosting international events	Improve health and fitness, education and economic prospects, and reduce medical costs, social exclusion and anti-social behaviour, especially crime	Realise the Millennium Development Goals (MDGs) to tackle poverty, famine, and disease, especially HIV/AIDS, by 2015	Recognise the right to participate in sport, experience its opportunities and acquire its perceived inherent values

1988; Woolmer, Noakes and Moffett, 2008; Mani, 2009; Ryan, 2004, 2007, 2011; Majumdar, 2011).

The continuum does not imply that the boundaries between the strands are sharp. Even though each strand has its own characteristics, they are not mutually exclusive or impervious, and frequently overlaps occur between them (Beacom and Levermore, 2008). The purpose of the continuum framework is to broadly distinguish between the strands for ease of understanding, explanation and practical use. It begins with those interpretations that focus on sport and its development and ends with those where the emphasis is on development and sport is used to achieve a mix of societal outcomes. It should be noted that the continuum is perceived not as a linear construct, but as a circular one, with 'sport in development' and 'sport and development' at apparent opposite ends of the continuum being in reality adjoined, akin to being opposite sides of the same coin.

The Continuum Strands

The strands in the continuum were identified on the basis of the criteria established in Table III. In the continuum, the two-fold classification devised by Houlihan and White (2002) (see Table II) is refined with each of their SD categories subdivided into two strands and then widened to include a third strand. As such their conceptualisation of the 'development of sport' in this continuum is refined into 'development in sport', 'development of sport' and 'development for sport' with the prime emphasis in each strand being on 'sport' and its evolution and current development (see Table IV). Similarly their 'development through sport' is separated into 'development through sport', 'sport in, for or as development' and 'sport and development'. The increasing international focus of the latter 'sport and development' strand, and its widening use of sport in humanitarian assistance, has seen it merge with the 'sport in, for or as development' strand, although some authors (Levermore and Beacom, 2009b; Kay, 2011) prefer to apply 'sport and development' to both strands. The main emphasis in each of these strands is on 'development' and its use of sport as a tool to address a range of non-sporting issues (see Table III). This emphasis on the utility value of sport reflects its adaptability, its capacity to bring people together, and the fact that it is seen as 'a relatively low cost, high visibility and malleable response to a wide range of social policy issues' (Houlihan, 2011, p.3).

In Coalter's (2008) classification, he groups the 'development for sport' and 'development through sport' strands of this continuum within his 'sport plus' category. Although both strands are derived from the sport policies of central governments in developed countries and their

national sport agencies (Green, 2006), his grouping is more about the sporting outcomes of the former strand increasingly becoming non-sporting ones. The objective of 'development for sport' policies is the creation of elite sport systems that meet the needs of elite athletes/teams to achieve international elite success, as well as provide both a 'trickledown effect' of improvements through the entire sport system and a 'role model effect' that inspires the population, especially young people, to participate in sport. This objective, however, is often compromised by governments seeking to 'cash-in' on elite sport success, especially when coupled with hosting large-scale sporting events (Green, 2004b, 2007; Houlihan, 2011d; Nicholson, Hoye and Houlihan, 2011c). This sees 'development for sport' outcomes become secondary to 'development through sport' outcomes, as elite sport and sporting events are used by governments to generate intangible, 'feel-good' and 'showcase' benefits, such as boosting national morale, pride and unity, demonstrating their modernity, elevating their international profile and reputation, and making tangible improvements in economic development and urban regeneration.

These perceived values and capabilities of sport to contribute to various societal and developmental issues are, however, largely unproven. As Spaaij (2009) notes it is:

now commonplace to point to the absence of 'hard' evidence needed to 'test' whether and how sport programmes actually work, to criticise the shortcomings of 'anecdotal evidence', and to stress the need for better monitoring and evaluation of sport development programmes. (p. 1109)

This has led central governments and NGOs to increasingly examine sport to find evidence to justify their 'value for investment', and academics to prove its efficacy and to research sport to 'expose its limitations' as a tool for development (Collins, Henry, Houlihan and Butler, 1999; Guest, 2006; Sport England, 2006, 2011; Oughton and Tacon, 2007; SDP IWG, 2007; Kidd and Donnelly, 2007; Donnelly et al., 2007; Zakus, Njelesani and Darnell, 2007; Larkin, Razack and Moola, 2007; Parnes and Hashemi, 2007; Kidd and MacDonnell, 2007; Coalter, 2007, 2009, 2010; Kidd, 2008; Levermore, 2008; Levermore and Beacom, 2009b, 2009c).

Practitioners, especially sport-specific SDOs, however, remain optimistic about the strengths of sport and the importance of delivering quality sporting opportunities and experiences to participants to meet their needs, expectations and motivations appropriate to their stage of development; and of supporting these with the right infrastructure and support services in clubs and schools, to ensure their lifelong involvement and/or possible elevation into the ranks of the elite. This suggests a question of whether sport is better developed for the sake of the quality of sport and for the intrinsic values participants derive from it, rather than for central

Table IV

A continuum of sport development interpretations

SPORT [Sport Outcomes]			DEVELOPMENT [Societal Outcomes]		
Development IN Sport	Development OF Sport	Development FOR Sport	Development THROUGH Sport	Sport IN, FOR or AS Development	Sport AND Development
<p>This is the historical evolution of sport, namely the emergence, codification and diffusion of different sports, and how they have adapted, and continue to adapt, to change. This is a process essentially driven from within sports. It can be 'top-down' or 'bottom up' and reflects the adaptation of sports to changes in such factors as: game rules, formats, influence and use of technology, application of science, facility improvements and their changing popularity in, and impact on, different countries. More recently these factors have been shaped by globalisation, in particular the growth of sport at an international level, and major international sports governing bodies (e.g. ICC, FIFA, IOC) exercising power over the development in, and/or of, their sport or sports nationally, especially through the securing of global television media rights. These rights have funded the expansion of international elite, and increasingly professional sport, and spread the global appeal of many sports by accelerating the pace of innovation and change in the above factors, especially game formats.</p>	<p>This is about sporting organisations remaining contemporary and ensuring their future sustainability by creating and maintaining a range of appealing, relevant, affordable and accessible sporting opportunities and experiences that attract and retain participants. This process has normally been an organic, small-scale, 'bottom-up' one driven by committed administrators or enthusiastic coaches in select regions, clubs or schools. In the last two decades, many traditional sports have come under pressure from a variety of socio-economic and political pressures that have impacted on their participation levels. This has prompted planned, large-scale, 'top-down' interventions by some NSOs with the leadership, vision, capability, capacity, financial resources and vertical integration down into the community levels of their sports, to influence the type of programmes, competitions and their delivery to increase participation and support it with improved infrastructures and services, especially coaching. This has necessitated NSOs take a holistic view of their sports and affect a change management process through the design of comprehensive SD plans, aligned pathways and innovative programmes, that provide a value proposition for community stakeholders, and implement these through regional networks of sport-specific SDOs and volunteers in clubs and schools, or via events. This has resulted in a change in emphasis and approach by NSOs, who have become increasingly aware of the importance and value of their community sport foundations, not just for identifying and selecting more individuals with the potential to progress to an elite level, but for encouraging the lifelong involvement in, and consumption of, their sport by the majority of participants. To achieve these changes NSOs have needed to build effective partnerships, especially with central governments and/or their agencies, modernise their organisational and operational procedures, and be committed, for the sake of their sports, to their long-term sustainable development.</p>	<p>This is an outcome of the increasing intervention in sport, especially elite sport, by central governments in mainly developed countries, usually in conjunction with NSOs, through the implementation of national sport policies. The reasons for their involvement are diverse, but the impact of their policies has been two-fold. First, they have required NSOs, in return for the investment of substantial sums of public and national lotteries funding, to improve the capability of their organisations and quality of the environment and infrastructure of their elite SD and delivery systems. This has been to enhance the performance of their elite athletes/teams on the condition they win medals and titles, especially in Olympic Games and World Championships. Such 'development for sport', although producing a similarity in these elite sport systems across countries, has witnessed significant improvements in facilities, coaching, sport science, domestic competitions and talent identification, and in the 'trickledown' benefits of these for sport as a whole. Second, the allure of elite sport success, coupled with the likely exposure from hosting large scale sporting events, has seduced governments into intensifying their focus on elite sport. NSOs and events are increasingly being targeted also for a range of non-sporting social, economic, political and nationalistic reasons. The rationale for these motives has progressively become more about 'development through sport', with the associated rhetoric extolling the potential beneficial legacies they will create. Evidence for these is contested and has led to a number of tensions about the actual cost benefit of elite sport and sporting events and whether they have any inspirational effect on mass participation.</p>	<p>This is also an objective of many central government sport-related policies, especially in developed countries, who for a variety of reasons, have intervened mainly through NSOs, to increase mass sport participation as a means of tackling a number of broad non-sporting personal, social, economic and political issues. Although this objective is mostly secondary to elite sport outcomes, the universal popularity of sport and its inherently good qualities, have been used for cross-cutting purposes, to achieve various social welfare outcomes, such as improving health, combating social exclusion, increasing educational and economic prospects and reducing anti-social behaviours, especially crime. While many policies initially focused on facility provision at a community level to create more opportunities for participation, they later were used to renew and strengthen communities, particularly those in inner city areas suffering multiple deprivations, to engage targeted groups, such as youth, but also women, disabled, indigenous, ethnic minorities and elderly. This shift in emphasis has arisen because of the increasing interest by central governments in the social significance of sport. While research, questions the subscribed benefits of participating in sport, central governments have used its utilitarian value for the purposes of preventative health, to tackle overweight and obesity, and reduce medical costs; and to address both social exclusion and socio-economic inequalities. In respect to the latter, sport, especially sports clubs, have been acknowledged as key nodes for civic engagement, the development of social capital, and community identity and cohesion. Overall, such policies have had limited impact on growing mass participation because they are seldom a priority for central governments, are frequently short-term in nature, and create contradictory pressures within the volunteer bases of many NSOs, stretching their capability, capacity and resources, to not only deliver their own sport, but also a mix of government non-sport outcomes.</p>	<p>These are derivations of the use of sport as a simple, practical, cost-effective and cross-cutting instrument within the process of international development and are inclusive of 'international sport development', 'sport in international development' and 'sport for development and peace'. In the last decade there has been a burgeoning number and diversity of international and national development agencies and actors, mainly from developed countries, such as North America and Europe, who have implemented a myriad of sport-related development programmes in developing nations, mainly in Africa, but also Asia and Latin America. These have been utilised to communicate socio-economic development and humanitarian messages and/or assist tackle social, health, educational and economic issues, such as poverty, disease and conflict, in disadvantaged and/or disenfranchised communities. Non-Governmental Organisations (NGOs) have played a major role in this international arena, and in lobbying the United Nations (UN) to get involved, recognise the potential of sport, and coordinate their efforts to achieve development outcomes, such as the MDGs. Sport has been used to enhance and accelerate international development efforts because of its universal popularity and capacity to reach, connect, motivate, inspire and empower people. These benefits available through sport have not gone unchallenged. Governments and academics in particular, are increasingly seeking either accountability for their investment or justification for the use of sport in development work in the form of tangible evidence.</p>	<p>This is about the contribution of sport to personal and social development. It is contended that sport has inherent moral, social and physical qualities and these intrinsic qualities are derived from participation in sport, particularly team sports. Restricting people's access to sport then potentially denies them the opportunity to acquire such qualities. Historically, sport was perceived during the 18th and 19th centuries in Western Europe, especially England, to extol many aspects of civilised behaviour. These games, with their potential moral, social, physical and cultural values and virtues, were adopted by civilising agents, such as public schools, who spread this civilised behaviour down through society. Later through the colonisation process, sport intertwined with education, was taken by the British to the colonies, where these games, and the associated behaviour, have been adopted and adapted into their own distinctive national cultures and identities. Since the 1970s international organisations, NGOs, governments and communities have recognised the value of sport and being able to participate in it, and have launched partnerships and projects, within the emerging context of human rights, in developing countries to support the principle of the 'right to participate'. For this reason sport participation is increasingly being acknowledged and used in developing countries as a possible means to reduce political injustice and oppression and provide a context for coping with trauma (war and refugees), marginalised groups and gender inequalities. Initially this focused on the removal of barriers to sport by creating physical and organisational infrastructures to allow sport to be played, more recently the agenda has widened to use sport to promote peaceful coexistence and raise awareness about social issues, such as HIV/AIDS.</p>

governments and development agencies to try and squeeze it for its extrinsic values that it may or may not be able to satisfy.

A major limitation of this latter perspective, Spaaij (2009, p.1111) claims 'is that it tends to gloss over the fact that social benefits which may accrue from sport participation cannot simply be imposed artificially by political decree or through social engineering'. The contention is that such benefits will occur if the circumstances and context are conducive (Kidd and Donnelly, 2007; Coalter, 2008, 2009). In other words, most people who engage in community sport do so, not to achieve some specific societal ends, but for enjoyment, for competitive challenge, to be with friends and family and to progress to whatever level they desire, and as a by-product of these intrinsic reasons for their participation, they may also derive a number of extrinsic social benefits.

The use of sport, especially by central governments, to achieve non-sporting outcomes has also placed significant pressure on NSOs, who while eager to solicit new sources of investment, often lack the capability and capacity to effectively achieve the goals of possible partners (Bloyce et al., 2008; Shilbury et al., 2008; Green, 2009). This creates tensions within sport, especially at a community level, stretching resources and placing contradictory pressures on volunteer-run clubs and schools diverting their attention away from their core business of delivering sport, by seeking also to appease funding partners who want access to their participants for a variety of non-sporting outcomes. This led McIntosh and Charlton (1985) to suggest that:

sport as a means and sport as an end are not mutually exclusive. There is a continuum of emphasis from extrinsic to intrinsic rewards and from sport as a useless enjoyment to sport as social machinery.... [Sport] has travelled too far along this continuum towards social machinery.... The next stage.... might be to travel back and to base both research and promotion on enjoyment rather than social function. (p. 193)

In developed countries, where central governments have tried to drive these social objectives at the expense of participation in sport for its own sake, little or no impact on either increasing participation or achieving such non-sporting objectives has been made (Houlihan and White, 2002; Green, 2007, 2009; Collins, 2010b; Nicholson et al., 2011c). It is not surprising therefore that the greatest success in increasing mass participation has occurred in the Scandinavian countries (Bergsgard and Norberg, 2010; Bergsgard and Tangen, 2011), especially Finland (Green and Collins, 2008; Collins, 2011), and the Netherlands (van Bottenburg, 2011) where

the emphasis has been on sport for sport's sake, for its intrinsic values, not on trying to exploit its utility values.

This chapter has examined the concept of SD and revealed the difficulty of formulating an inclusive definition. It discussed the concept's constituent terms 'sport' and 'development' and how their juxtaposition, and insertion of various conjunctions between them, changed the emphasis and led to a range of possible interpretations of this multifaceted and contested concept. For ease of understanding a continuum framework of six interpretative strands was proposed. One of these strands the 'development of sport', which represents McIntosh and Charlton's 'next stage', is the focus of this research and subject of Chapter 2.

CHAPTER 2

DEVELOPMENT OF SPORT: THE RESEARCH FOCUS

The 'development of sport' strand of the continuum is where 'sport is valued for its own sake' (Shilbury and Kellett, 2011, p.270). It is concerned with sports organisations ensuring the sustainability of their sports by improving their provision and delivery so they continue to attract, develop and retain participants (Shilbury et al., 2008). It requires sports to remain contemporary, to promote their value and benefits, as well as create and maintain a full range of relevant, attractive, accessible and affordable types of sporting opportunities that cater for the varied ages, abilities, interests and genders of current and prospective participants. These opportunities need to be delivered in clubs and schools with the necessary infrastructure, organisation and services to ensure participants have positive, sporting experiences that satisfy their expectations and realise their potential. To achieve this sports organisations have had to change and adopt innovative and integrative strategies in their sports to increase participation, strengthen volunteer involvement and improve the capability, organisation and infrastructure of clubs and schools.

Historically, the 'development of sport' has been an uncoordinated, organic, 'bottom-up' process, orchestrated by influential volunteers whose enthusiasm for traditional sports, such as cricket, saw them form teams, clubs and regional competitions, as well as infuse schools, to provide sporting opportunities (Chapter 4 will elaborate on this). This present chapter examines how and why in the last two decades, the 'development of sport' has increasingly involved planned, 'top-down' interventions by NSOs, especially in traditional team sports. This has happened in response to social, economic and political changes that have negatively impacted their participation rates. It considers the various sport and participant development models, and their derived principles, used by NSOs to formulate national SD plans, pathways and programmes; the establishment, through community partnerships, of regional delivery networks of SDOs, to facilitate their implementation; and the difficulties of monitoring the effectiveness of their programmes and how they are delivered.

This planned 'development of sport' process forms the central tenet of the various definitions of SD noted in Chapter 1 (Eady, 1993; Sports Council, 1993; Collins, 1995; Cryer, 2009a). It is noted that these interventions can be driven and/or influenced by one or more agencies, namely: NSOs and/or their constituent RSOs, local authorities, central governments and their sporting agencies, international sporting federations (e.g. IOC, FIFA, ICC), NGOs and

international organisations (e.g. UN). The emphasis in this research is on the interventionist role of NSOs in their sports at a community level.

A Change of Emphasis

The 'development of sport' for over hundred years in NZ has been a 'bottom-up' process. Sports at a community level were volunteer run and grew organically with little consideration as to why and how this occurred and what impact it had on their future sustainability. This was because NSOs were focused primarily on elite player/team development, and had little interest or involvement in ensuring their sports were developed uniformly in clubs, schools, and between regions.

Since 1990, traditional team sports, such as cricket, however, have come under pressure from a number of internal and external changes which have negatively impacted their participation rates (Edwards and Inkson, 2006; Hindson, 2006; Trenberth and Collins, 2006; Nicholson, Hoyer and Houlihan, 2011c). Such changes include:

- The professionalisation of sport, and with this, greater commercialisation and overemphasis on elite and professional sport;
- The growth of broadcast coverage of elite and professional sport and penetration of pay digital television networks;
- The repackaging of elite and professional sport as entertainment with its prime focus on growing spectator interest rather than promoting participation;
- An increase in the number of available sports, especially individual sports (e.g. bike, triathlon) and new sports (e.g. touch rugby, snowboarding);
- An increase in individual recreational pursuits (e.g. walking, jogging, biking);
- An increase in alternative physical activities (e.g. gymnasiums and fitness centres) and pay-for-play options (e.g. indoor sports), with greater time and service flexibility, and not requiring traditional club structures or regional organisations, as these are often owned by private providers;
- The growing competition from other sports for participants, but also volunteers and facilities, as some sports have abandoned traditional seasons to provide year-round opportunities (e.g. football, basketball, hockey);

- The failure of sports to remain contemporary and provide sporting opportunities which result in participants starting and staying in sport;
- Less physical education within schools;
- A reduction in the number of teachers prepared to coach and manage sports;
- Pressure on voluntary sport clubs, particularly as NSOs, governments and other third parties have introduced more stringent compliance requirements (e.g. smokefree and alcohol legislation);
- Lifestyle changes, such as:
 - An increase in the number of families in which both parents work and the pressure this places on available leisure time for adults and children;
 - Urban design trends and increasing population density, which has resulted in smaller property sizes and more pressure on less open space and public facilities;
 - The growth of other leisure options (e.g. television, computers, shopping malls);
 - Longer working hours (e.g. seven day working week) and extended shopping hours which have impacted on traditional weekend sporting options.

The changes prompted a number of progressive NSOs in the UK (Houlihan and White, 2002), Australia (Gilson, Pratt, Roberts and Weymes, 2000) and NZ (Aste, 1999a, 2011a) to realise the importance of re-directing their attention and resources from solely elite SD, and balance these with developing their sports at a community level. Their efforts have involved large-scale, 'top-down' interventions to revitalise, integrate and strengthen the community base of their sports and its organisation within their regions, clubs and schools. This required NSOs to have the leadership, vision, capability and resources to think and act holistically about their sport and be prepared to change the way they did things (Schein, 2010). In NZ, this involved the design of comprehensive plans incorporating integrated pathways and innovative programmes, and the implementation of these through regional delivery systems, comprising SDOs and/or volunteers, to promote and grow participation, and simultaneously, improve the capability of clubs and schools to support and sustain this growth (SPARC, 2009a, 2010a). In recent times, such interventions by NSOs have been encouraged by central government policies and supported by their national sports agencies with specialist assistance and community sport investment.

Academics, such as Charlton (2010), have criticised 'top-down' NSO interventions in the UK, especially those directed by central government policies to increase sport participation. He claims NSOs lack the capability, planning and resources to be effective agents of management and delivery. He instead supports a more collaborative, community-based, organisation and delivery of locally derived initiatives and sporting opportunities through clubs and schools with the necessary infrastructure and volunteer support services, based on a community SD process instigated by tennis in Canada, even although it had limited impact (Vail, 2007). This criticism of NSOs is valid, especially those of small and medium sized sports, in as much as their management and delivery constraints and an over-focus on elite sport, has seen such NSOs historically devolve the development and delivery of their sports at a community level to the uncoordinated efforts of volunteers.

The acceptance of this view in NZ, has seen SPARC initially target and provide additional community sport support to only those NSOs with existing or SPARC-improved capability, to intervene in their sports at a community level (SPARC, 2009a; Astle, 2011a). It is important to note that while NSOs with leadership and vision can influence community SD, only those NSOs who also have capability and resources can influence both development and delivery through a structured change management process that permeates their entire organisation from top-to-bottom. This process is nationally (NSO) lead and enabled, regionally (RSO) facilitated, and locally (clubs and schools) delivered. Where this process has been stimulated by central governments to increase sports participation for 'social good', it has not been successful (e.g. UK - Charlton, 2010), where it has been undertaken in partnership with sports to achieve agreed community 'sport for sport's sake' outcomes, it is proving beneficial to both (e.g. NZ - Astle, 2011a).

Growing Sporting Opportunities and Experiences

The 'development of sport' is about increasing the range of participatory sporting opportunities within a sport and ensuring the types, and relevance, attractiveness, affordability and accessibility of these, and the resultant experiences, contribute to a sustained growth in participation. To achieve this, sport organisations need to foster both the quantitative broadening (i.e. growth in numbers) and qualitative strengthening (i.e. improvement in skill and satisfaction levels) of their participatory base (Astle, 1999a, 2009a). While the focus on participation is predominantly on outputs (e.g. growing numbers), to achieve sustainable growth it also needs to concentrate on outcomes, particularly the provision and delivery of sport (e.g. the standard and types of competitions and formats,

capability and services of clubs and schools to support the playing, practising and social needs of participants). Quantity and quality are both complementary to the 'development of sport'.

Despite the continuing focus by NSOs on elite SD, there is a growing realisation by many NSOs, that for their sport to flourish, they need to adopt a new and more proactive role in expanding the types of sporting opportunities available at a community level. This needs to be achieved to not only increase their number of participants, but also improve participants' competence and confidence, so they are able to enjoy, progress and stay in their sport. For many NSOs their prime objective in accomplishing this has been to expand the flow of talent into their HP programmes (Green and Oakley, 2001; Houlihan and White, 2002; Green and Houlihan, 2005; Green, 2005; Houlihan and Green, 2008; Shilbury et al., 2008). Since the mid-1990s in NZ, another strategy has emerged where sports such as cricket, have designed and implemented a ND Programme, to achieve a more sustainable balance between establishing and maintaining a strong participatory base to engender lifelong interest and involvement in the game for most participants, and providing for a select few, the opportunity to progress into a robust HP programme focused on winning on the international stage (Astle, 2009a). Moreover, increasing the number of participants through SD programmes also has the potential to expand the 'consumption of sport via attendance at sporting events, television and other forms of media and the purchase of memberships, merchandise and other related products' (Shilbury et al., 2008, pp.218-219), as well as generate sponsorship opportunities and advertising.

The availability of participatory sporting opportunities, especially in traditional team sports, is usually determined by RSOs. They provide a representative programme for their minority of talented participants, which often stretches their limited resources, as well as administer a hierarchy of competitions that offer a progression of game challenges for their majority of school and club participants. The latter range from children to adults and are spread across three broad levels, namely: primary/junior, secondary/youth and club/adult, each with its own sub-set of competitions that are structured on the basis of such factors as age, ability, weight, interest and gender. While there is considerable similarity in the provision of sporting opportunities between regions, there is also often local variability in the delivery and structure within many sports because of the lack of a standardised NSO pathway of playing opportunities (Walters, 2011). These variations tend to reflect a combination of: participant numbers; their needs and expectations; local and regional interpretations of national and international game development trends; the practices of local and regional volunteers and administrators; and degree of influence of a NSO on the development of its sport.

The structure and delivery of sporting competitions are normally prescribed by club and/or school playing committees within RSOs, and have usually mirrored a sport's international competition formats. Participants entering a sport are therefore offered a pre-determined progression of competitions that suit the sport, rather than a smorgasbord of options that cater for the needs, expectations and motivations of participants. For this reason, adult versions of a sport have often been the only option for participants at the junior/primary level, rather than modified formats appropriate to children. Formats at the secondary/youth and club/adult levels are performance-orientated and frequently do not meet the recreational needs of the majority of school and club participants, because the concern is more about addressing the performance needs of a select few talented participants in their preparation for representative challenges. This lack of understanding or accommodation of the needs, expectations and motivations of the mainstream of participants has been an important reason for the decline in participation in many traditional sports, which Nicholson et al., (2011c, p.298) note as 'a failure of sports to adapt their offerings to cater to changing needs in the marketplace, especially in relation to the young'.

Some NSOs have responded to this challenge by identifying the gaps in their programmes, and through planned interventions, modified their programmes to create meaningful playing opportunities for all their participants. There are few studies detailing the intervention of NSOs for the purpose of the 'development of sport' at a community level. Houlihan and White (2002) analyse the approaches adopted by four UK NSOs - Rowing, Hockey, Tennis and Rugby. Rowing, Hockey and Tennis tended to concentrate on designing talent systems as an integral part of their elite SD strategies. Rugby, however, adopted more of a community perspective and focused on youth SD, which included appointing SDOs, introducing new competition formats, and placing greater emphasis on coaching to counter 'the changes in schools and the physical education curriculum and the challenges the sport was facing in recruiting young people and teaching them the basics of the game' (Houlihan and White, 2002, p.181). In Australia, the Australian Cricket Board (ACB) began its SD programme in 1983 and soon found it was necessary to rethink, and in some cases, quite dramatically, restructure 'the product' (i.e. the game of cricket) to ensure the retention of a broad cricketing base of children and young people. This was a consequence of the realisation, according to Gerard Clarke, the then ACB Development Manager, that 'we've got to play when they want to play, not when we think they should play and, more importantly, we have to take into account what they want to play' (Gilson et al., 2000, p.77).

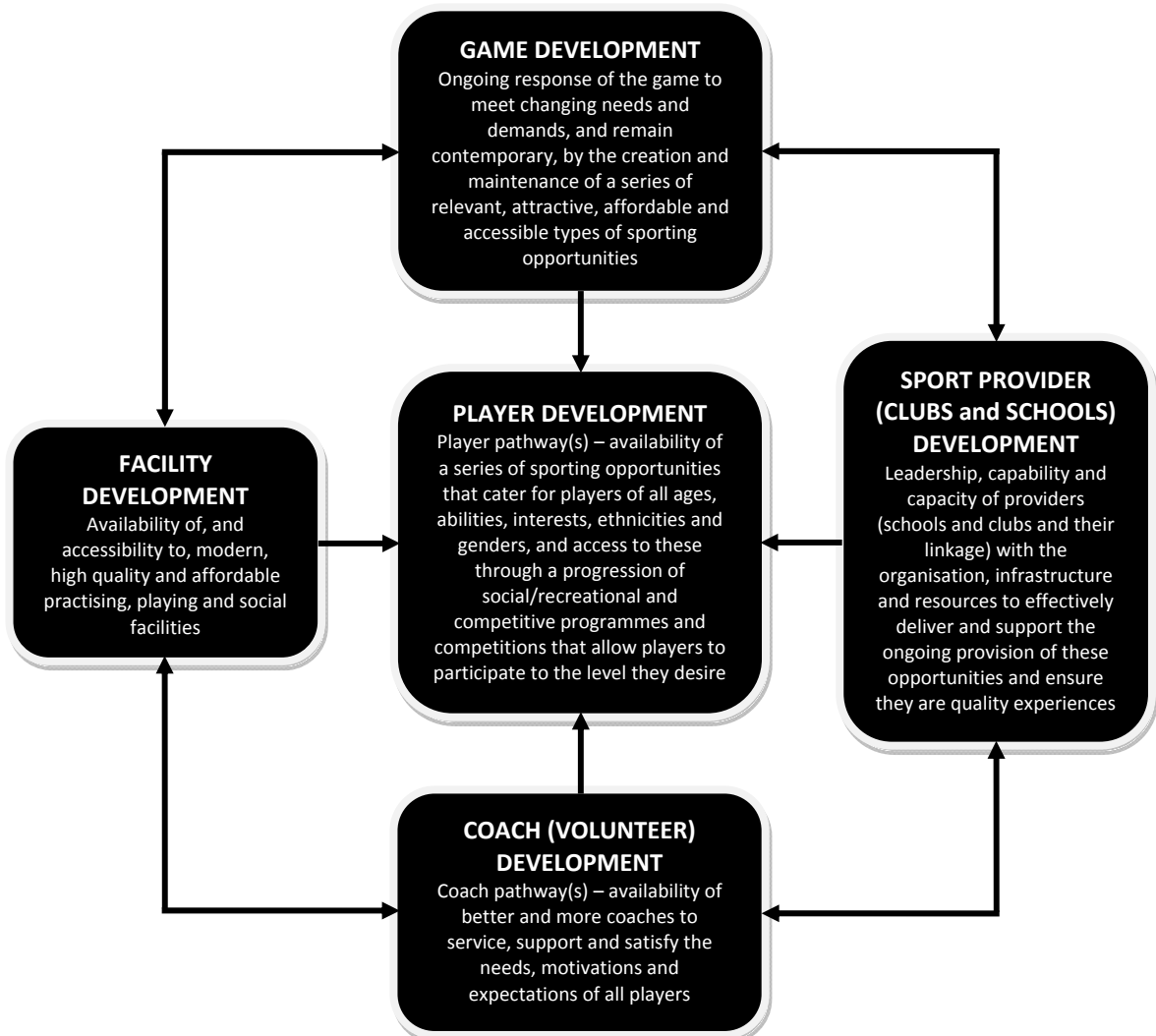
These changes in emphasis and approach have arisen from an increasing understanding by NSOs of the importance and value of community sport in the lives of individuals, not just for talent identification, but for benefits, such as fun, fitness, camaraderie, skill development and competitive challenge. To achieve these benefits they need to provide relevant sporting opportunities that meet the needs of participants and satisfy their expectations. This understanding is evident in the recent decisions by several sports in NZ. In a review of club cricket in Wellington (Vintage Sport and Leisure, 2011), clubs recommended that senior cricket be restricted to just Saturdays, because the competition's prime function should not be the preparation of first-class cricketers, but the provision of opportunities for cricketers who 'play for the love of the game as their weekend's recreation' (Geenty, 2011, p.C10). Waikato Basketball, in Hamilton, after consultation with its stakeholders, decided in 2011 to withdraw its successful semi-professional franchise team the Waikato Pistons, from the NZ National Basketball League, and direct their efforts and resources into community basketball as their top priority (Anderson, 2011).

Developing Community Sport Plans, Pathways and Programmes

These major shifts in thinking have had a strong impact on the 'development of sport' at a community level. In the last two decades in NZ, a number of NSOs of traditional team sports (e.g. Cricket, Rugby and Netball) have begun to consider their sport and its organisation, and have recognised the need to change the nature of their sport with respect to the type, range and delivery of sporting opportunities at a community level through schools and clubs. Similar trends had begun earlier with sports in the UK and Australia (Houlihan and White, 2002; Gilson et al., 2000), but in NZ, it has been driven through the direct intervention of NSOs who have designed national SD plans and programmes, and implemented these at a regional level through sport-specific delivery networks of SDOs in conjunction with community volunteers, to affect change in the range and quality of sporting opportunities and experiences available in schools and clubs (Astle, 1999a). Such plans, for the first time in many sports, were not about short-term, 'one-off' projects with limited sustainable impact (Sport England, 2007), but long-term programmes that integrate concurrently and collaboratively, the development of the game, players, providers (clubs and schools, inclusive of administrators), coaches (inclusive of officials) and facilities – the five key SD elements required to achieve the sustainable growth of a sport (see Figure II). This integration has been woven through the alignment of a series of whole-of-sport pathways that identify the types and progressions of game development opportunities for players, and the prerequisite development for coaches, providers and facilities that is necessary to supply the infrastructure and services to support and sustain

these opportunities (see Figure III). These sequential and interconnecting pathways underpin the 'development of sport'.

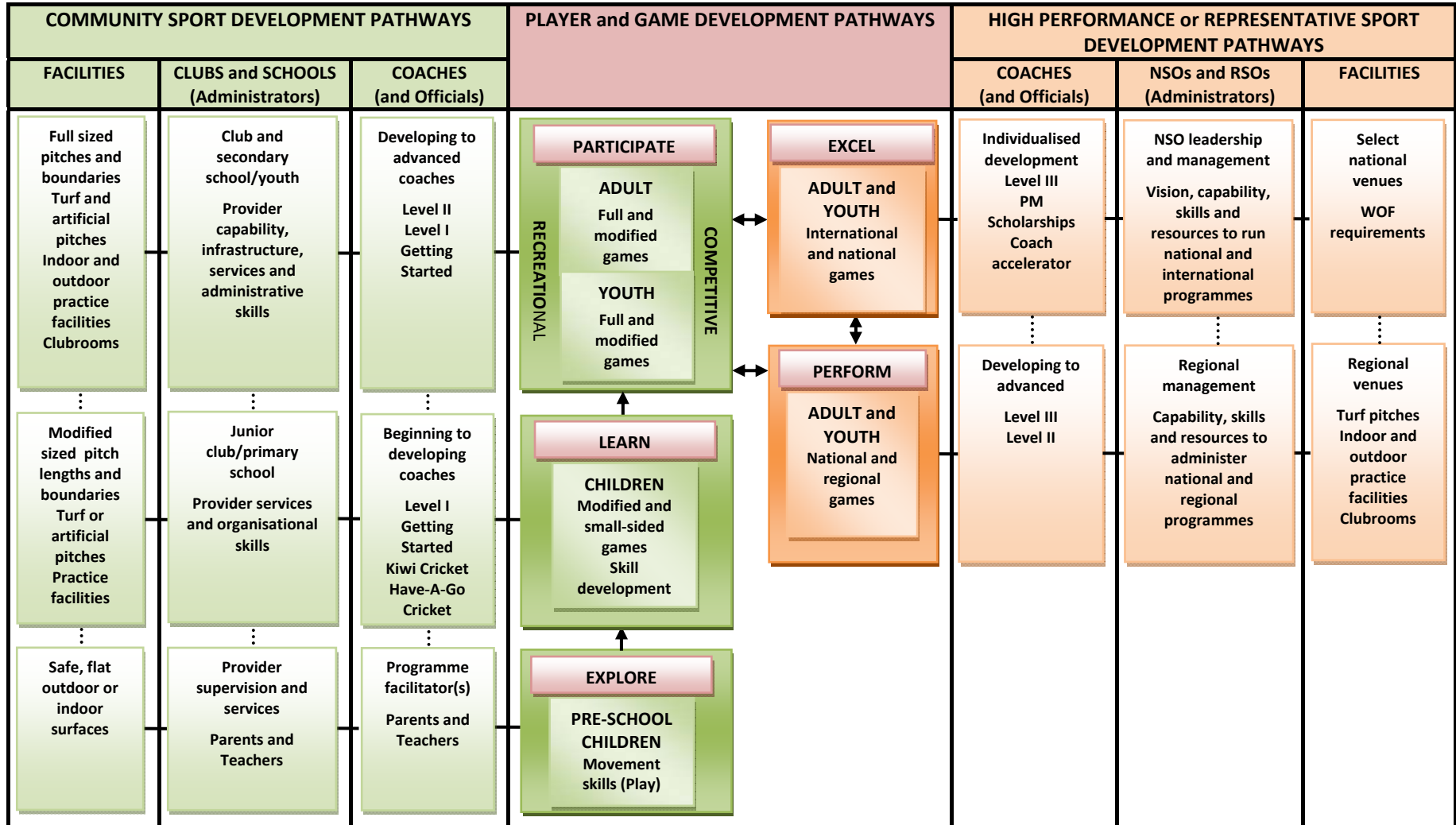
Figure II
Key elements of the 'development of sport'



The SD plans have drawn on various game and player development models and their derived concepts to give a framework for the provision of sporting opportunities. They have influenced the plans that NSOs have formulated to underpin their sport delivery systems to attract, recruit and retain participants. There are two main types of models. First, the more generic, diagrammatic game development models, such as the sport pyramid (see Figure XII in Chapter 5) and its derivative, the SD pathway continuum, that depict the levels of competition and types of opportunities within a sport and between these levels the implied interdependence of participation and performance. Second, the more specific, stage-based, individual participant development models proposed by Bloom (1985), Côté (1999) and Bayli (2001, 2002).

Figure III

Whole-of-sport integrated development pathways using cricket as an example



Source: Modified from Astle (2011, p.9 based on a concept by Paul Ackerley)

While it is acknowledged that these models are no more than descriptive and schematic simplifications of programme delivery reality, they do provide practitioners and policy-makers in particular, with an easy representation of SD and a set of key concepts which they use to rationalise, describe and 'sell' 'development of sport' programmes and policies (Eady, 1993). They offer 'an idea of how things 'ought to be' in a perfect world rather than how things necessarily operate in each situation' (Bramham and Hylton, 2008, p.5). Such models, especially the more generic sports pyramid and continuum, however, have not found favour with academics who have viewed the models too literally and criticise them for being linear, one-dimensional, exclusive and over-focused on establishing a talent identification and development system to deliver elite excellence (Green, 2005; Eichberg, 2007; Sotiriadou et al., 2008; Bailey, Collins, Ford, MacNamara, Toms and Pearce, 2010; Shilbury and Kellett, 2011). Considerable debate has also focused on the two ends of the pyramid and the associated resourcing required (Leberman, 2008), strength of the relationship between the two, and extent of HP benefits from a broad sport participation base (Green, 2005; De Bosscher and van Bottenburg, 2011).

Initially, the simple sport pyramid model was used, especially by practitioners, when familiarising community stakeholders with the 'development of sport' process (Eady, 1993; Shilbury et al., 2008). Although not an empirically derived model (Sotiriadou et al., 2008), it is a practical construct that is easy to understand and describe, and as such has been used by many countries and their NSOs in formulating SD policies and programmes (Houlihan, 2000). Despite various criticisms (Green, 2005; Eichberg, 2007; Sotiriadou et al., 2008; Bailey et al., 2010), this descriptive model still continues to have a powerful residual influence on thinking about SD and the creation of sporting opportunities (Bailey et al., 2010). The pyramid depicts sport with a broad base of participation converging upwards to a narrow apex of HP (Bramham and Hylton, 2008; Green, 2005). 'The goal is to increase the number of participants at each level so as to increase the number of potential athletes who will reach the apex of the pyramid' (Shilbury and Kellett, 2011, p.244). It is assumed that the wider the participatory base, the greater the likelihood there will be a larger pool of talent available to select from in order to achieve more consistent HP success and raise the profile and appeal of the sport (Houlihan and White, 2002; Sotiriadou and Shilbury, 2009; Hanstad and Skille, 2010). Gilson et al., (2000) identify this connection in a study of the ACB, when they suggest that:

to ensure the continued supremacy of Australian cricket by producing a steady flow of players of Test-match quality, the ACB has . . . sought to create the future by putting

together a comprehensive development programme that begins in primary schools and finishes on the most famous cricket pitches around the world. (p. 74)

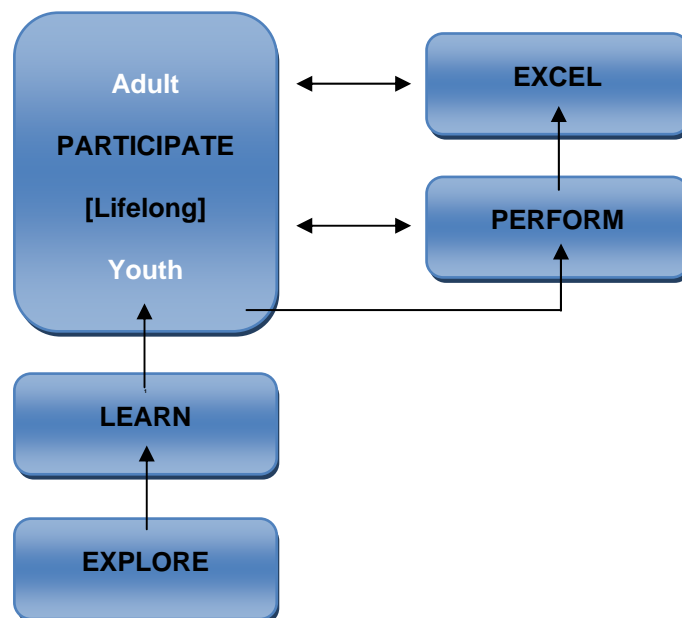
Eady (1993, p.14) maintains the perceived levels of participation/performance in the sport pyramid actually represent a pathway continuum 'for individuals to progress to the level of performance which is appropriate/available to them'. Houlihan and White (2002, drawing on the Scottish Sports Council, 1988) identify four hierarchical levels in this continuum within the pyramid, namely foundation, participation, performance and excellence. The use of such a pathway continuum by NSOs in the UK has provided a logical coherence for their plans, policies and strategies (Bramham and Hylton, 2008).

Since 2000, however, many NSOs in the UK, and more recently in Australia and NZ, have been influenced in their SD planning and programme design by the concepts emanating from the stage-based player development models formulated by Côté (1999) and Bayli (2001, 2002). Shaped by the work of Bloom (1985), Côté's 'Development Model of Sport Participation' (DMSP) is predominantly a psychological construct, while Bayli's 'Long Term Athlete Development' model (LTAD) is based on a biological or physiological framework; the former identifies three stages, and the latter six, in a participant's progression (Bailey and Ross, 2009; Bailey et al., 2010). Unlike the previous game development models which present SD as a linear progression of opportunities and competitive challenges from childhood to retirement, those concerned with player development portray developmental pathways as being non-linear with players passing through discrete, but idiosyncratic stages as they develop from novice to expert (Bailey et al., 2010; Côté and Hay, 2002). The LTAD model in particular, has supplanted the pathway continuum in the UK and has been widely adopted and adapted as the basis for their SD plans and programmes (Stafford, 2005; Bailey et al., 2010). Like the more traditional sports pyramid and pathway continuum models, these stage-based models, especially the LTAD model, are also predicated on talent development for elite performance, rather than sports participation per se (Bailey et al., 2010).

Although the NSOs in the UK have followed the LTAD model reasonably closely, in NZ these models have influenced, but do not underpin the SD plans and programmes of most NSOs, with New Zealand Football's (NZF) national player development and junior frameworks being the exception (Meylan, Koutstaal, Priestman, Eaddy, Rumpf and Herdman, 2011; Herdman, Priestman, Koutstaal, Eaddy, Readings and Meylan, 2011). They have tended to evolve more spontaneously and are reflective of a combination of three main factors. First, the knowledge and experiences of their NDMs, many of whom have backgrounds in teaching, playing and

coaching (Astle, 1999a, 2009a). Second, their awareness of the broad generic game development models, especially the sport pyramid, and its focus on the upward progression of competitive challenges spanning the participation/performance continuum and its implied interrelationship. Third, their increasing appreciation of the need for sports to offer a wider range of different types of opportunities to meet player needs which has been influenced by the stage-based participant development models, and/or in the case of NZ, a recent derivative of these latter models formulated by SPARC known as the Sport and Recreation Pathway (SPARC, 2009a, 2009b, 2009c) (see Figure IV).

Figure IV
Sport and Recreation Pathway



Source: SPARC, 2009a, p.17

The Sport and Recreation Pathway has been used to underpin the recent whole-of-sport overviews and community SD plans and programmes of several sports in NZ targeted by SPARC, for example, football and hockey (Astle, 2011a). It represents the sequential development of participants in a five stage (Explore, Learn, Participate, Perform, Excel), three phase (Foundation, Participation, Talented) model, and identifies both lifelong participation and talent identification and development as outcomes that can be achieved as part of one integrated SD system (see Figure III). The first three stages are illustrative of community sport and include the Foundation phase (Explore and Learn) where fundamental movement and basic sports skills are developed in a playful and supportive environment, and the Participation phase (Participate) in which social and competitive opportunities are offered at a community

level through multiple formats and options to cater for the diverse needs of participants. The Talented phase (Perform and Excel) is limited to a select few individuals identified with the talent to transition through the perform stage and maximise their performance.

The Sport and Recreation Pathway has allowed NSOs to devise their own aligned and integrated player, game, coach (and official), provider (and administrator) and facility development pathways (see Figures II and III) that encompass community and HP sport, and establish appropriate delivery structures to implement quality programmes across this spectrum. It has provided a framework around which NSOs have designed bottom-to-top, participant-centred development pathways, and then surrounding these with similar development pathways for their coaches, providers and facilities. At the same time, NSOs have needed to devise programmes that offer progressive stage and skill development opportunities and experiences for participants to learn, enjoy and/or excel in their code, and for coaches, officials and administrators to progress along similar, aligned development pathways, with the requisite knowledge, understanding and skills to support these participants at a level appropriate to their age, ability and interest. It has been shown that such supportive environments created at a community level, especially within clubs and schools, enrich the experience of participants, develop their sporting competence and confidence, and are likely to foster their long-term love of, and involvement in, sport.

Some of the concepts derived from these stage-based participant models that are evident in the design of NSO 'development of sport' plans and programmes include:

- An increasing awareness of the importance of participant-centric development as the key focus, rather than the previous game-centric approach, in the design of SD programmes.
- The creation and maintenance of a progression of programmes offering a range of relevant, but challenging sporting opportunities and satisfying experiences that meet the competitive and social/recreational needs and expectations of participants.
- The linking of these programmes and competitions together into an integrated player development pathway, which in reality may not be a single, non-linear pathway, but multiple pathways (see Figure III), straddled by participants as they decide to take different connecting paths through the range of opportunities presented, that cater for their age, ability, interest, gender and/or re-entry options, and provide flexibility of choice as they progress and develop in a sport.

- An understanding that programmes for children need to be modified so they are age and stage appropriate, enable sport to be experienced as a source of fun and enjoyment, provide more opportunities for action, involvement and decision-making, and allow for the development of fundamental movement and basic sports skills as a foundation for future participation.
- The importance of involving parents (and teachers), where possible through an aligned coach development pathway, so they can be trained as introductory coaches at the level equivalent to their children’s programme in order to encourage and support their sporting activities and ensure the quality of their first sport experiences in a safe, friendly and positive environment.
- An understanding of the need for an appropriate graded ratio between the number and length of programmes and/or competition matches, reflective of the stage of maturation, from childhood to adulthood, and similarly in the balance between training (practising) and competition matches.
- The importance of ‘informal sport’ or participant-led activities in backyards, parks and school playgrounds (similar to Côté’s ‘deliberate play’) in the development of children and young people’s sporting skills and abilities.

The concepts from the stage-based participant development models also have implications for coaches and their development. These have arisen from the increased understanding of the specific characteristics, needs, expectations and motivations of participants at each stage of their development and have influenced the design of national generic coach development frameworks (e.g. NZ – SPARC, 2006; UK – Sports Coach UK, 2008, 2009) and sport-specific coach development plans, pathways and programmes by NSOs (e.g. NZC – Astle, 2000a, 2000b, 2004a, 2006b), and, as mentioned earlier, the alignment of the latter with their sport-specific participant development pathways (see Figures XV, LVIII, LX). This has seen new learning opportunities being devised for coaches to develop the requisite knowledge, skills and attitudes to ensure their coaching is appropriate to meet their participants’ needs, and a shift in their approach to coaching (Astle, 2006b; SPARC, 2009e). Instead of coaches being concerned primarily with the ‘what’ of coaching (i.e. the technical skills of a sport), they have, as a result of the participant-centric models, begun to direct more attention to the ‘who’ and the ‘how’ of coaching (i.e. the participants they are coaching and their age/stage of

development and the appropriateness of the way they coach them so they address their specific personal, social, physical, technical, mental and tactical needs) (Astle, 2006b).

Today practitioners use an amalgam of concepts drawn from the various SD models, such as, the sport pyramid and continuum to describe the progression of opportunities available to participants and the staged pathways of player development identified by Côté, Bayli and SPARC to explain the requirements of participants at different stages in their maturation. These concepts have strong implications for the type and sequence of opportunities that NSOs are beginning to design to better cater for the identified recreational and competitive needs and expectations of participants. Initially the 'development of sport' was more about administrators determining the perceived needs of representative players, and designing competitions to cater for them rather than general participants. Now NSOs are beginning to rethink their strategies and move beyond just elite SD to consider community sport requirements. By adopting a holistic approach, NSOs are creating integrated sport delivery systems that serve both talent development and lifelong participation. This has witnessed the provision of a greater range of sporting opportunities and understanding that instead of one mainstream pathway, there are multi-pathways of opportunities. These are non-linear and flexible, and cater for participants at different stages of their playing cycle to ensure lifelong involvement, possible re-entry options, and for a few, the chance to excel (Bailey et al., 2010).

Community Sport Participation

The provision of opportunities is just one part of the SD equation, equally important is how participants access these opportunities and what strategies and processes sports have devised to facilitate this. Recently researchers studying NSOs in the USA (Green, 2005) and Australia (Sotiriadou et al., 2008) have identified a series of interrelated processes, pathways and strategies (De Bosscher and van Bottenburg, 2011; Shilbury and Kellett, 2011), related to what practitioners may refer to as the recognition (awareness), recruitment and retention sequence (Astle, 1999a, 2009a) that have been formulated by sports to allow participants to move vertically or laterally and access the opportunities they offer. Sotiriadou et al., (2008) suggest this comprises three interrelated dynamic pathway processes for participants, namely, their initial attraction to a sport, their subsequent retention/transition, and finally their nurturing. These are similar to the three processes of athlete entrance (those factors that influence athletes' decisions to participate in a sport), retention (those factors that keep them involved, which are influenced by their motivation, how they are socialised into a sport and their commitment to it) and advancement (those factors that affect how they move up the sport

pyramid and experience different transitions) proposed by Green (2005). These pathways, processes and the importance of transition from one stage to the next provide useful insights for NSO development practitioners. These models focus on the stages and pathways participants ought to experience as they progress, but each stage has its own challenges, as do the transitions between the stages (Bailey and Ross, 2009). As Bailey et al., (2010) note individuals must employ a variety of skills to optimise development opportunities, adapt to setbacks and effectively negotiate key transitions along the way. NSOs also must address these transitions in their pathways (e.g. school-club links). For this reason, pathways need to offer flexibility, individual choice and re-entry options if participants are to remain in the sports system and realise their potential (Bailey et al., 2010).

The models of Sotiriadou et al., (2008) and Green (2005), like the previous SD models, emphasise the 'development of sport' process as being a progression for participants from participation, through the development of talent, to HP. For most participants, however, this is not their pathway, as most have no desire to move to a higher level (De Bosscher and van Bottenburg, 2011). While they may aspire to become elite performers when they are young, most as a consequence of competence, confidence and commitment, participate in sport for enjoyment. For this reason, Baker (2002, p.10), with reference to sport in New South Wales, recommended 'we need to keep it all in perspective. Less than 3% of children who play competitive sport will ever reach the elite level. But 100% can have a chance to enjoy their sport, if we let them'. The 'development of sport' then, is more about satisfying the needs, expectations and motivations of these community level participants, than it is about the three per cent of those with talent seeking to reach the top, which only around 0.001-0.002 per cent attain according to Green (2004b, drawing on Ward, 2002) with reference to athletics in the UK and James Sutherland, CEO, Cricket Australia (Sportstar, 2006) in relation to cricket in Australia. It is recognised that these community sport participants constitute the foundation for sport, providing the critical mass needed to allow competitions to function, in which all, including the talented can partake on a regular basis.

The assumption by many, especially central governments and commercial sponsors, is that 'excellence' in sport is synonymous with elite sport and striving to achieve national and international success, when in reality most participants perceive 'excellence' in terms of their own personal performance and improvement (Miller and Kerr, 2002). NSOs, in designing and implementing community focused SD plans and programmes, are increasingly aware of the need to provide sporting opportunities and experiences that enable participants to achieve 'personal excellence' and 'personal wellbeing', rather than satisfy aspirations of elite

excellence. The former is about personal achievements that span lifelong participation (e.g. running a half marathon, being part of a team winning a club competition), while the latter is more about taking part in sport to satisfy other needs (e.g. friendship, social life, identity, self-esteem) (Bailey et al, 2010).

'Top-Down' Interventions

While the 'development of sport' may entail the creation, maintenance and provision of sporting opportunities and experiences, for NSOs to intervene and influence that to occur, requires a significant long-term change management process down through the structure and delivery of their sports (Eady, 1993) (see Chapter 8 and Figure XXXV for a discussion of this process). Before they proceed, NSOs first need to be clear on 'why' and 'how' they intend to do this. The 'why' is related to the purpose and objectives of change, which are primarily for NSOs to grow participation, increase contribution (volunteering) and improve capability as prerequisites to ensure the future sustainability of their sports; and the 'how' is about the nature of the intervention which is largely dependent upon the structure, capability, capacity and mindsets within their sporting organisations. The latter frequently all need to be changed for such an intervention to be effective.

Indeed, the ability of many NSOs to intervene and affect change in their sports is often constrained by their lack of vision, capability and capacity, internal alignment as a sport and financial resources. Although most have a strategic plan that focuses on their key goals as a national body, few have a plan that encompasses their whole sport and its organisation. Furthermore, in these strategic plans they tend to prioritise their own financial viability and elite SD, giving limited attention to the health and wellbeing of their sport at a community level (Green, 2006, 2007).

To expand their visions and create a more balanced view of HP and community sport, central government sports agencies in the UK, NZ and Australia have since the mid-2000s influenced NSOs to undertake 'whole sport planning' (e.g. UK) (Green, 2009) or 'whole-of-sport planning' (e.g. NZ and Australia). In NZ, NSOs have been encouraged to adopt 'big picture', whole-of-sport overviews (see Figures III and IV), to give an integrated perspective of their community sport and HP functions, weigh up their relative importance and consider how they can most effectively impact on each (Astle, 2011a). According to Hylton and Bramham (2008d, p.47), in such an integrated sport system, SD is 'articulated as a model or framework to build bridges or pathways between elite sport performance and sport as mass sport participation'. It also allows NSOs, once they have created this balanced and integrated overview of their sport, to

be in a position to delineate the role and responsibility of community sport in these pathways, begin to design coordinated community SD plans and programmes, and subsequently, implement these through a regional delivery structure.

Once NSOs have adopted a holistic vision for their sport, to successfully intervene and influence the nature and delivery of their sports at a community level, has often required them to address one or more of the following:

- Their governance, leadership and management competencies and skills at multi-levels from national to local;
- Their ability to understand and be prepared to initiate change in their sport;
- Their organisational capability and capacity in terms of the appointment of a NDM or equivalent to research, design and implement the change through a national SD plan and programme;
- Their formation of viable partnerships to generate sufficient resources to fund SDOs to translate the plan into a coordinated programme and facilitate the change through its delivery;
- Their vertical alignment and collaboration with RSOs, clubs and schools, and the personnel at each of these levels – administrators, SDOs and volunteers, to work together to accept and adopt change to improve the health and wellbeing of their sport at a community level and thereby ensure its sustainable future.

Increasingly many of these improvements have been prompted by central government investment requirements for NSOs to modernise, and represent the formalisation and professionalisation of the organisational and personnel structures that underpin their community sport delivery systems (Houlihan and White, 2002; Adams, 2008).

The interventions by NSOs have usually involved major long-term structural, organisational and cultural change not just for the NSO, but more especially for its RSOs, clubs and schools and their volunteers, in terms of what and how they deliver sporting opportunities and experiences to cater for participants. Such change needs to be coordinated and add value, but flexible and adaptable enough, if it is going to be accepted and have a positive, ongoing impact on community sport. For this to occur requires a significant degree of vertical integration,

communication and collaboration within sporting organisations (Reid, 1997; SPARC, 2009a, 2010a; Astle 2011a).

Community Sport Delivery Systems

Central to these community delivery systems, in many of the larger traditional NSOs, has been the establishment of regional networks of sport-specific SDOs, who have facilitated the implementation of their national SD programmes at a community level, through the efforts of volunteers in clubs and schools. To engage and motivate this volunteer base to change from the status quo has required NSOs to have a credible value proposition before they can intervene with any degree of confidence to change the delivery and structure of their sport at a community level. This necessitates research into trends and participant needs and expectations, the identification of aligned player and coach development pathways (and possibly others such as providers and facilities), and design of a progression of attractive initiatives, competition tiers and format options that provide a range of relevant opportunities and quality experiences within an overall programme. As Nesti (2001, p.195) maintains 'managing change is no longer an option but a necessity; development must be real and progressive and aim at least to meet individual needs as well as demand'.

To translate a national SD plan into a community programme, be responsible for its promotion, and facilitate its regional delivery, requires SDOs with a special mix of skills and competencies to support and foster the provision of sport within schools and clubs (Eady, 1993; Houlihan and White, 2002; Watt, 2003; Astle, 1999a, 2009a; Bloyce and Green, 2011). At the forefront of these skills is the ability to market and proactively sell the community programme; interest and motivate volunteers in clubs and schools to react positively to the change and seize the opportunities that arise from the programme; and attract and enthuse participants to access these opportunities. Indeed, Watt (2003, pp.68-69) notes SD 'is a practical ability, a set of skills and a role that is about quality delivery of opportunity. Sports development is about the promotion and provision of sporting possibilities'. This is reinforced by Eady (1993, p.1) who suggests that while 'the roles of SDOs vary according to the needs, ideals and aspirations of the organisations with and for whom they work [their main role] is to operate in an interventionist and proactive manner improving/increasing sporting opportunities for people'. This role, however, is frequently compromised by SDOs being drawn into administration, coaching and talent development as the 'paid person' overloaded with tasks, including those previously done by volunteers (Astle, 2007b; Astle, Dellaca and Pithey, 2013). They are also constrained by the impact of partnerships, especially those with local authorities, health

boards and central governments, which require sport to be used as a tool to achieve wider social and economic goals (Bloyce et al., 2008; Bloyce and Green, 2011). These have placed a broad range of demands upon SDOs (Nesti, 2001) and created conflicting pressures (Bloyce et al., 2008; Bloyce and Green, 2011). The role, responsibilities and constraints of SDOs are examined in detail in Chapter 7.

Community Sport Partnerships

Partnerships are important for NSOs, RSOs, and increasingly clubs and schools, to effectively deliver better and more sporting opportunities and experiences to participants (Leberman and Collins, 2006b; Vail, 2007). According to Uhlik (1995, p.14) a partnership is ‘an ongoing arrangement between two or more parties, based upon satisfying specifically identified, mutual needs [and] is characterised by its durability over time, its inclusiveness, and its sense of focused cooperation and implicit flexibility’. Partnerships are sought by NSOs and RSOs, particularly to assist fund regional networks of sport-specific SDOs to promote and facilitate the delivery of new programmes within clubs and schools. Such partnerships have allowed the appointment of SDOs with the requisite skills and abilities to enthuse participants to access the opportunities offered through these programmes, and to motivate volunteers, especially coaches, to create a context in which club and school players can enjoy sport and realise their potential.

These partnerships vary considerably. They can exist at all levels across a sporting organisation – local, regional, national, and in some cases international, and have usually been formed to maximise available resources and ensure their effective use to improve the quality and delivery of their sport (Lindsey, 2011). They have been established to access increased investment; knowledge and expertise; product, equipment and clothing; services and support; and facilities; improve effectiveness and efficiency and/or endorse and enhance the legitimacy and profile of community sport programmes and delivery networks by association with recognised and respected partners. For Collins (2010d), such partnerships are justified if they increase the budget, add value through the more effective use of resources, increase efficiency or effectiveness, and/or if they benefit from the legitimacy and/or synergy that bringing together a diverse group of stakeholders can generate.

Many NSOs in developed countries have benefited from significant partnerships with central governments and their sporting agencies (e.g. SPARC in NZ, Sport England in the UK, Sport Canada in Canada, the Australian Sports Commission in Australia); major commercial and health enterprises; media networks; local authorities; national philanthropic and gaming

trusts; and in some cases international sporting federations (e.g. IOC, FIFA, ICC). Similarly at regional and local levels, RSOs, and increasingly clubs and schools, are actively seeking to establish partnerships to fulfil their sporting objectives. Such partnerships have been formed with local authorities, RSTs, business enterprises, health boards, gaming and community trusts, and in some cases other sporting codes, to support the delivery, enhance the infrastructure, and improve the administration of sport at a community level. These have led to a myriad of relationships, servicing requirements, and diverse expectations and agendas with varying objectives and outcomes. As Eady (1993, p.31) notes 'effective sport development is most likely to occur when organisations share objectives and can be persuaded to combine resources in operational areas where mutual interest enables joint working to take place'.

For example, in NZ, SPARC invests in two key partners – NSOs and RSTs (SPARC, 2009a, 2010a). In 2010 it targeted seven NSOs (Rugby, Cricket, Netball, Football, Hockey, GymSports and Rugby League) for additional investment and support to devise whole-of-sport overviews as a precursor to aligning and integrating their sporting organisations vertically from top-to-bottom and designing and implementing ND plans and programmes through their communities (SPARC, 2010b; Astle, 2011a). This has been done to assist NSOs not only to improve the quality and range of sporting opportunities and experiences at a community level, but also to realise SPARC's complementary community sport outcomes of growing participation, increasing contribution and improving the capability of RSOs and their organisation and delivery of sport in clubs and schools. The RSTs have been required to collaboratively support the targeted NSOs at a regional level through their RSOs to achieve this common set of outcomes.

While the partnerships with central governments have been mainly skewed towards elite SD (Green and Houlihan, 2008), most governments have also made contributions to NSOs to assist them formulate community sport plans and programmes (Nicholson et al., 2011c), albeit that they usually come with specific directives as to where (e.g. targeted regions and/or groups) and what (e.g. improved fitness and health, social inclusion) any investment should be allocated. Such partnerships have also required many NSOs to transform their operations and modernise their organisational capability and capacity, before central governments, will consider them sustainable and investment fit, and be confident that public or national lotteries funding will be utilised effectively to achieve agreed community sport outcomes (SPARC, 2009a).

While most partnerships are positive, and of considerable value, in assisting NSOs to achieve their strategic goals, some are restrictive in terms of their compliance, servicing and management requirements, cost benefit, lack of clarity and short-term nature (Collins, 2010d). With reference to NSO partnerships with central governments, Houlihan and White (2002) note that:

partnerships are often cumbersome vehicles for policy because each tends to have its own peculiar processes for accessing the particular government funding stream, as well as distinctive requirements for monitoring and reporting often on an annual basis, resulting in high management costs and frustratingly slow decision-making. (p. 225)

To alleviate this situation in NZ, SPARC has adopted a more streamlined model for its partners with investments being consolidated into a 'single pot' to simplify and reduce reporting and administrative costs (SPARC, 2009a).

The success or otherwise of partnerships requires commitment, time, trust and energy from each partner and is usually related to the original reasons for entering the partnership and clarity of the sought objectives and outcomes. Unfortunately, many NSOs, stretched by limited resources to invest into the delivery of their community SD programmes, have eagerly sought partnerships that have often caused them to adjust and adapt their SD programmes and/or specific development initiatives, not to the needs of the sport and its participants, but to chase investment possibilities. This has created conflicting pressures for them, their constituent bodies, SDOs and volunteers in trying to effectively deliver their core business sport, but at the same time achieve a number of non-sporting outcomes for their partners (Houlihan and White, 2002; Green, 2007; Vail, 2007; Shilbury et al., 2008; Bloyce et al., 2008; Hylton and Bramham, 2008d).

The 'development of sport' therefore requires clear objectives and a long-term commitment from NSOs and their partners, especially central governments, to invest in, and support, their national community sport programmes and regional delivery structures. The implementation process, and its subsequent change management practice, is a slow, but incremental one. So any lack of commitment and resourcing by either the NSO and/or its partners can be a major constraint to progress and place SDOs and volunteer-based community providers under real pressure. Unfortunately this happens, because of factors, such as: limited organisational capability and capacity, including a lack of vertical integration within sporting organisations; uncoordinated national plans with unclear and/or unrealistic objectives and outcomes; short-term programmes; insufficient or unsecured funding from partners who frequently also have their own, conflicting agendas; inexperienced SDOs with a high turnover; and the inability of

NSOs to effectively collect and process quality data, and monitor and evaluate the effectiveness of their plans and programmes and performance of their SDOs. While for many NSOs these represent 'teething' problems as they intervene to influence the development of their sport at a community level, they can equally test their resolve, patience and resilience in their endeavours to secure the sustainable future of the community foundations of their sports.

Monitoring Community Sport Programmes

The increasing involvement and intervention by NSOs in the development of their sports at a community level, coupled with greater expectations by partners, especially central governments and their sports agencies, has seen NSOs become more conscious of the need to monitor and evaluate the effectiveness of both their programmes and how they are being delivered. Eady (1993) maintains that because:

sport development is about the implementation of positive change. In order to progress, to achieve this change, there must be a degree of clarity about exactly what it is that we are trying to achieve so that the extent to which progress has been made can be evaluated. (p.37)

Therefore to become more transparent and accountable, NSOs have been keen to measure performance against agreed outcomes, impact areas and key performance indicators (KPIs) (Astle, 2011a). However, their efforts have often been hampered by a limited awareness of how, where and what information should be gathered, outcomes that are too broad, ambitious and unclear, and a lack of baseline data resulting from ineffective data collection and interpretation methodologies, especially pertaining to sport participation. These requirements, Nicholson et al., (2011c, p.299) suggest are 'a significant barrier to the development, implementation and maintenance of effective sport participation policies and programmes'.

Such limitations have tended to arise from a general lack of commitment by NSOs to collect quality data and the difficulties posed in its collection by the lack of clarity over the definitions of key terms, such as 'participation'. Few NSOs or central governments have invested in personnel or systems to ensure the effective collection and analysis of robust data across the multi-levels of sports organisations (Nicholson et al., 2011c). As a consequence few NSOs have the capability or know-how to rigorously measure and assess the effectiveness of their community sport policies and programmes, or have a full appreciation of the potential value of good data for planning, resource allocation and programme design.

Central governments also often set vague and unrealistic community sport targets, and without the provision of adequate funding and resources, have expected NSOs to be able to deliver on these (Houlihan, 2011d). Nicholson et al., (2011c, pp.298-299) suggest that these 'targets appear to convey aspiration only, for although they provide direction, they are often unrelated to the allocation of resources or funding'. For example, in NZ, SPARC has set the arbitrary targets of 500,000 more adults participating and over one million volunteering in sport and recreation by 2015 (SPARC, 2009a, 2010a). England and Australia have similar over-ambitious targets. Nicholson et al., (2011c, p.299) note that 'such arbitrary targets and their vulnerability to change create uncertainty among programme partners and instability in delivery'. This has resulted, at a national level, in frequent changes in the direction of community sport policies and programmes; programmes being short-term with vague outcomes, strategies and KPIs; and at a regional level high SDO turnover and conflicting pressures for SDOs as to whether to deliver quantity (i.e. grow participants numbers to achieve such targets) or quality (i.e. establish the infrastructure and support services necessary to sustain such growth) (Bloyce and Green, 2011). These issues have hindered the collection of longitudinal sport participation data making it difficult to analyse trends over time, inform programme design and/or 'determine the efficacy of policies and programmes focused on increasing sport participation' (Nicholson et al., 2011c, p.300). Where participation statistics have been collected in a systematic way over time, they provide a very good indicator of the success of community SD programmes.

In this chapter, the 'development of sport' has been discussed from the perspective of recent 'top-down', planned interventions by NSOs to revitalise, integrate and strengthen their sports at a community level to ensure they remain contemporary and assure their future sustainability. It considers the sport and participant development models used to underpin the design of national pathways, plans and programmes; the partnerships required to underwrite the establishment of regional delivery networks to facilitate their delivery; and the difficulties of monitoring the effectiveness of both the programmes and their delivery. This provides the conceptual context for the longitudinal case study of NZC's intervention into cricket in NZ in Chapters 4-8.

CHAPTER 3

SPORT DEVELOPMENT FROM THE INSIDE: A PRACTITIONER'S PERSPECTIVE

The Introduction to this research identified the topic to be studied, research questions, and objectives to be achieved by investigating them. Chapter 1 reviewed the academic literature on SD, and from this a framework encompassing a continuum of six interpretative strands of the concept was proposed. One of these strands, the 'development of sport', was expanded in Chapter 2 to provide a theoretical background for the topic being investigated, namely, NZC's involvement in the 'development of sport' process in NZ. This chapter examines the methodology which underpins this research, and the mixed methods of data collection and multiple sources of evidence used to examine the concept of SD and its evolution in NZ. Within this theoretical and historical context, a longitudinal case study is compiled of the design and implementation by NZC of a national programme to integrate, revitalise and grow cricket at a community level, and measure its impact on the game and its organisation.

The terms 'methodology' and 'method' are frequently used interchangeably. In this research they are defined using the distinction made by Giddings (2006). 'Methodology' relates to the theoretical stance which underpins how the research is approached and guided and 'method' refers to how the data is collected and analysed. The methodology embraced in this study combines three major dynamics.

1. It adopts a qualitative approach to explore the concept of SD, describe its emergence in NZ, and employs a longitudinal case study to interpret and understand its application by NZC to influence and improve cricket in clubs and schools.
2. It draws on my perspective as the practitioner-manager who was responsible for the leadership, design, implementation, management and monitoring of NZC's national SD plan and programme, and the effect on these of my personal influences.
3. It establishes my role as an insider-researcher who, with access to considerable first-hand knowledge, understanding and experience acquired as the practitioner-manager, and aware of the existing research deficit in SD, uses the former to contribute to the latter, to assemble a detailed case study of the key features and impact of NZC's plan, programme and practice, and demonstrate the applicability of the lessons learned to other sports in NZ.

The methods are drawn from reviews of the scholarship on both SD and the history of the concept in NZ to provide a broad theoretical and historical framework in which to couch the investigation; the collection and analysis of documents, photographs and descriptive statistics, most derived from primary sources; and personal observations. The data from these qualitative and quantitative sources are collated into an in-depth, longitudinal case study to describe and explain the design, implementation and impact of the 'development of sport' process instigated by NZC.

The time frame for this investigation is from 1998-2008. This not only coincided with my tenure as the NDM at NZC, but also provided a sufficient duration in which to review historical evidence, collect and collate trend data, examine the process of innovation and change that was initiated, and assess its impact on cricket in NZ. The years 1998 and 1999 represent the preconditions to NZC's intervention, and include my appointment as NDM, the initial research and formulation of a national plan, and subsequent design of a comprehensive ND Programme. The period 2000-2008 covers the actual intervention from the broad acceptance of the plan within the sport, through the establishment of a regional delivery network, to their introduction of the programme in conjunction with local volunteers and its consolidation as accepted practice within clubs and schools. The ten year interval allows a sufficiently long period to capture meaningful data about NZC's intervention, and measure the effectiveness and impact of its programme on community cricket in NZ (Cousens and Slack, 2005).

Methodology

1. A Qualitative Approach

In the social sciences, there are a number of research paradigms, each representing a different framework and reflecting a distinct theoretical viewpoint, which are available for a researcher and/or area of research (Babbie, 2008). Each is shaped by ontological (the nature of existence), epistemological (the nature of knowledge) and methodological (how the researcher should go about finding out knowledge) questions (Guba and Lincoln, 1994). Accordingly Guba and Lincoln (1994, p.107) suggest that a paradigm is 'a set of basic beliefs' that influences how a researcher sees the world, determines their perspective, and shapes their understanding of how things work in their field. As such a paradigm has come to mean an approach with its own research methods that moulds the way knowledge is viewed, studied and interpreted (Mackenzie and Knipe, 2006). Most social science literature concentrates on two opposing paradigms: positivist and interpretivist. This research is framed within an interpretivist paradigm.

Positivism, or the 'scientific method', is often aligned with a quantitative approach to research, whereas interpretivism is associated with a qualitative approach. Quantitative research represents a formal, objective and deductive approach, while qualitative research tends to be more informal, subjective and inductive. Up until the 1960s, quantitative research was the predominant framework within scholarly inquiry, but since then interest in qualitative research has increased (Creswell, 2014). This was because it was argued that while quantitative research was appropriate for studying the physical and natural world, where the object of study was people, qualitative research was better suited to social inquiry. In qualitative research the emphasis is placed on understanding people's words and actions, and records through close observation, careful documentation and thoughtful analysis. As Creswell (1998, p.14) indicates 'one undertakes qualitative research in a natural setting where the researcher is an instrument of data collection who gathers words and pictures, analyses them inductively and describes a process that is expressive and persuasive in language'. This investigation adopts a qualitative approach to describe and explain, on the basis of the literature, other empirical evidence and my personal involvement within NZC, the design and implementation of a plan, programme and delivery structure, and to interpret and understand their effectiveness and impact on improving cricket for people in clubs and schools. Such studies according to Stake (2010, p.14) 'with personal experience in described situations are considered qualitative'.

Creswell (1998) defines qualitative research as:

an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyses words, reports detailed views of informants, and conducts the study in a natural setting. (p. 15)

Later he elaborated by indicating that this 'process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data' (Creswell, 2014, p.4). These additions highlight the main characteristics of qualitative research, namely it has an emergent or unfolding study design, occurs in a real world setting, involves inductive analysis and acknowledges the researcher's role as the key instrument in data collection (Creswell, 2013, 2014; Marshall and Rossman, 2011).

Yin (2011), however, maintains that the diversity of qualitative research makes it too difficult to provide a single definition. He instead distinguishes five features of qualitative research, namely it:

- a. Studies the meaning of people's lives under real world conditions.
- b. Represents the views and perspectives of the people in the study.
- c. Covers the contextual conditions in which people live.
- d. Contributes insights into existing or emerging concepts that may help to explain human social behaviour.
- e. Uses multiple sources of evidence rather than relying on a single source.

The first four features are also identified by Stake (2010, p.14) in his claim that 'qualitative inquiry is interpretive, experiential, situational and personalistic'.

The various characteristics of qualitative research assembled by Creswell (2013, 2014), Marshall and Mossman (2011), Yin (2011) and Stake (2010) underpin the purpose of this investigation, determining the approach selected and identifying my roles as both a practitioner-manager and an insider-researcher. While these roles are discussed separately later in this chapter, it is important to acknowledge that in this qualitative research, the researcher 'is an instrument, observing actions and contexts, often intentionally playing a subjective role in the study, using his or her own personal experience in making interpretations' (Stake, 2010, p.20).

There are numerous types of qualitative research. Creswell (1998, 2013, 2014) identifies five traditions of qualitative inquiry, while Yin (2011) delineates ten forms of qualitative research. Among these types, both highlight the case study, which is increasingly recognised and frequently used, particularly in social science inquiry (Stake, 1995, 2010; Yin, 1984, 2003, 2012, 2014). A case study is especially suited to a holistic, in-depth description of a single case or small number of cases (e.g. an organisation, programme or process) (Zainal, 2007) and/or an explanation of 'how' and 'why' it works (Yin, 2014). It provides a systematic way of undertaking an investigation, collecting and analysing data from multiple sources, and describing and explaining the process and outcome of the case being studied. Yin (2014, p.16) defines the case study as 'an empirical inquiry that investigates a contemporary phenomenon (the 'case') in depth and within its real-world context, especially when the boundaries between phenomenon and context may not be

clearly evident', and as Yin (1984, p.23) had included earlier 'in which multiple sources of evidence are used'.

A single case study is the mode of inquiry adopted in this research. It encompasses the concepts highlighted above in Yin's definition (Yin, 2014). The 'case' in this research is NZC's planned intervention into cricket in NZ. This is examined within a 'real-world context' of historical change in the 1990s in both SD in NZ and the leadership and management of NZC which are integral to understanding the case (Yin, 2012). The latter's adoption of a holistic vision, coupled with its capability and resources to influence the development of the game and its organisation, are described and explained 'in-depth' within the 'case boundaries' of community cricket.

There are several categories of case study, this one is a longitudinal case study. This is used to systematically investigate the long-term process of innovation and change that arose from the design and implementation by NZC of a coordinated national plan and programme, and its impact on cricket in clubs and schools over a specified ten year period (1998-2008). The benefit of this type of longitudinal study is it allows change to be tracked over time and its impact to be assessed.

This longitudinal case study has a historical perspective in that it looks back on the SD process instigated by NZC. In doing so, 'it attempts to systematically recapture the complex nuances, the people, meanings, events, and even ideas of the past that have influenced and shaped the present' (Berg, 2009, p.297). It provides a rich, detailed and in-depth written account of NZC's planned intervention, an understanding of the circumstances in which this occurred, and an insightful appreciation of the effect over a period of time of the 'development of sport' process on community cricket in NZ (Creswell, 1998).

There a number of advantages of using a case study (Denscombe, 2003; Zainal, 2007) as it:

- a. Usually focuses on one case to gain specific insights that may have wider implications.
- b. Investigates something that already exists, it is naturally occurring.
- c. Provides rich or thick, detailed and in-depth account.
- d. Is holistic in that it seeks to examine relationships and processes to understand how things are linked and affect each other.

- e. Uses multiple sources of evidence and multiple methods. As Denscombe (2003, p.31) indicates 'one of the strengths of the case study approach is that it allows the researcher to use a variety of sources, a variety of types of data and a variety of research methods as part of the investigation'. According to Yin (2014, p.239) this strengthens the 'findings through the convergence and triangulation of the data'.

Despite these advantages, the case study also has some disadvantages (Denscombe, 2003; Zainal, 2007):

- a. It is accused of lacking rigour because it focuses on relationships and processes rather than measurable outcomes.
- b. It is too long and demanding to conduct.
- c. It is not easy to delimit its boundaries.
- d. It represents a single individual case making generalisations tenuous.
- e. It is difficult for researchers to remain objective and provide an unbiased interpretation.

While this investigation acknowledges these disadvantages, the rationale for selecting the case study is embedded in its advantages which give its distinct identity and approach. These are best suited to addressing the topic selected and questions posed in this research. In doing so it addresses: why and how NZC planned an intervention into its game at a community level in NZ between 1998-2008, what this entailed, what its measurable outcomes are, what lessons were learned and their implications for other sports, and how their NSOs could replicate NZC's approach to the 'development of sport' process. The subjective and interpretive role of the researcher is considered in the next two sections on methodology. It is important to disclose my role in this research as a dual one, being both the practitioner-manager of NZC's intervention and the insider-researcher (Brannick and Coghlan, 2007). As such, this study is 'the product of a process on interpretation' (Denscombe, 2003, p.268) in which I bring, as Yin (2011, p.270) claims 'a particular lens or filter' to my data collection and analysis. While no lens is free of bias, the goal in this research is to identify as many of my lens qualities as possible (Yin, 2011).

2. A Practitioner-Manager's Perspective

This research reflects my first-hand contribution as the practitioner-manager to the design, implementation, management and monitoring of NZC's national SD plan, programme and practice. I have had a lifelong involvement in sport as a participant, volunteer, coach, administrator, the first NDM for NZC and the foundation Manager, Community Sport for SPARC. Such experience was used to devise a broad, mainstream SD and delivery system for NZC and implement it from top-to-bottom within cricket in NZ, and subsequently, as a specialist consultant/facilitator for SPARC, to reflect on the lessons learned from this intervention and the implications of these when offering advice, guidance and assistance to other NSOs in NZ.

NZC was at the forefront of NSOs in NZ to first, recognise the need for a more balanced, holistic approach to the development of its sport, particularly if success at the international level was to be achieved consistently, and second, understand that to achieve this would require them to intervene and influence the health and wellbeing of their game at a community level in clubs and schools (NZC, 1999a). To facilitate that change, I was appointed by NZC as their NDM in 1998, to design a comprehensive ND Plan and Programme which would 'result in an increased profile for cricket in New Zealand and an expanded participation base for the sport' (NZC, 1998, p.1). It was considered that a successful programme would result in the growth of playing numbers, volunteer support, quality playing facilities, interested spectator and media audience as well as the capture of talented players (NZC, 1998).

At the time of intervention by NZC, there was only a generalised view of what this might look like and entail (Reid, 1998). The NDM position was a new role with the freedom to challenge traditions, be innovative, take risks and not be constrained by earlier agendas, because NZC had never previously ventured into community cricket. Although the intention was to intervene at this level to improve the appeal, infrastructure and sustainability of the game in clubs and schools, the 'how' and 'what' of the intervention and its potential impact remained to be determined. The initial directive and key task was to gather and collate information as the basis for formulating a ND Plan.

At this formative stage, there was a paucity of both practical examples of such NSO-led interventions in NZ and academic research into the 'development of sport'. To fill this void much of my first two years at NZC was pre-occupied with the collection of information. This involved comprehensive discussions with cricket personnel in NZ, Australia, England

and South Africa, and with other large traditional team sports in NZ; observation of Australia's introductory cricket programme; and the assembly of resources on modified cricket programmes, coaching and sport programme planning. Subsequently, I conducted surveys of cricket in schools in NZ (Astle, 1998a, 1998b, 1998c), and later was able to draw on the findings of reviews of secondary school, club and district cricket undertaken by NZC (NZC, 2000a, 2000b, 2000c).

While this fact finding provided first-hand, practical information, and in some cases resources, to begin the planning process, their contribution to the focus and content of NZC's plan and programme were strongly influenced by how I interpreted these based on the unique combination of my previous knowledge, insights and past experience and roles, or what Gummesson (2000, p.57) refers to as 'preunderstanding'. There is no doubt that the direction and appearance of the plan and programme were generally shaped by this preunderstanding, and the personal influences emanating from it (see Appendix II). These originated from my lived experience and the interplay of my roles as an academic; cricket player, coach and administrator; educator, both teacher and administrator; and parent who transferred a passion for sport into encouraging my own children's involvement in sport, both in formal and informal settings. These influences, which shaped my perception and interpretation of cricket and its needs, are interwoven into my analysis of the appearance and structure of NZC's plan, programme and practice.

At the time of my appointment by NZC, there was no specific SD training available in any tertiary institution in NZ, something which remains unchanged at present. Few of the early practitioners had a university background, and if like me they did, it was not sport-related. As a consequence, most practitioners were not aware of, or had access to, academic journals that featured SD articles. Indeed, there were few such articles pre-2000, and most subsequently written tended to be overly technical and theoretical so of little relevance to the work practitioners were doing (Skinner, 2012). Because of this, most practitioners did not refer to academic literature, or see it as a medium in which they could record and share their development knowledge and experiences.

Nevertheless, as Nicholls (2009, p.159) notes this 'does not mean their practical understanding of how sport development works should be any less valid'. Indeed, practitioners in NZ have begun to assemble a rich and mutually beneficial understanding of the value and specifics of SD with reference to 'what works', 'how it works' and 'why it works' (Astle, 1999a, 2009a, 2011a; Herdman, 2010a, 2010b, 2011c; Herdman et al., 2011;

Meylan et al., 2011; SPARC, 2009a, 2009g, 2010a). In contrast, most of the academic articles on SD, have originated overseas, and use complex methods and techniques to interpret SD in the light of previous theories, a requirement of the standard of intellectual rigour demanded by academic journals. Unfortunately, these have proved to be of limited usefulness to the practitioner seeking to implement strategies, solve real issues they face and facilitate change by enthusing and motivating volunteers in clubs and schools.

This issue of relevance with respect to theory versus practice is nowhere more apparent than in the common adage 'it looks good in theory, but it is different in practice'. This has meant, in relation to SD, that academics and practitioners have tended to have different agendas, with academics seeking to understand the world through some form of theoretical construct, while practitioners are more concerned with what works. These sorts of perceptions have led to a divide between academics and practitioners, and have limited the transfer of knowledge between them across the knowing-doing gap. This has created a longstanding relevance debate in many disciplines between academic theory and practitioner action (Rynes, Bartunek and Daft, 2001).

The standpoint taken in this research corresponds with that proposed by Gummesson (2000, quoted by Brannick and Coghlan, 2007, p.65), in which he suggests that both academic researchers and practitioners can be seen as 'knowledge workers' each with 'a different emphasis in relation to theory and practice; one pecks at theory and contributes to practice; and the other pecks at practice and contributes to theory'. When this is applied to SD, it provides the opportunity for academics, who tend to interpret results in the light of previous theory, to access practical knowledge created by practitioners, who not bound by academic convention, may be more likely to provide alternative interpretations that may produce new theories. The objective of this research is to present, from the perspective of a practitioner-manager, a rich and detailed inside account of the process of 'development of sport', including the challenges of designing a plan, translating it into an integrated, workable programme embracing new ideas about developing sport, diffusing the intended innovations and change across a sport, and then implementing it through a professional delivery structure at a community level. The intention is to transfer this knowledge and experience, acquired as a practitioner, into an academic format through the medium of this research, and at the same time ensure its relevance to other practitioners, academics and students alike.

3. An Insider-Researcher's Interpretation

This research provided a unique opportunity to draw on my knowledge and experience acquired from being a practitioner-manager, and use this as an insider-researcher to study the 'development of sport' approach adopted by NZC. The role of the insider-researcher is closely related to the broader debate on knowledge creation and transfer between practitioners and academics (Rynes et al., 2001). One of the purposes of this study is to bridge the practice-research gap. An 'insider researcher' refers to one undertaking research in and on their own organisation (Coghlan, 2001). In this case I was a complete member of the organisation being studied (NZC) from 1998-2008, and subsequently have retained both insider preunderstanding and access (Brannick and Coghlan, 2007).

According to Coghlan (2001), insider-researchers are increasingly engaged in studies of their own organisations. They examine real issues, such as systems improvement and the management of change, and in doing so contribute to theoretical understanding of what really goes on in organisations. Riemer (1977) maintains researchers immersed in organisations should take advantage of familiar situations, knowledge and expertise and turn them into objects of study. It is this knowledge and insights gained from my lived experience, within the setting of NZC as a NSO, that I have drawn on as an insider-researcher in this current study. Subsequently, my role as a SPARC consultant/facilitator allowed me to work with a number of other NSOs, particularly Football, Hockey and Tennis, and reflect on the innovation and change process that I had earlier facilitated in the development of cricket, in the light of the process initiated by these other NSOs to develop their sports at a community level. Being an insider-researcher in this broader sense has enabled me to engage 'in the experiential learning cycles of experiencing, reflecting, conceptualising and experimenting' (Coghlan, 2001, p.51), as I provided these NSOs with advice and guidance on the design and implementation of their national SD and delivery systems. The knowledge acquired from these intimate experiences within NZC, and subsequently with these other NSOs, is used as the basis for this research.

There are a number of advantages and disadvantages associated with those researching their own organisation, two of these relate to the level of access available to the researcher into the organisation and their preunderstanding of its processes and practices. In this research, as NZC's founding NDM, I had a high degree of access to the organisation and its people, documentation and data. Preunderstanding of NZC is a major strength for me in this study in terms of my in-depth knowledge of the organisation and the way it

worked, its key personnel and the community SD and delivery systems that I was responsible for initiating. For this reason, I am cognisant of the strengths and limits of this preunderstanding and my personal stake in NZC and its systems, and acknowledge that to maintain scholarly detachment will require rigorous introspection and reflection on the experience, and any underlying assumptions and unreflected action will need to be subject to continuous testing (Argyris, Putnam and Smith, 1985). My subsequent experience as a SPARC specialist consultant/facilitator provided me with the opportunity to do this.

Insider research affords the opportunity to provide valuable knowledge and understanding of what organisations are really like and how they function. According to Brannick and Coghlan (2007, p.65), it provides 'rich accounts of and reflections on interventions in organisations that have contributed to developing theoretical understanding of organisations and how they change'. The current study of NZC provides such a systematic insider account from the perspective of a practitioner-manager into its planned strategic intervention, and the associated change management process, to influence the development and delivery of cricket within NZ.

Coghlan (2001, drawing on Torbert, 1998) maintains such insider research is beneficial to learning on three levels, namely the individual, the organisation and the sector. For the insider-researcher it offers opportunities of personal learning, skill development and possibly career prospects; for the organisation it affords the possibility of change for improvement; and for the sector it presents valuable insights into what such change is really like in an organisation and its applicability to other organisations. These three levels of learning are apparent in this research.

Mixed Data Collection Methods and Multiple Sources of Evidence

Mixed methods were employed to collect, analyse and synthesise multiple sources of evidence. The different methods used to gather data included: observing, collecting, examining and reviewing of evidence from the following sources: scholarly inquiry (e.g. books and journal articles); direct and participant (e.g. players, coaches, parents, teachers, CDOs, regional administrators) observations of NZC's programme in the field; documentation (e.g. NZC, SPARC and my files); archival records (e.g. census statistics, budget figures, newspaper items, emails, faxes and letters); and audio-visual material (e.g. photographs, videos, DVDs, CD-Roms). Much of this information is first-hand or primary evidence. The gathering of which, had a low risk ethics approval granted by Massey University (10 August, 2010). This use of multiple methods of collection and sources of data 'has the potential to strengthen the validity of the results'

(Edwards and Skinner, 2009, p.7). It is strengthened by the corroboration of evidence from two or more sources which facilitates its validation (Denscombe, 2003). As Stake (2010, p.36) states 'to minimise the flaws in our observations and assertions - we triangulate data in order to increase confidence that we have correctly interpreted how things work'.

The methods in this research complement each other and are integrated throughout. They are used to examine the concept of SD, in particular the 'development of sport' in NZ, and draw on quantitative and qualitative data to provide a detailed and in-depth description and explanation of the process instigated by NZC and its impact on community cricket. The methods included:

1. A comprehensive review of the academic literature pertaining to the concept of SD and its history in NZ. From the former, a continuum identifying six main strands of interpretation of the concept is proposed. It provides a broad conceptual framework in which one of these strands, the 'development of sport' is positioned. This strand forms the focus of this research. From the latter, a historical account of the appearance and changing interpretations of SD in NZ is compiled, with the emphasis on the recent 'development of sport' interventions by NSOs, such as NZC. This affords an historical context in which to locate the current study.
2. A detailed examination through an in-depth longitudinal case study of the plan and programme arising from the intervention by NZC and the impact of these on revitalising and growing cricket at a community level. In the case study the change management process, which was a prerequisite to the intervention, is also considered, and the lessons learned from NZC's experience and their implications for the NSOs of other sports are discussed. The information in this case study was gathered by:
 - A qualitative appraisal, using direct and participant observation, documents both published and unpublished, archival records and photographs, of NZC's 'development of sport' plan, programme and practice, together with the lessons learned from this and their relevance to other sports.
 - A quantitative descriptive analysis of the outputs achieved through the programme. The key output, the sustainable growth in player numbers in clubs and schools, was ascertained from the annual national participation census carried out by NZC. This quantitative analysis was used to assess the impact of the ND Programme, especially the effectiveness of its main initiatives.

According to Yin (2003):

a major strength of case study data collection is the opportunity to use many different sources of evidence. . . . Thus, any finding or conclusion in a case study is likely to be much more convincing and accurate if it is based on several different sources of information, following a corroboratory mode. (pp. 97-98)

The emphasis in this research is to systematically investigate the development plan and programme designed and implemented by NZC, the changes this prompted throughout the sport and its organisation, and the impact of these on growing and sustaining the participatory base of the sport. This comprises a longitudinal case study of the intervention by NZC and its ongoing effects on community cricket, set within a context of SD and its emerging history in NZ, and undertaken to fill the research void identified by Kidd and Donnelly (2007), Shilbury et al., (2008) and Priest et al., (2009) in the Introduction. Denscombe (1998) contends that the rationale:

behind concentrating efforts on one case study rather than many is that there may be insights to be gained from looking at the individual case that can have wider implications and, importantly, that would not have come to light through the use of a research strategy that tried to cover a large number of instances. (p. 30)

This requires that the case itself be studied in-depth (Cresswell, 1998).

Research Parameters

While the boundaries of the longitudinal case study have been delineated, a number of other parameters are acknowledged:

1. Although the key concepts of 'sport' and 'development' are defined in Chapter 1, another closely connected term that needs consideration is 'participation'. Increasing participation is both an objective and outcome of NZC's SD intervention, with its programme initiatives designed to appeal to the main motivators (e.g. fun, friendship, skill development, fitness, relaxation, success and challenge) of players of different ages, abilities, interests and genders to participate in cricket. It is not, however, the purpose of this research to delve deeply into the concept of 'participation'. For detailed discussions of the dynamics (i.e. attitudes, motivations and barriers) of 'participation', see the following for: a general collection of papers on participation (Sport England, 2004); the impact of early learning experiences on participation (Kirk, 2004, 2005); the role of the coach in participation (North, 2007; Hopkinson, 2014); youth participation (TNS, 2005; 18 Ltd - Youth Research, 2006); girls and women's participation (Burrows and McCormack, 2011; State of

Queensland, 2013); and sport-specific participation studies in NZ of rugby (Hodge and Zaharopoulos, 1991), netball (Hodge, 1994) and cricket (Gaskin, 2000).

2. The ND Programme introduced by NZC is a mainstream one and is the focus of this research. It is a generic programme with the core purpose to provide a broad approach to the 'development of sport'. It offered a series of recognisable national initiatives to replace, where they existed, ad hoc regional variations. These planned and coordinated initiatives form a sequence of clear steps that traverse two aligned and integrated development pathways - one for players, the other for coaches. They were designed to increase participation in cricket and improve and strengthen the infrastructure and services in clubs and schools to support its sustainable growth. To achieve this growth a standardised approach was adopted to recruit and retain players of all ages, abilities, interests, ethnicities and genders from the general population, it was never intended in its formative years to divert its limited resources into targeting specific groups. The exceptions to this were the efforts to increase adult women's cricket, appoint School Cricket Coordinators (SCC) to assist in select secondary schools, and allocate funding to support the employment of a Pacific Island CCC to deliver the mainstream programme in South Auckland (see Chapter 8). While the programme and its initiatives were national and standardised, how they were delivered varied according to local conditions. Allowances for these variations were usually negotiated with the CDMs in each MA. Furthermore, as the programme evolved and the knowledge and experience of the CDMs and CCCs increased so did their best practice applications of the programme and its initiatives to solving local issues (see Chapter 8).
3. The collection of player number statistics by the annual NZC Census has its limitations. These are discussed more fully in Chapter 8. NZC, like most NSOs in NZ, does not have a database of players. To count their playing population the number of school and club teams is recorded in each of its associations and a multiplier used to calculate the number of players in each team playing a similar format of cricket. For example, for a team playing conventional cricket, the number of players is set at 15. Although simple and cost-effective, the census is further restricted as it can only discern participation by levels (e.g. primary/junior, secondary/youth and club/adult) which approximate broad age groups (e.g. 5-12, 13-18 and 18+ years), by gender (e.g. male and female) and by interest (e.g. conventional Saturday and modified midweek cricketers). It cannot distinguish players of different ethnicities.

4. This qualitative research is reliant on considerable documentary evidence. While I have the documents produced by NZC or myself, the endorsements of both the ND Programme initiatives and efforts of the CCCs, were often in the form of emails, faxes or letters or in the annual summative reviews submitted to me by the MA CDMs. Most of these documents were stored in NZC's head office in Christchurch. Unfortunately, these original documents were lost in the 2011 earthquakes which destroyed NZC's headquarters. I had previously used a number of these endorsements as quotations, some without reference to the authors, in my annual reviews of the programme for the NZC Board or in summaries of the annual ND Conferences. Consequently, where I have used such endorsements in this research, particularly in Chapter 8, I used my documents in which the quotations were used as the source.

This chapter examined the methodology and methods adopted in this research. It is a qualitative study in which the researcher as a practitioner-manager, utilises first-hand knowledge acquired from designing and implementing NZC's intervention into cricket in NZ, to undertake insider research of this involvement, the changes associated with it, and its long-term impact on the development and delivery of the sport at a community level. Mixed methods of data collection are used to gather and interpret data from a variety of sources. These begin by reviewing the scholarship on SD as a basis for identifying a continuum of interpretative strands of the concept. For one of these strands, the 'development of sport', its origins and evolution in NZ are explored. This provides the context in which a longitudinal case study is compiled on the intervention by NZC and the associated innovation and change process initiated to grow and sustain cricket in the community.

CHAPTER 4

THE EMERGENCE AND TRANSFORMATION OF SPORT DEVELOPMENT IN NEW ZEALAND

This chapter discusses the changing emphasis over time in NZ between the different strands of SD, and within the 'development of sport' strand, which is the focus of this research. This is considered within three broad themes. First, the 'development of sport' as historically a 'bottom-up' volunteer-driven process that introduced team games into NZ, and subsequently established local, regional and national structures and competitions to sustain their provision and delivery. This process was initially intertwined with 'sport and development' as many early volunteers, influenced by their English public school experiences, advocated its physical, social and moral values. Second, the influence since 1970 of central government and its national sporting agencies in implementing 'development through sport' policies, in conjunction with RSTs, to address fitness and health issues, and investing in 'development for sport' to create elite sport systems within prioritised NSOs to achieve Olympic success and world titles. Since the 1980s, they have also fostered coach education, introduced KiwiSport (a 'development in sport' measure), and provided NSOs with SD funding, all of which have had a positive impact on the 'development of sport' efforts of NSOs. Third, the way that the NSOs of Rugby, Netball and Cricket responded during the 1990s, to social, economic and political challenges, through planned, 'top-down' interventions at a community level to increase participation, expand the infrastructure and services of volunteers and improve the delivery capability of their clubs and schools, to ultimately ensure the sustainable growth of their sports. Since 2009, central government through SPARC (now Sport NZ), has endorsed this approach by re-focusing its attention on organised community sport. They have formulated a national community sport strategy, invested in a number of targeted NSOs, and encouraged collaborative partnerships between these NSOs and RSTs to deliver key community sport outcomes (SPARC, 2009a, 2010a).

Origins of Sport Development in New Zealand

As a British colony, NZ inherited many team games, such as cricket and rugby, from Victorian England. These sports were brought to NZ by the early European settlers, where they were adopted, and over time became one of the means by which New Zealanders have established their sense of identity (Stothart, 2000). Although these sports were played early in the colonisation of NZ, participation was limited by: harsh conditions in the frontier environment,

the dominance of work, restrictions imposed by the church, and geographical challenges of travel. For these reasons, sport was limited to infrequent local engagements, usually in close proximity to home on annual holidays (Stothart, 2000). Enthusiasts formed teams for one-off fixtures, arranged on an ad hoc basis, but over time as the number of players and frequency of matches increased, they began to establish local sports clubs. These had little formal structure, matches tended to be sporadic and spontaneous, and rules in many sports were flexible, although for cricket, their laws had been first codified as early as 1774.

Although cricket was introduced by missionaries in the Bay of Islands in 1825, it spread slowly to other settlements. By the 1840s and 50s, the first cricket clubs were set up in Wellington, Nelson, Auckland, Dunedin and Christchurch, however, matches were confined to clubs playing 'friendlies' among themselves (Neely and Payne, 2008) (see Image 1). Cricket's expansion was facilitated in the 1860s by the presence of British military and local militia to protect settlers during the Anglo-Maori conflicts in the North Island. They created grounds adjacent to their garrisons and promoted cricket matches against local teams (Management Committee, 1969). In the South Island, the game was stimulated by the discovery of gold and influx of settlers from Australia. Continued improvements in transport and communications began to make travel easier between settlements, so teams started to play inter-regional contests against near neighbours. New waves of immigration further increased the population, especially within the main settlements of Auckland, Wellington, Christchurch and Dunedin, and provided the critical mass necessary to form teams, clubs and sustain regular competitions. These changes prompted the rise of RSOs to govern sport on behalf of their constituent clubs, standardise playing conditions, administer local interclub competitions, arrange representative teams for inter-regional matches and negotiate with local councils about facilities. They also contributed to 'the establishment of interprovincial identities and rivalries' (Hindson, 2006, p.27).

As sports developed on a more regular basis, local councils began to be more proactive in providing and maintaining land on which sport could be played. They justified their support on 'sport and development' grounds, because of sport's 'civilising effect and importance for morale, as well as being an instrument of social control, catharsis, and personal health and fitness' (Deane, 2011, p.42). The relationship with local councils was variable, however, with frequent references in club cricket histories, to the difficulties of negotiating with unsympathetic councils with respect to ground access, costs and inferior playing surfaces (Cane, 1955; Carman, 1975; Brittenden, 1977; Heather, 1980; Hayward, 1999).

Image I

Cricket at Nelson Square, Picton on an unprepared pitch adjacent to the local hotel



Source: Neely and Neely (1994, p.23)

By the mid-1870s, RSOs or provincial associations had begun to be formed in cricket. The main settlements:

were large enough for players to form associations to look after their welfare. Wellington led the way in 1875 by forming the first Cricket Association. Others soon followed in each of the main centres: Otago in 1876, Canterbury in 1877 and Auckland in 1883. (Neely and Payne, 2008, p.10)

Much later, these four were joined by Central Districts (1950) and Northern Districts (1956) to form NZC's six Major Associations (MAs), the basis of its current organisational structure (see Figures X and XI).

While many smaller towns and country areas initially lacked the population and resources to arrange regular cricket competitions, many large sheep farms and local businesses (e.g. bakers, butchers, cab drivers) formed their own teams and played games known as 'house matches'. During the 1880s and 90s, the proliferation of clubs, desire for more organised fixtures and need to secure facilities, prompted these rural communities to coalesce into Minor Associations (Ryan, 2004). Originally they numbered 28, but through amalgamations, they have today reduced to 22, and are now known as District Associations (DAs). The Manawatu Cricket Association (MCA) is an example. It was established in 1895 to administer six clubs

spread across the region with a combined membership of 200 players (www.sportsground.co.nz/mca).

The expansion of inter-regional sport and increasing possibilities of international competition, as a consequence of improved transport and communications, saw the formation between 1880 and 1900 of 16 NSOs as RSOs sought greater national coordination and direction for their sports (Stothart, 2000). These NSOs were voluntary organisations with honorary office bearers and committees representing their different regions or provincial associations and for this reason tended to reflect 'regional parochialism, protectionism and defensiveness' (Deane, 2011, p.43).

In 1894, the New Zealand Cricket Council (NZCC) was set up 'to govern New Zealand cricket, arrange tours at home and abroad and share any profits' (Neely and Payne, 2008, p.11). It was a voluntary, administrative board, and although responsible for overseeing cricket in NZ, its prime focus was inter-provincial and international cricket. Its efforts to foster unity and common purpose within cricket were constrained by limited finance, provincial antagonism and self-interest (Ryan, 2004). In 1926 NZ became a member of the Imperial Cricket Council (now International Cricket Council or ICC) and in 1930 the fifth test playing nation.

In the period 1890-1940, the continued growth in population, predominantly in the main urban centres; the introduction of a wave of reform legislation, especially the half-holiday which allowed businesses to close for one afternoon (usually Saturday) in the six day working week and later the eight hour working day; and an expansion in secondary schooling provided pools of potential players and the opportunity for them to participate in organised sport (Ministerial Taskforce, 2001).

The half day holiday saw the rise of midweek, suburban or mercantile competitions in regions like Wairarapa (Management Committee, 1969), Hawke's Bay (Cane, 1955), Christchurch and Wellington (Wellington Mercantile League, 1971). They catered for cricketers who worked on Saturdays or preferred to play with their work colleagues. The NZCC, however, would not affiliate these competitions, because they were outside the traditional cricket structures, despite the fact that they catered for the cricketing needs of many participants (Brittenden, 1977).

The growth in importance of education was accompanied by an increasing presence of organised sport in primary schools, and at a secondary level, in select private schools, such as Christ's College and Wanganui Collegiate, and larger, single-sex boys' schools in the main

urban centres, namely Auckland Grammar School, Wellington College, Nelson College, Christchurch Boys' High School and Otago Boys' High School (see Image II). By World War I, sport, through its 'cult of athleticism', had become securely established in the curriculum where its 'sport and development' physical skills, perceived values and formative experiences were seen as building blocks to health, wellbeing and character development. As attendance at secondary schools began to grow, so to, did the 'core of young men committed to the pursuit of sport for its own sake' (Ryan, 2011, p.124).

Image II

Cricket at Christchurch Boys' High School



Source: Alec Astle

At the community level, these legislative reforms and increasing emphasis on education stimulated not only a growth in traditional team sport numbers, but also the variety of sports being played in NZ. In 1924, the Census and Statistics Office conducted a census of the main sports in NZ. Rugby held a pre-eminent position with an estimated 40,000 participants, 12,000 were members of school teams, the remainder catered for by 670 clubs within 25 provincial unions. Cricket, was the seventh largest sport, behind rugby, horseracing, tennis, bowling, golf and athletics. It had 18 associations and of its 8,566 participants, 6,313 were members of 231 clubs and 2,253 were school boys. In many provincial cities and towns, secondary school teams, especially those of traditional boys' schools, often became, and frequently still remain, an integral part of local adult competitions. For example, the Palmerston North Boys' High School (PNBHS) 1st XI cricket team has played in the MCA's senior men's competition on a regular basis since 1910 (Anderson, 1948; Astle, 1997). The census suggested cricket was

played in most schools, but as noted earlier, its participant numbers were 'considerably understated through many clubs not being affiliated with local associations under the control of the New Zealand Cricket Council' (The Census and Statistics Office of the Dominion of New Zealand, 1925, p.763).

The continuity in the emergence of sport through community-based, volunteer run clubs and school programmes, however, was severely impacted during the first half of the 20th century by both world wars, the intervening Great Depression, and ongoing prevailing church attitude ensuring organised sport was seldom played on Sundays before the 1960s. What sport that was played in this period was restricted traditionally to Saturdays.

Central government had little involvement in sport, with Stothart (2000, p.88) suggesting it 'tended to adopt an arm's length relationship with sporting bodies'. It considered sport was the responsibility of individuals and volunteer groups (Collins, 2011b). Its first attempt was the 1937 Physical Welfare and Recreation Act, which was thwarted by the outbreak of World War II. The Act confirmed government's direct interest in encouraging participation in sport, for 'development through sport' reasons of improving welfare and physical fitness, and the implications of the latter for defence. It provided small grants to local councils to develop facilities to facilitate this, but had limited engagement with NSOs. In fact, many NSOs were sceptical of this Act and what they perceived as the government's intrusion into sport and their independence (Stothart, 2000).

Following World War II, men returned home, stimulating sport participation across a range of codes. In the cities in particular, industrial growth, economic prosperity, increasing mobility and urban growth and development saw the further provision of sports grounds and facilities by local councils. This increased access for many to sport and offered individuals of all ages and genders opportunities to participate in it for its own sake rather than as an agent of socialisation (Hindson, 2006). Participation was primarily through clubs and schools. Most clubs were still volunteer based and functioned with little planning, few organisational systems and limited resources. Sports tended to be:

administered by enthusiastic followers of the particular sport . . . who gave time and expertise to the tasks associated with sustaining a sport. Few of the sports were well resourced; . . . most were administered by enthusiastic amateurs. . . . It was 'kitchen table administration' to the core. A few of the larger sports were able to employ administrators, but they were typically solo operations. (Stothart, 2000, pp.89-90)

This formative period of SD can be attributed to many influential and passionate volunteers committed to providing participation opportunities in their sports through clubs and schools. According to Stothart (2000, p.90) sport during this period 'was seen by most people as a community benefit, and local authorities continued to provide the playing fields for most of the sports. Involvement was an individual concern and central government seemed content not to become closely involved'.

An Uncoordinated 'Bottom-Up' Process

Participation in community sport in NZ has traditionally been a naturally occurring process, facilitated through the 'bottom-up' efforts of enthusiastic and dedicated volunteers from within communities, rather than as a consequence of the direct 'top-down' involvement and resources of NSOs (Shilbury and Kellett, 2011). It occurred because 'most British settlers in New Zealand displayed a pronounced enthusiasm for sport, and for voluntary societies and clubs very early in the founding of the new settlements' (Ryan, 2007, p.101). This process created and maintained a progression of playing opportunities from club participation to national representation. It was accompanied by the establishment of a hierarchical organisational structure to provide, coordinate and administer this diversity of opportunities (see Figure V). This 'bottom-up' process is still predominant today in most medium and small sized sports in NZ, who remain dependent upon volunteer structures and organisation to direct, develop and deliver their sports at local, and often, regional levels.

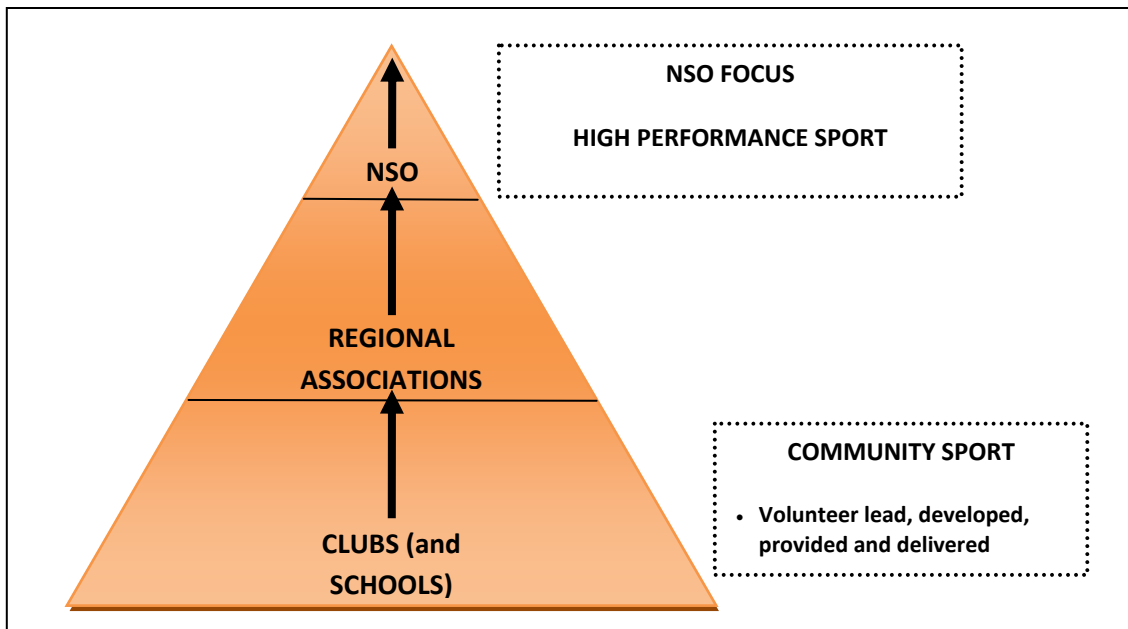
The development and delivery of the various team sports introduced into NZ, has until the last two decades, been characterised by its spontaneity and lack of coordination. It was small-scale, random and reliant upon key individuals with the vision and tenacity to set up teams and clubs in their own communities (Heather, 1980; Brittenden, 1981; Hayward, 1999; Green, 2005), and then to maintain these and ensure the existence and quality of regional competitions. Initially, these catered for adult males, but by World War I, had expanded to include children and young people, and by the 1930s women (Ryan, 2007).

Many of these individual volunteers, who were integral to cricket's development, were often 'the wealthy and politically influential' (Ryan, 2007, p.102) or prominent secondary school headmasters and teachers. Some had previous experience of cricket, acquired from their own public school education in England, and were keen to replicate its 'sport and development' moral and social values in NZ, as part of the 'civilising process' (Elias, 1986; Polley, 2011); while others were entrepreneurs eager to support sport as a source of business. They were also instrumental in the formation of clubs, and subsequently setting up regional associations. This

establishment of clubs and associations was a conscious decision to organise sport on a more permanent and continuing basis (Deane, 2011).

Figure V

Community sport: 'Bottom-up' development



Enthusiasts in the main centres formed their own suburban, trades-based or mercantile, midweek competitions. This array of opportunities meant 'most cricketers were able to find an appropriate niche within the variety of teams and competitions that existed' (Ryan, 2004, p.234).

By the start of the 20th century primary, schools began to introduce organised sports and interschool competitions. This was the main exposure to sport for most pupils as, until after World War II, few progressed beyond primary school (Ryan, 2007). At the secondary school level, sport was becoming an integral part of the curriculum, especially in the single-sex boys' schools, which 'placed a strong emphasis on the utility of sport' (Ryan, 2004, p.119) and to support this 'provided encouragement, coaching and playing facilities' (Ryan, 2007, p.107). In cricket, to foster emergent interschool rivalry, the Heathcote Williams Shield was presented in 1908 to be played for on a challenge basis between secondary schools (Anderson, 1948). It was replaced in 1990 by the National Secondary Schools' Gillette Cup Competition (Astle, 1998c).

After World War II, most secondary schools began to offer sport outside school hours in midweek or Saturday competitions and through regular interschool exchanges. Organised sport, especially rugby, netball, hockey, football, cricket and tennis, was seen as an educational

activity which contributed to students' moral, social and physical development and enhanced the profile and prestige of schools. Many teachers in this period were committed to the concept of extracurricular activity and were prominent as volunteer coaches of school sports teams.

While local government increasingly began to provide basic facilities to foster participation in organised sport at a community level, central government was noticeable by its absence, and NSOs, with their HP focus, lacked the capability to intervene. For this reason the phenomenon of volunteerism has been intrinsic to the 'bottom-up' development of sport through teams, clubs, schools and regions in NZ. However, the development of community sport was uncoordinated and characterised by regional variance in competitions and delivery structures. This has constrained the development and delivery of consistent programmes across many sports.

The Influence of Government Policies and Programmes

Since the 1970s, central government has been increasingly involved in sport. However, like the UK, Canada and Australia, central government sport policies in NZ have been sporadic, fragmented and inconsistent (Green and Houlihan, 2005; Collins, 2008, 2011b). This has been a consequence of changes in government, divergent sports policies of the two dominant political parties (Labour and National), and of the agendas of their different Ministers of Sport. This has been further compounded by a succession of government sport agencies; their interpretations of these sports policies and agendas; their degree of influence on the sport sector; levels of funding; and the effectiveness of their programmes, many of which have been short-term and focused more on health and physical activity than organised sport. Hindson (2006, p.28) suggests that 'as governments changed, the support for government's role in recreation and sport fluctuated according to which party was in power. While Labour supported a strong involvement, National opposed any extension of government's welfare role within recreation and sport'.

There have been three key legislative milestones since the 1970s which have led to the growing involvement of central government in the community sport sector in NZ. Each has witnessed a progressive increase in funding for community sport and with it a more substantial influence on the sector by the government's various sporting agencies (Lawrence, 2008). The first was the 1973 Recreation and Sport Act which led to the establishment of a Ministry and a Council for Recreation and Sport. The second was the 1987 Recreation and Sport Act (subsequently renamed the Sport, Fitness and Leisure Act in 1992). This arose from a

ministerial Sports Development inquiry, whose recommendations in the 'Sport on the Move' report, saw the ministry and council replaced by the Hillary Commission for Recreation and Sport (which in 1992 became the Hillary Commission for Sport, Fitness and Leisure) (Sports Development Inquiry Committee, 1985). The third was the Sport and Recreation Act 2002 which stemmed from a Sport, Fitness and Leisure Ministerial Taskforce and its report 'Getting Set for an Active Nation'. Known as the 'Graham Report', after its chairman John Graham, it saw the Hillary Commission superseded by Sport and Recreation New Zealand (SPARC) as the central government's sports agency (Ministerial Taskforce, 2001). In 2012, SPARC was renamed Sport New Zealand (Sport NZ).

These changes in legislation reflected a growing interest by central government in sport for a number of 'development through sport' (e.g. physical fitness, public health) and 'development for sport' reasons (e.g. national prestige and identity) (Collins, 2007), and with it, increasing investment to justify its involvement. In the 1970s, central government allocated limited funding to the Council for Recreation and Sport which forced it to focus on small-scale programmes and development strategies for sport (e.g. coaching and coach education) (Lawrence, 2008). From 1987 onwards, however, 'large funding pools sourced from taxpayer funds and from the state lottery, *Lotto*, became available to the Hillary Commission until 2001 and SPARC from 2002 onwards' (Lawrence, 2008, p.7). This provided these government sporting agencies with the necessary leverage to exert greater influence and shape the sport sector through their strategies and programmes.

While strongly influenced by the central government, the Hillary Commission, SPARC and now Sport NZ, have shown an increasing, and often disproportionate, interest and involvement in HP sport, particularly to achieve Olympic success and world titles (Collins, 2008). They have, however, also introduced a plethora of national programmes to stimulate physical activity as a means to a healthier nation. The adage for the latter, adopted in concert with a number of national health and welfare agencies, was to get 'more people, more active, more often' (Hillary Commission, 1998).

The legislation setting up the Hillary Commission and SPARC, and the review reports that they were based on - 'Sport on the Move' and 'Getting Set for an Active Nation', both had a strong 'development through sport' flavour. They were emphatic about the benefits of physical activity and importance of community sport as a means to achieve a range of non-sporting societal outcomes (e.g. fitness, health, social welfare). The first report stated that 'to retain its right to public funds, sport must acknowledge and accept its responsibilities in the areas of

community health, welfare and social integration' (Sports Development Inquiry Committee, 1985, p.12). While the second report indicated that:

the challenge for all New Zealanders is to be more physically active and for government to invest in strategies to support this. The necessary positive responses from government will bring a healthier nation, higher achievements, increasing and substantial long-term savings and a more productive country. (Ministerial Taskforce, 2001, p.49)

It was perceived that increasing physical activity through sports participation would have significant public benefits, especially for health, but also social cohesion, crime prevention and an enhanced sense of identity and image (Ministerial Taskforce, 2001). Such claims were made despite the paucity of evidence to support such linkages and the failure of the taskforce 'to make explicit the connection between these public benefits and the actions of [NSOs]' (Lawrence, 2008, p.125).

Many of these programmes initiated by the various national sports agencies have been delivered through the network of 17 Regional Sports Trusts (RSTs). Initially known as Sports Foundations, this group of regional organisations was each set up independently during the 1980s to support the development and delivery of sport at a regional level, but overtime, as they contracted to the Hillary Commission and SPARC, this changed to the 'development through sport' promotion of active and healthy lifestyles and programmes geared to particular community needs (Hayes, 2006). Such programmes, which were part of SPARC's mission of 'being the most active nation' (SPARC, 2002, p.6), were primarily aimed at improving healthy eating and physical activity habits. These included: 'Sportfit' (2000 ongoing) an investment strategy to employ Sports Coordinators in secondary schools to increase the opportunities for 13 to 18 year old students to participate in sports and physical activity (<http://www.sportnz.org.nz/en-nz/Search/?q=sportfit>), and various programmes to encourage active movement, such as 'Push Play' (2004-2009) (<http://www.sportnz.org.nz/en-nz/communities-and-clubs/Push-Play/>).

These physical activity programmes tended to be ad hoc rather than coordinated; were often more reactive than proactive in trying to address various issues identified within targeted groups (e.g. children, young people, women, Māori, Pacific Islanders, people with disabilities) in the sport system, and were frequently set up with limited engagement with the broader sport sector. Many of these programmes, because of changing political agendas, sport and recreation philosophies and/or levels of investment, were started and then ceased before their

effectiveness could be assessed, and few impacted positively on NSOs or organised sport (Piggins et al., 2009; Collins, 2011b). To be effective:

a long-term approach to policy making is important for sport participation, for any changes to policies in this area as part of a preventative health agenda may take a generation to have an effect on health benefits and outcomes. (Nicholson et al., 2011c, p.307)

The Role of Regional Sports Trusts

The RSTs, while remaining autonomous, have since the 1990s formed themselves loosely into a national network called SportNet (<http://www.sportnet.co.nz/>). This has seen them increasingly considered as key partners in the regional delivery of sport (SPARC, 2003). To reinforce this role they have received substantial funding from national sports agencies.

Funding for the RSTs was initially provided by the Hillary Commission as part of an investment strategy to support coaching, promote sport in schools and foster sport participation (Regional Sports Trust Task Force, 1988). In 1996, the Hillary Commission engaged Price Waterhouse to do an external review of the RSTs, concluding that they presented a new and valuable infrastructure for sport, especially in provincial NZ, and were worthy of continued investment (Price Waterhouse, 1995). The rationale for this investment, however, shifted as the focus of the Hillary Commission, and later SPARC, moved from sport to physical activity. This required the RSTs to change their role from increasing regional participation to delivering national physical activity programmes and strengthening regional sport and recreation systems (Deloitte, 2006). In addition, because the RSTs had diversified their revenue streams, they also needed to meet contractual obligations with other funders, such as the Ministry of Health, to run the 'Green Prescriptions' programme which provides physical activities as a preventive health measure for referred patients (<http://www.health.govt.nz/our-work/preventative-health-wellness/physical-activity/green-prescriptions>).

The advent and changing focus of the RSTs saw them often perceived by NSOs, RSOs and clubs as adding further fragmentation and confusion to the community sport sector. While there was a similarity between the RSTs in the national programmes they offered, there was a lack of consistency in the relative importance they placed on each programme and their capability to deliver it. As Sport Southland (2008, p.3) notes, 'while all the Regional Sports Trusts are similar in terms of the broad outcomes we are striving to achieve - there are also huge differences in the way we operate'. Furthermore, their 'development through sport' physical activity agendas did not align with the 'development of sport' interests and delivery needs of organised sport in

their communities. This made it difficult for many NSOs to effectively engage with the RST network, and when they did, it required any collaboration to be undertaken with each RST separately. Indeed, the Regional Sports Trust Task Force (1988) and Price Waterhouse (1995) reports had both suggested the RSTs would be more effective if they adopted a common set of objectives and national programmes in order to reduce the variability in their delivery and services. This lack of constancy between the RSTs combined with uncertainty about their role and responsibilities; frustration over their competition with RSOs and clubs for local and regional funding, and delivery of similar programmes (Sam, 2011); and their high visibility with respect to staff numbers, branded vehicles and location in well equipped 'sports houses', has not only seen the RSTs envied, but also challenged because of their drain on scarce community resources and lack of obvious outcomes for community sport. The exceptions, to this have been Sport Waikato and Sport Bay of Plenty, both of whom established regional teams of SDOs to support a range of select sports in their regions, through their SportsForce and CoachForce programmes respectively. Cricket benefited from having a SDO in each programme.

These concerns about the RSTs were also raised by the Graham Report which questioned their marked variations in leadership and performance, entrepreneurial activities, and lack of communication and accountability to community sport organisations, and suggested their number needed critical examination (Ministerial Taskforce, 2001). These comments prompted two reviews into the number, value, capability and effectiveness of the RSTs. The first by Polson Higgs in 2004 at the request of SPARC, and the second, an internal assessment by SPARC in 2010, both confirmed these disparities (Polson Higgs, 2004; Deloitte, 2006). They showed that two-thirds of the RSTs were capable and justified their levels of investment, but one-third needed remedial assistance to improve their ability to work with nationally targeted and regional prioritised sports, and implement strategies to support their delivery of community sport.

Despite these critical perceptions of the RSTs, NSOs such as NZC, have realised the potential of these independent regional organisations and the value that they can add to supporting their regional delivery networks, improving the capability of their clubs and providing connections to the schools within their communities (Astle, 1999a, 2009a). Their contribution to the development of cricket is discussed in Chapter 7.

Government Sport Development Funding and Programmes

Although both the Hillary Commission and SPARC were strongly orientated towards HP and delivering national physical activity programmes through the RSTs, they also supplemented the

revenues of over 60 NSOs with SD funding. This term 'sport development' appears to have first been used in NZ when a Sport Development Inquiry Committee was set up in 1985 to investigate the state of sport in NZ. Its report 'Sport on the Move' referred to the possibility of regional SDOs supporting NSOs improve provider capability, funding applications, coaching, talent identification, and assisting local councils plan and operate sports facilities (Sports Development Inquiry Committee, 1985). In 2001, the Graham Report mentioned SD in relation to the development and promotion of sport and applied it to grassroots sport, coaching and elite sport (Ministerial Taskforce, 2001).

The Hillary Commission and SPARC loosely used SD to refer to everything outside HP. This included both investment and any associated activity within NSOs that involved participation, coaching, officials, events, recognition and capability, although interestingly not within recreational organisations or RSTs. This was because SPARC acknowledged that NSOs were responsible for developing and delivering their sports and as such could significantly contribute to SPARC achieving its mission of NZ being 'the most active nation' (SPARC, 2003b, p.3). To assist them to do this, SPARC set up a 'Sport Development Unit' in 2003, to provide selected NSOs with differing levels of investment, advisory support and services to improve their administration systems and establish accessible and inclusive participatory programmes (SPARC, 2003b).

Although SD funding allocated to NSOs was ostensibly to increase participation and support coaching and coach education within their sports, the attitude of many NSOs to this funding, especially those with small operations and numbers of participants, unfortunately was one of 'grant entitlement', and subsequently 'dependency' (Deloitte, 2006). This 'grant driven mentality' was reinforced by a lack of accountability for the funding or consequence for poor performance. It was frequently used at the discretion of individual NSOs for many purposes other than SD, such as supporting national office functions and covering shortfalls in HP expenditure. Because outcomes were negotiated on a sport-by-sport basis, there was no universal expectation, and the inability of many NSOs to collect and furnish accurate data, made it difficult to confidently measure, monitor and compare their performances. A Sport NZ General Manager recollected, with reference to SD, that these:

funding levels were modest and changed little irrespective of performance. There was not a push for the national body to impact down to community level, and indeed there was an unspoken acknowledgement that they were largely interested in, and able to impact, high performance only, and that sport development funding was by and large a contribution to overhead – not exclusively across all NSOs, but common. (Personal

correspondence with Dave Adams, General Manager Sector Engagement, Sport NZ, 2012)

Despite these SD funding issues, for some NSOs this funding and several policies and programmes formulated by the Hillary Commission and SPARC, have contributed significantly to the evolution of their SD programmes. These programmes and policies were associated with coach education, KiwiSport and junior sport. While the focus is on these three initiatives, other national support programmes, such as 'SportsMark' (Hillary Commission, 2000) have provided assistance to secondary schools and clubs to improve their capability and delivery of sporting opportunities. The usefulness of SportsMark in the development of cricket is mentioned in Chapter 6.

Following on from the coaching initiatives of the Rothman's Foundation, which were in turn taken over by the Ministry of Sport after 1973, a Coaching Association of New Zealand (CANZ) was formed in 1980, to coordinate and provide national direction for coach education. It had evolved from the previous Association of National Sports' Coaches and later became known as Coaching New Zealand (CNZ). CNZ took responsibility for improving the quality of coaching by designing a series of generic, coach education courses and encouraging NSOs to devise their own sport-specific coach education course structures (CANZ, 1991). The CNZ courses were mainly delivered by the emergent RSTs. CNZ and its coach education functions were subsumed in 1997 by the Hillary Commission, whose funding and expectations of NSOs, and those of its successor SPARC, gradually saw the CNZ courses become less relevant, as NSOs began to create their own coach education and accreditation programmes. The importance of coaches and coaching signalled by CNZ, and later reinforced by the 'Sport on the Move' and 'Graham Report' reviews (Sports Development Inquiry Committee, 1985; Ministerial Taskforce, 2001) and succession of national sports agencies, highlighted several key principles integral to the 'development of sport'. These included:

- The need for sports to have a pathway of progressive development opportunities for coaches to acquire the skills and knowledge to improve their competency and effectiveness;
- The significance of trained coaches and quality coaching, especially in the early experiences and development of participants' fundamental movement and basic sports skills; and

- The importance of encouraging parents to get involved and train as coaches of their own children.

In 1988, the Hillary Commission launched 'KiwiSport', a modified sports programme designed to encourage more children (7-13 years) to participate in sport primarily for fun and skill development. It was based on the 1986 Aussie Sports initiative and sought to remedy the understanding, highlighted by the 1985 'Sport on the Move' report, that children lacked 'physical literacy' in both fundamental movement and sport-specific skills (Sports Development Inquiry Committee, 1985; Sam, 2011). It was essentially a school-based programme implemented through primary and intermediate schools. It provided: schools with the means to involve more boys and girls in sport; teachers and coaches with well-structured and easy to understand coaching resources; and children with the opportunity to be more competent and confidence in a range of sports (Hillary Commission, 1988). By 1998, 29 sports in NZ, including cricket, had been influenced by this 'development in sport' concept of modification, to customise their junior programmes (e.g. simplified rules, shortened games, reduced team numbers, smaller playing spaces, appropriate size equipment); two million children had participated in it; and 120,000 teachers and coaches had received KiwiSport training (Hillary Commission, 1998). A network of regional KiwiSport coordinators was also appointed, most operated from the newly created RSTs, to promote the programme, distribute resources and run training programmes for teachers and coaches (Currie, 1990).

Although the KiwiSport programme was successful in increasing the number of children participating in sport and number of teachers trained as coaches, it also had limitations. As a programme it was considered to be more an end in itself, rather than being part of an integrated pathway for participants that lead to youth and adult sport, and while it trained teachers as elementary coaches, it had limited success in transferring this into the coaching culture of clubs or the coach development pathways of NSOs. Evaluations of the programme (Colmar Brunton Research, 1994; National Research Bureau, 1996) found that while most schools were well aware of the programme and had teachers trained to offer KiwiSport activities, there was limited awareness of its philosophy and resources by parents and sports clubs. They perceived it as a school activity, and considered its underlying objectives, such as equal involvement and fair play, took the competitive edge out of sport (National Research Bureau, 1996). This led the Graham Report to claim that KiwiSport was breeding a culture of mediocrity in sport (Ministerial Taskforce, 2001). Despite these shortcomings, KiwiSport has been instrumental in establishing a number of key principles that have underpinned the

development of sporting opportunities and pathways for most sports over the past two decades. Such principles included the need:

- To ensure sport is participant-centred and not sport-centred.
- To ensure sport at a community level is relevant, accessible and appealing, with stage appropriate opportunities, including progressive skill development and competition, at a level, particularly for children, commensurate with their level of physical, intellectual and emotional development, and with each stage dovetailing into an overall participant development pathway.
- To design and deliver high quality fundamental sports initiatives and experiences that inspire and enthuse participants and equip them with the foundational competence and confidence to optimise their future involvement and possible progression to higher levels in sport.
- To embrace the concept of modified sports, and not just for children, but for all ages, abilities and genders and incorporate these in their pathways.
- To engage with teachers (and parents) and provide them with practical, easy-to-use coaching and programme resources, and opportunities to train as coaches, at a level appropriate to their participants.

These coaching and KiwiSport principles were incorporated into the Hillary Commission's 'Moving Through Sport' national policy for junior sport (Hillary Commission, 1997). This helped shape the development of junior sport (Grant and Pope, 2007) and promoted the need for the government and junior sport providers – schools, clubs, community organisations, local authorities and NSOs – to create close links and adopt a more collaborative approach to the presentation of 'a range of opportunities which are attractive so that children and young people will be encouraged to become involved and stay involved in sport' (Hillary Commission, 1997, p.8).

Although these national programmes straddled the sport sector each with its own objectives and outcomes, they tended to operate in isolation. While schools, clubs, RSOs and NSOs have each received benefits from these programmes, they have not been coordinated to make an integrated or sustainable impact either across the sport sector or through the development and delivery structures of individual sports.

Despite any shortcomings, these various programmes have each highlighted a number of principles that have positively influenced the future 'development of sport' in NZ. These included the need for sports:

1. To be participant-centred and create a progression of different types of appealing sporting opportunities and experiences that cater for participant needs, motivations and expectations cognisant of their ages, abilities, interests and gender.
2. To have networks of well organised clubs and schools capable of delivering these opportunities and experiences within an environment that is welcoming and supportive of participants.
3. To understand the importance of coaching and coaches within clubs and schools to service participant needs, and offer an education programme for coaches that is aligned to the different stages of development of participants.

However, it was left to the larger NSOs, particularly Rugby, Cricket and Netball, to take the initiative and incorporate these principles into their national programmes in the late 1990s as a means of improving the development and delivery of their sports at a community level.

Challenges Facing Organised Sport

Since the 1980s, participation in traditional team sports and their predominantly club (and school) structure has been challenged by a number of societal changes (see Chapter 2). Some of these have arisen from shifts in social attitudes and lifestyle choices, economic and technological changes, pressure from other entertainment and leisure options, and the diversification and commercialisation of sport (Ministerial Taskforce, 2001; Edwards and Inkson, 2006; Hindson, 2006; Trenberth and Collins, 2006; SPARC, 2009g; Nicholson et al., 2011c). The latter has included the emergence of new sports (e.g. touch), individual sports (e.g. martial arts), adventure sports (e.g. windsurfing), multi-sports (e.g. triathlon), pay-for-play sports (e.g. indoor sports – cricket, netball, football), fitness and leisure options (e.g. gym sessions, aqua aerobics), community recreational sporting events (e.g. fun runs) and non-organised or informal sport and recreation (e.g. jogging, skateboarding). These have impacted both club and school sports systems. For clubs, they offer alternatives to participate in sport that can be booked on demand or done casually in their own time, without the need to commit to a specific club and membership structure, and/or inflexible competition formats and times (Hindson, 2006). For schools, they have stretched their limited resources beyond both their capability and capacity, especially in terms of coaches, equipment and facilities, to

be able to effectively deliver this growing array of sporting opportunities. By 2013 the range of sports being offered by secondary schools had escalated to 85 (<http://www.nzsssc.org.nz>), double the number of the 1980s (Grant and Pope, 2007).

Traditional team sports have also increasingly come under pressure from the tendency for more people to consume sport as spectators, in particular as armchair viewers, rather than actively engage as participants (Ministerial Taskforce, 2001). A key driver for this has been the professionalisation of a number of team sports in NZ, such as rugby, cricket, netball, rugby league and basketball. Underlying this has been the introduction of pay television, such as Sky, and the significant funding this has offered these sports through national and international media rights. The upside of this has been the increasing profile and visibility for these sports, and the potential 'trickle-down' of these new sources of revenue to support and improve the 'development of sport' at a community level. While Sam (2011) contends that there seems to be little evidence for the latter, in the case of rugby and cricket, it has been one of the defining factors in their NSOs being able to intervene strongly in the development of their sports at a community level since the late 1990s (Personal communication with Brent Anderson, General Manager Community and Provincial Rugby, NZRU, 2012; Astle, 1999a).

This multitude of changes confronting organised sports has contributed to a rise in expectations by individuals of community sport, and an increase in competition between sports for these more discerning participants. This prompted Sam (2011) to warn NSOs that they:

must not assume they have a captive market. They have to earn people's commitment of interest, time and money with service and attention to fulfilling needs. People (rightly or wrongly) expect professional level services, even from volunteers. Meeting this standard requires a different mindset and skill set. (p.240, quoting the Hillary Commission, 2000)

This implied that NSOs, like business organisations, need to respond to changing circumstances, by considering 'how to provide high-quality products or services to customers who have increasing choices, and how to innovate constantly to stay ahead of the competitors' (Inkson and Kolb, 1998, p.5).

Another challenge to organised sport has been the 'development through sport' approach of the Hillary Commission, and until 2009 SPARC, who in concert with several social welfare agencies, focused their attention on health and physical activity rather than organised sport, and instead used sport to tackle physical and social issues, such as inactivity, lack of fitness,

poor diets and obesity (Sam, 2011). It was only in 2009, in response to strong criticism of this approach by John Key and the National Party before the 2008 election (<http://www.johnkey.co.nz/archives/2008/06.html>), and directives after they became the government, that SPARC in its 'Strategic Plan 2009-2015' re-focused its 'core business' to concentrate on sport at a community level. This shifted the emphasis away from health and physical activity programmes, delivered mainly through RSTs, to supporting NSOs increase participation in organised sport through clubs and schools (SPARC, 2009a).

During this period, the coach development programme was for NSOs, one of the few, clear and tangible sport-specific development links with SPARC (SPARC, 2004, 2006b; Cassidy and Kidman, 2010). It was not until 2009 when SPARC adopted a new strategic direction with an emphasis on 'community sport' that there was a marked change in its approach to SD (SPARC, 2009a). No longer was SD investment seen as a source of funding for general administration and operations, but to support community SD. NSOs are now required to be accountable for this investment, through the delivery of a consistent set of outcomes to increase participation, contribution and capability within clubs and schools (SPARC, 2010a; Astle, 2011a).

A Transition in Approaches

Between 1960-1990, many NSOs started to become more aware of the value and importance of supporting and strengthening their sports at a community level, particularly as a basis for sustaining international success. In cricket, the NZCC introduced two national initiatives. The first was to employ a National Coach (Martin Horton) in 1966 to coordinate regional coaching clinics and courses for coaches (NZCC, 1976). The second was to establish in 1971 a New Zealand Junior Cricket Board (later known as the Junior Advisory Board) to foster and promote junior cricket for children and young people (New Zealand Junior Cricket Board, 1982). Both received funding from the NZCC, and later the Ministry of Recreation and Sport, to grow the number of junior participants and enhance their skill development through quality coaching (NZCC, 1984).

Because the focus of the New Zealand Junior Cricket Board was principally on junior representative cricket, it had limited impact on community cricket development. The emphasis on coaching, however, has been integral to developing and retaining junior players in clubs and schools. Coaching benefited from the broadening of the role and responsibilities of the National Coach, when the Rothman's Foundation in the 1960s sponsored the employment of National Coaching Directors in a number of sports, including cricket. They were tasked with designing sport-specific, national coach education and accreditation courses, delivering these

to volunteers, especially teachers, and running coaching clinics to inspire youngsters to get involved in sport. Although this support from Rothmans ceased in 1973, the National Coaching Director role in cricket has continued to the present day. Since the mid-2000s SPARC has provided funding towards this position in cricket and similar National Coaching Director positions in 20 other NSOs.

At a regional level, as the population continued to expand during this period and interest in sport intensified, volunteers in regions, clubs and school took it upon themselves to cater for the sporting needs of a growing number of players. Their demand for improved playing and practice facilities, and playing opportunities, stimulated such 'development in sport' innovations in cricket as the introduction of artificial turf pitches and indoor training centres, and following the success of one day international cricket, new competitions with shorter version formats.

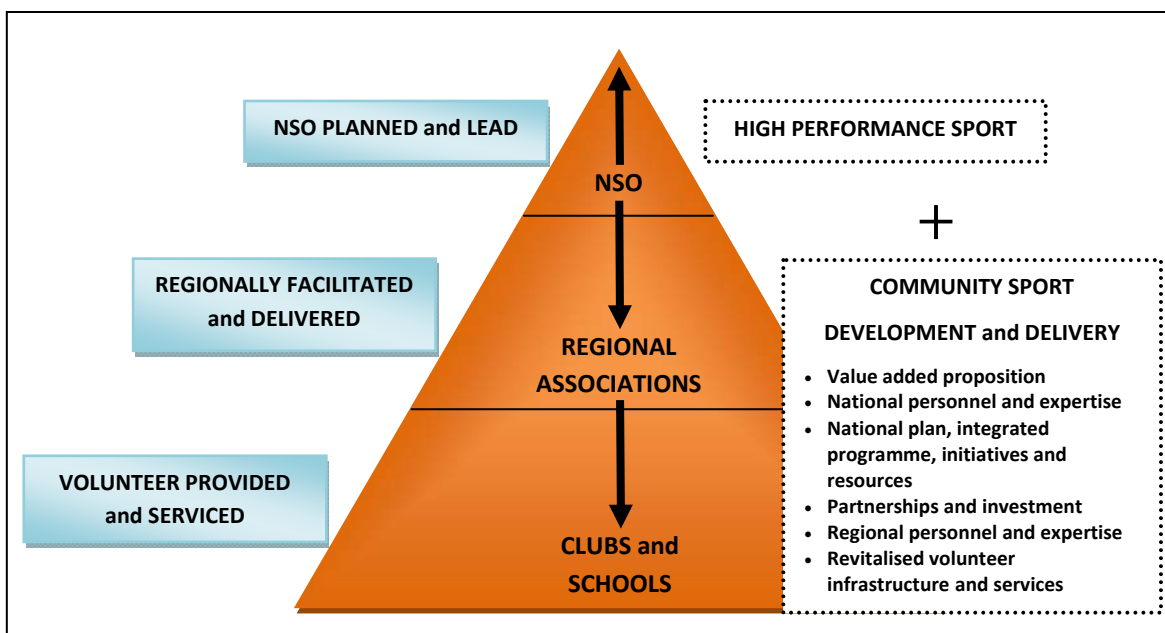
Many of the NSOs of traditional organised sports, however, lacked the leadership, vision, capability and resources, and/or organisational integration to respond to the challenges facing community sport in the 1980s and 90s. The disparities between sports at this time began to increasingly widen, with NSOs varying markedly in size and capability. Some remained completely voluntary organisations, whereas others were rapidly becoming substantial corporate bodies, supported by entrepreneurial boards, and professional staff with proven management, business and sporting skills and experience (Stothart, 2000; Ministerial Taskforce, 2001; Hayes, 2006; Hindson, 2006). This variability, which affected their ability to respond, was often exacerbated by similar fragmentation and capability constraints at regional and club levels; a general complacency at these levels about the value and appeal of their sports; and inflexible programmes that catered more to preparing a few representative players than the enjoyment of most participants. This status quo situation tended to reflect the perceived needs and HP demands of the sport, rather than the changing needs and expectations of its participants.

A Planned 'Top-Down' Process

Among those sports with the leadership, vision and resources, the NSOs of Rugby, Cricket and Netball, each made decisions during the 1990s to intervene 'top-down' to improve the development and delivery of their sports. They did this to counter the competitive challenges presented by other sports, leisure activities and raft of societal changes, and their impact on participation. They recognised, from the 'development in sport' KiwiSport concept, the potential value of modifying their sports; and from the efforts to improve coaches and

coaching, the importance of linking coaching to player development. These created a realisation that to counter these challenges they needed to plan progressive pathways of initiatives that catered for participants of all ages, abilities and interests if they were to remain relevant and attractive, incorporate modified formats and encourage greater involvement of parents and teachers as coaches. Their intention was to broaden their participatory bases, increase school and club player numbers and provider viability, and supply a strong pool of talent for their HP programmes (see Figure VI).

Figure VI
Community sport: Current 'top-down' development



The New Zealand Rugby Football Union (NZRFU – from 2006 it removed the word ‘football’ to become the NZRU) began its community sport involvement post-1996 when ‘trickledown’ funding from the professionalisation of the game allowed the appointment of a national Club Rugby Manager, employment of a delivery system of 27 Rugby Development Officers (RDOs), one in each provincial union, and introduction of an entry level ‘McDonald’s Small Blacks’ modified programme, which was later followed by non-tackle ‘Rippa Rugby’. In 2001 a national Community Rugby Manager was engaged, and in 2004, the first ‘Community Rugby Plan 2004-2006’ was produced detailing a raft of community rugby strategies and allocating the accountabilities for these between the NZRU and its unions (Personal communication with Brent Anderson, General Manager Community and Provincial Rugby, NZRU, 2012). This first plan:

formed the foundation of the NZRU's response to the challenges facing community rugby in New Zealand. It identified many of the socio-economic changes that, over the past 25 years, have impacted on the sustainability and popularity of rugby at the community level, and outlined many of the strategies and initiatives that have since become cornerstones of New Zealand's community rugby structure. (NZRU, 2008, p.4)

Subsequently, two further three year community rugby plans have been introduced to consolidate and extend these original initiatives. 'Since the first Community Rugby Plan 2004, player numbers have increased 16 per cent to almost 150,000, with a 29 per cent increase in coaches and 15 per cent increase in referees' (<http://www.voxy.co.nz/sport>).

NZC followed with my appointment as NDM in 1998, and then in 2000, the launch of its ND Programme saw the implementation of its foundation MILO Have-A-Go and Kiwi Cricket initiatives and their aligned coach development opportunities for parents and teachers. The intervention by NZC into community cricket was initially underwritten by sponsorship from Nestlé New Zealand through its MILO brand, and later as the game professionalised, it benefited from the 'trickle-down' of increasing media rights funding courtesy of the ICC. This allowed the establishment of a CDO network in its MAs and DAs to deliver these initiatives, and later those directed at club and secondary school cricket, for the specific purpose of revitalising, growing and sustaining the game at a community level (Astle, 1999a, 2009a).

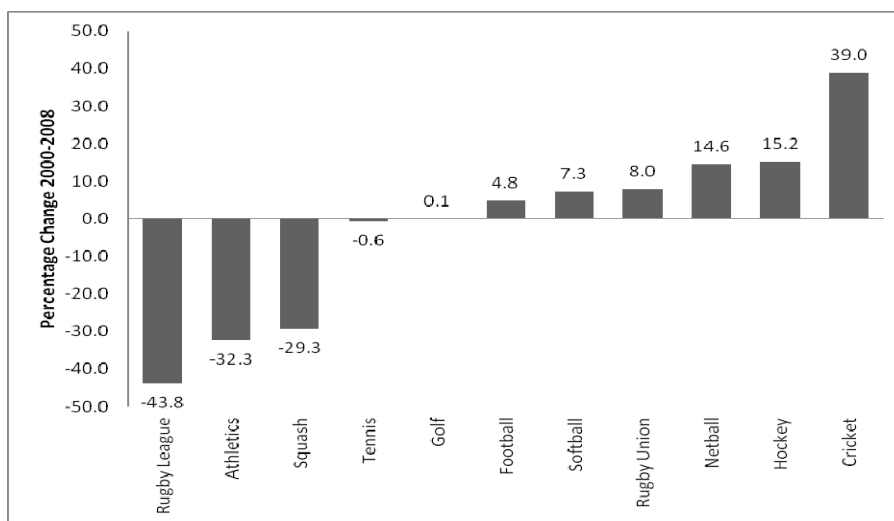
Netball New Zealand (NNZ), in 2000, introduced its 'Fun Ferns' and Future Ferns' modified programmes. These introductory programmes were disseminated around the country with guidelines on their implementation and coaching requirements. They laid the foundation for later initiatives that focused on secondary schools and clubs. Unlike rugby and cricket, netball has not maintained the momentum created by its introductory programmes because of the lack of someone dedicated to their ongoing promotion and a full-time delivery network. Since 2012, with Sport NZ's support, NNZ has employed a Community Netball Director, reviewed junior netball to assess its delivery and development pathways, and compiled a Community Sport Plan (Personal correspondence with Kate Agnew, Operations Director, NNZ, 2012). The review reminded NNZ that 'children were not mini-adults and their sport should be modified accordingly' (Hutt News, 2014). So in 2013, NNZ piloted changes to its entry level netball (Years 1-4). These emphasise fun, small-sided games with modified rules and skill sessions, and are to be phased in nationally by 2017.

In this formative period (2000-2008) of 'top-down' interventions, these three NSOs all experienced sustainable growth in their community participation numbers (see Figure VII). The

only other sport, with over 25,000 participants for which data is available, to have a similar growth rate, was hockey, who started including summer hockey players in its overall numbers during this period. Noticeably in the same period, the participation rates of most of the other sports, whose NSOs had not involved themselves at a community level, registered limited growth or declines, some of the latter being substantial.

Figure VII

Percentage change in participation in numbers in different sports in New Zealand 2000-2008



Source: Annual participation returns by NSOs to SPARC

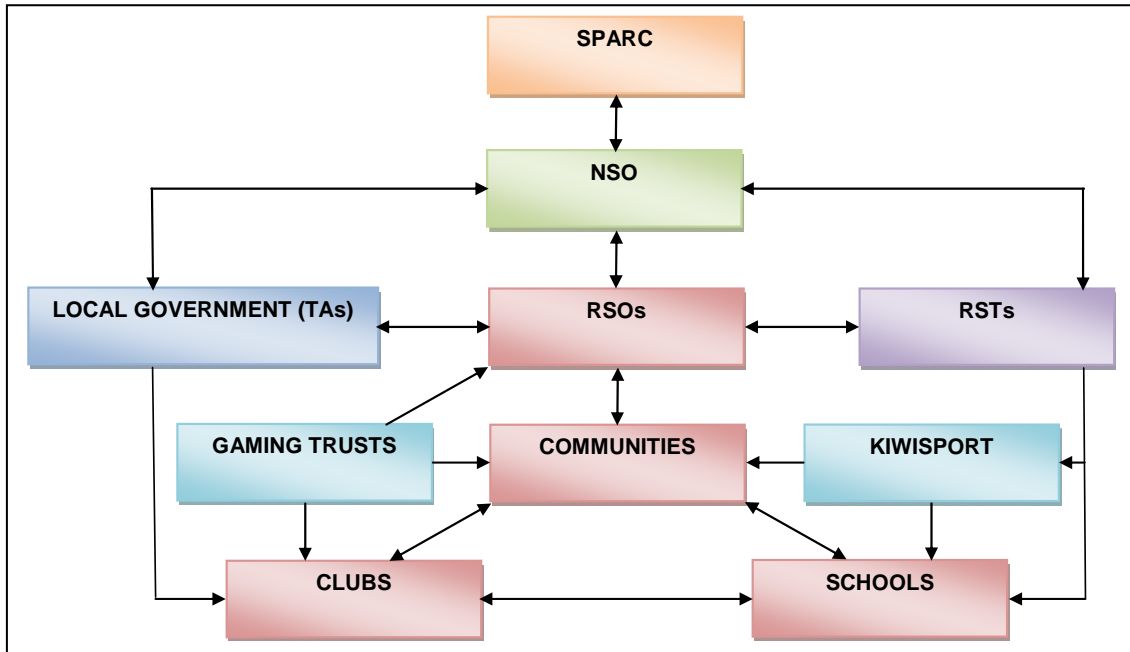
A Collaborative Approach

The election of a National Party led coalition to central government in 2008 affected a change in SPARC's approach to SD, to re-focus its attention on mainstream organised sport at a community level (SPARC, 2010a). This better complemented SPARC's other priority area of HP sport and provided an opportunity to adopt a whole-of-sport approach to planning, support and investment in the development and delivery of sport within its NSO partners (SPARC, 2009a, 2010a).

SPARC's prime goal through its new strategic focus on community SD was to better align its two key partners (NSOs and RSTs) to work together more closely through a collaborative approach to sport delivery, and form partnerships with local government/councils (see Figure VIII). There were two main reasons for this. The first was to maximise the use of available resources to create a more coordinated, community sport delivery system, with the capability of growing and sustaining opportunities in clubs, schools and/or through events. The second was to achieve the long-term outcomes of more New Zealanders participating in, and

contributing to, sport at a community level, and to do so through more capable regions within well organised clubs and schools (Astle, 2011a).

Figure VIII
Collaborative community sport delivery model



NB: TAs – Territorial Authorities

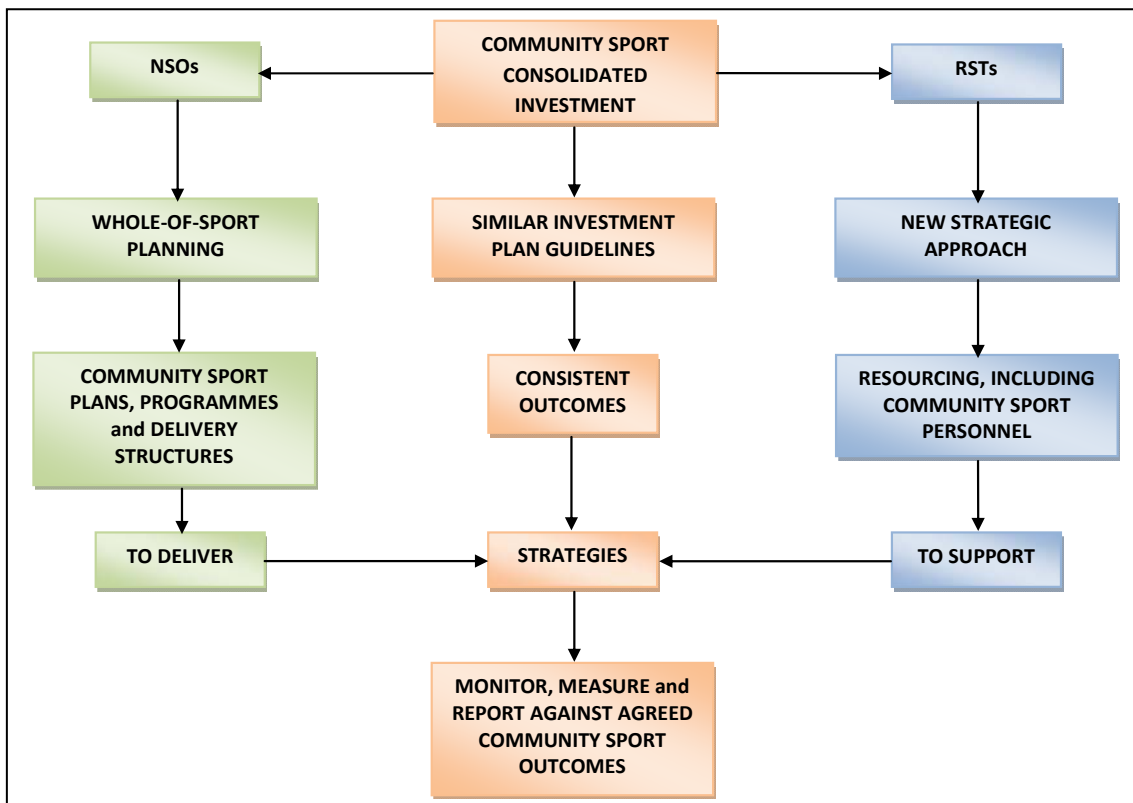
Source: Astle (2011a, p.2)

The community sport delivery system for organised sport has evolved as a multi-tiered structure comprising NSOs, RSOs, clubs and schools. Although the expectation is that the different tiers would be aligned within a sport, and that leadership and direction would be provided through these tiers by the NSO, this is frequently not the case. Many NSOs, because of limited capability and resources, and an over-concern with HP, are not unified, coherent organisations. To influence the development and delivery of their sports at a community level, NSOs need to work in an aligned and collaborative manner with their RSOs, clubs and schools, and engage with RSTs for their generic support and services, if duplication, competition for resources, funding inefficiencies and confusion about roles and responsibilities are to be reduced (SPARC, 2010a).

Although SPARC was formed in 2002, it was not until 2009, that following a comprehensive review of community sport (SPARC, 2009g), it acknowledged this situation, describing it as ‘a delivery system under pressure from social and economic change and having difficulty adapting to this change as a result of lack of clear purpose, leadership and poor coordination of limited resources’ (SPARC, 2010a, p.2). Their response, noted in SPARC’s Strategic Plan (SPARC, 2009a), and later its Community Sport Strategy (SPARC, 2010a), has been to begin a

process of engagement, integration and collaboration with its key partners (NSOs and RSTs) to improve the development and delivery of sport at a community level (see Figure IX). It has done this by re-focusing 'its sport development goals and investment to place new emphasis on coordination, leadership and tangible outcomes in community sport delivered by schools, clubs and events' (SPARC, 2010a, p.2).

Figure IX
Aligning SPARC's key partners



Source: Modified Astle (2011a, p.18)

This new focus was derived from SPARC's strategic outcomes, two of which concentrate on community sport, namely: more Kiwi kids, and more Kiwis, in sport and recreation. To achieve these, SPARC set ambitious, but unsubstantiated growth targets to be attained by 2015. These included: 80 per cent of school aged children participating in sport and recreation, more young people staying in sport and recreation after secondary school, 500,000 more adults participating in, and 1,000,000+ people contributing (volunteering) to, sport and recreation (SPARC, 2009a).

Community Sport Investment

While SPARC continued to provide investment for a diversity of NSOs, it re-aligned its previous generic SD investment to focus on community sport ('community sport investment'). This

required all NSOs to use this investment, not to just maintain the status quo, but add value to their sports, and be accountable for it by achieving a set of agreed community sport outcomes (see Table V). In addition, SPARC in 2010, targeted seven sports (cricket, football, gym sports, hockey, netball, rugby and rugby league) to receive extra community sport investment, specialist advice and guidance, and in some cases, capability investment, because of their potential to deliver, and have the strongest sustainable impact, on these outcomes (SPARC, 2010b). At the end of 2011, SPARC announced that a further group of seven sports (athletics, basketball, bike, bowls, golf, tennis and triathlon) would be targeted to begin the SD process already underway within the original targeted sports (SPARC, 2011a, 2011c).

Table V
Community sport outcomes

SPARC STRATEGIC FOCUS	COMMUNITY SPORT OUTCOMES
PARTICIPATION	<i>An increase in the level of fundamental movement and basic sport skills in primary school aged children</i>
	<i>More young people participating in sport through clubs and organised events</i>
	<i>More young people participating in organised sport in primary and secondary schools</i>
	<i>An increase in the number of adults participating in clubs and organised events</i>
CONTRIBUTION	<i>An increase in the number and quality of volunteers, especially coaches</i>
CAPABILITY	<i>Improved ability of national and regional sporting organisations to deliver sport in communities</i>

Source: Astle (2011a, p.4)

Since 2009, the RSTs have also received substantial investment from a central government initiative known as 'KiwiSport' (Key, 2009; Sport NZ, 2013a). This was different from the earlier same named modified sports programme. The intent of this initiative is to focus investment on identifying and supporting community sport proposals in schools, clubs and communities that will:

- Increase the numbers of school-age children participating in organised sport – during school, after school and by strengthening links with sports clubs;
- Increase the availability and accessibility of sport opportunities for all school-aged children; and

- Support children in developing skills that will enable them to participate effectively in sport at both primary and secondary level.

Presently, the investment for KiwiSport is allocated annually by the central government through two sources: a Direct Fund (\$12m) is dispersed through the Ministry of Education to primary and secondary schools to support their sport and recreation programmes, and a Regional Partnership Fund (\$8.5m) which is distributed by SPARC to the RSTs for initiatives involving clubs, schools and community groups prioritised on the basis of community consultation. Because this consultation process began before SPARC identified its original seven targeted NSOs, there was no correlation between them and the initial array of sports selected to receive KiwiSport investment. This frustrated these NSOs, and although they recognised that KiwiSport was a regional fund to be delivered regionally across many sports, the early opportunity to selectively use it to enhance the collaborative delivery system proposed by SPARC, between the RSTs and the targeted NSOs and their RSOs, was missed. Subsequently, however, as the partnership between the RSTs and the targeted NSOs has matured, the resultant greater understanding and confidence has witnessed a more strategic use of KiwiSport funding to reinforce this engagement. Indeed, by 2012, 25 per cent of the KiwiSport funding had been directed towards the targeted sports, with cricket receiving 6 per cent or \$1.16 million which was spread across 94 activities (Sport NZ, 2013b).

This chapter explored how the historical emergence of teams, clubs, RSOs and NSOs in NZ, and later sport in schools, was instigated by enthusiastic and committed volunteers. This organic, 'bottom-up', volunteer-led 'development of sport' dominated until the 1990s when traditional organised team sports, such as rugby, cricket and netball, challenged by societal changes, intervened through organised, 'top-down' programmes and regional delivery networks to improve the appeal, relevance and sustainability of their sports in clubs and schools. Since 1970, there has been an increasing involvement of central government, through its various sporting agencies, in the sport sector. While most of their programmes had either a HP 'development for sport' or physical activities 'development through sport' orientation, others offered valuable principles that influenced the community sport thinking of NSOs. In 2009, SPARC reinforced this 'development of sport' focus on community sport by targeting select NSOs to form collaborative partnerships with RSTs to achieve specific community sport outcomes. Cricket was one of these targeted NSOs and a longitudinal case study is used to examine its process of intervention in Chapters 5-8.

CHAPTER 5

NEW ZEALAND CRICKET: THE 1990s - CHALLENGES and CHANGES

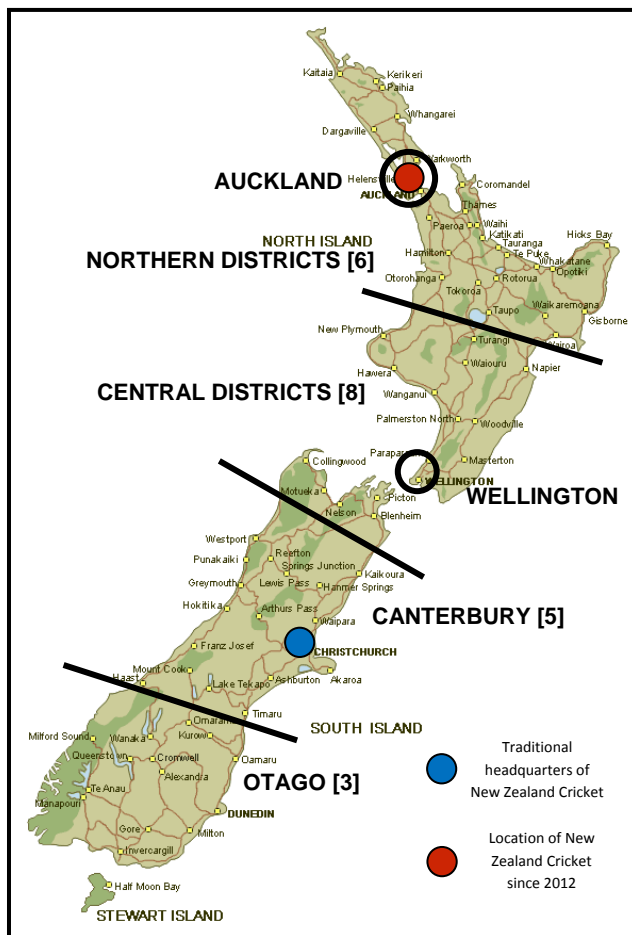
The 1990s was a time of turbulence for NZC. It had a rollercoaster ride from the excitement of co-hosting (with Australia) the World Cricket Cup in 1992, through a series of governance, management and HP upheavals in the mid-1990s, to resurge during the latter half of the decade, following a review of its operations, equipped with a new Board, a new Chief Executive Officer (CEO), specialist managerial staff and a clearly defined vision and goals. During this period, the resolve of NZC was tested as it restructured from a traditional amateur, volunteer-based sports organisation with few paid staff, into a professional organisation capable of overseeing the newly emerging professional status of the sport, and for the first time, intervening into cricket at a community level to revitalise the game in clubs and schools. Greater organisational capability, a more holistic view of the sport, increasing alignment between NZC and its associations and increasing revenue from sponsorship and media rights, provided NZC with not only an understanding of the need, but also the resources, to appoint in 1998 a NDM to initiate and implement a ND Programme. These challenges and changes confronting NZC in the 1990s are considered in this chapter as they provide the background from which its ND Programme emerged. The fundamental steps in its emergence are examined, including the necessity to define 'development' within the context of cricket in NZ, identify the constraints to such development, and formulate a coordinated ND Plan that would address these, and provide the foundation for such a programme, to be implemented throughout the country. The emergent programme was designed to influence and improve the organisation and delivery of cricket in clubs and schools, with the intent of expanding the game's participation base and enhancing its profile as a sport (NZC, 1998).

Organisational Structure of Cricket in New Zealand

It will be recalled from Chapter 4 that cricket arrived in NZ with the British missionaries and settlers in the 1830s and 40s and became organised in the latter half of the 19th century. Clubs were formed, and eventually as the number of clubs in an area increased, provincial cricket associations began to be established in the 1870s and 80s, especially in the largest centres, such as Wellington, Dunedin, Christchurch and Auckland. In 1894 provincial delegates met in Christchurch and a NSO for cricket, the NZCC was formed.

At a regional level, a distinction was gradually made between provinces on the basis of their playing numbers. The larger, metropolitan centres of Wellington, Otago (Dunedin), Canterbury (Christchurch) and Auckland became MAs and afforded first-class competition status, while the smaller, mainly rural provinces were known as Minor Associations. In the 1950s, Central Districts and Northern Districts also became MAs (see Figure X). They were an amalgam of Minor Associations with Northern Districts comprising those in the upper North Island and Central Districts those from the lower North Island and upper South Island. While these Minor Associations retained their administrative autonomy, their best players now had an outlet into the first class teams of these newly created MAs.

Figure X
New Zealand Cricket: Major Associations



NB: The numbers in brackets represent the number of District Associations currently within each Major Association

Source: Astle (2004c, p.3)

In 1992, the NZCC was replaced by a new entity NZC, which combined the administration of both men's and women's cricket, the first country in the world to do so. Women's cricket

had previously been run by a separate NZ Women’s Cricket Council set up in 1934. Earlier in 1990, the 'Minor' Associations were renamed DAs largely because of the inferior status implied by the term 'minor'. Although they continued to remain autonomous, after 1995 the responsibility for their wellbeing was increasingly delegated by NZC to their respective MAs, further strengthening the hierarchical structure and vertical alignment within the organisation of the sport (see Figure X and Table VI).

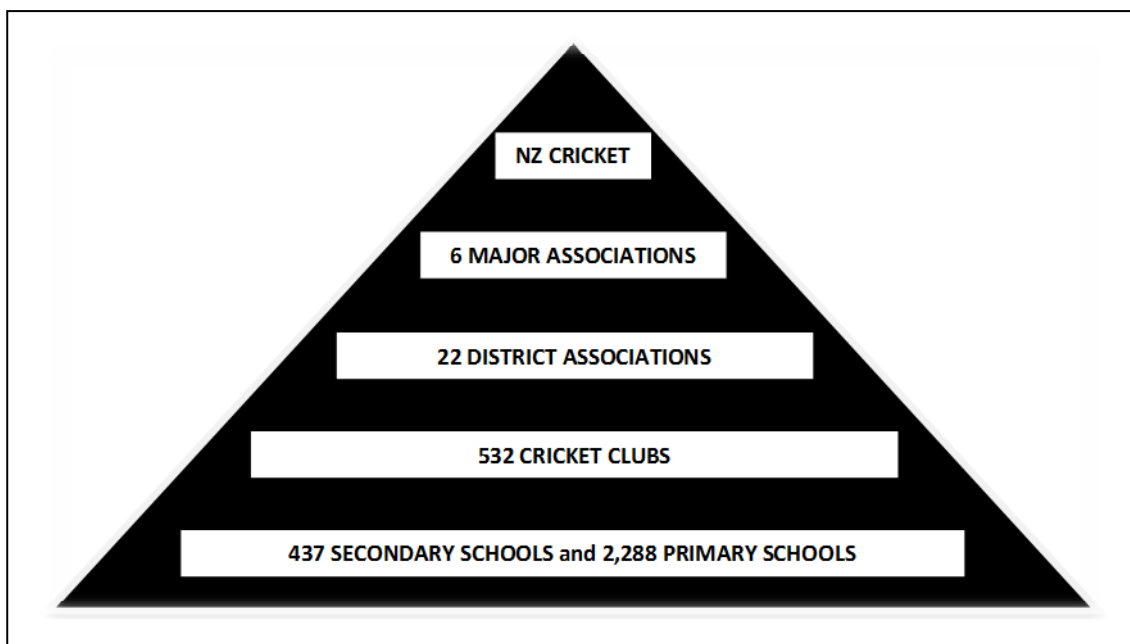
Table VI
New Zealand Cricket: Major Associations and
their current constituent District (formerly Minor) Associations

MAJOR ASSOCIATIONS	DISTRICT (MINOR) ASSOCIATIONS
AUCKLAND	
NORTHERN DISTRICTS	Northland Counties Manukau Waikato Valley Hamilton Bay of Plenty Poverty Bay
CENTRAL DISTRICTS	Taranaki Wanganui Manawatu Horowhenua Kapiti Hawke's Bay Wairarapa Marlborough Nelson
WELLINGTON	
CANTERBURY	Canterbury Country Mid Canterbury South Canterbury Buller West Coast
OTAGO	North Otago Otago Country Southland

The organisational structure of cricket in NZ for administrative and competition purposes has therefore evolved over time so it now comprises a hierarchy of five tiers - NZC, MAs, DAs, clubs and schools (see Figure XI). As the national sports body, NZC is responsible for the strategic direction of the game in NZ. Its headquarters have traditionally been in Christchurch, although since 2012, its management functions have been divided between Christchurch and Auckland. NZC manages and markets the international schedule of the NZ men's and women's teams, known as the Black Caps and White Ferns, and the domestic first-class playing programme. It

liaises internationally with the ICC and other member countries, and obtains revenues from commercial opportunities both internationally and nationally. It re-distributes some of these revenues to the MAs to help them deliver the game at a regional level. NZC designed, leads and monitors the ND Programme, with its focus on growing and sustaining the game; is responsible for the Coach Development Programme, including national coach education courses and accreditation; setting policies and playing conditions for national competitions and tournaments; and managing the Elite Player Development Programme through its HP Centre at Lincoln University and a network of specialist coaches (Astle and Clinton, 2008).

Figure XI
New Zealand Cricket: Current organisational structure



Source: Astle (2004c, p.2)

The six MAs are responsible for the wellbeing and growth of cricket in their regions (see Figure X). They have a broad range of responsibilities, including the management of their first class men's and women's teams, the staging of first class matches, organisation and running of representative age-group teams and tournaments, implementation and management of the ND Programme, and delivery of coach development opportunities. The MAs liaise with local councils in respect of grounds and facilities, and are charged with obtaining sponsorship and other revenues to develop cricket in their regions (Astle and Clinton, 2008).

There are 22 DAs spread through four of the six MAs (see Table VI). They are responsible for the management and delivery of participatory and representative cricket in their local communities. They administer school and club competitions and facilitate the delivery of the ND Programme. Most have strong partnerships with RSTs (operational support), Community

and Gaming Trusts (funding) and local councils (facilities) which enables them to effectively service and support cricket in their areas.

Cricket clubs are the 'face' of cricket in the community. They perform a key role in promoting and delivering the game at the local level and providing opportunities to get involved as volunteer administrators and coaches. Some cover end-to-end participation from junior through to senior ranks, while others are solely focused on supporting the involvement of either children (Junior Clubs) or adults (Senior Clubs) in the game. Most metropolitan clubs are capable and well organised with high quality coaching, organised practices, excellent facilities, dedicated volunteers and strong links with local schools, sponsors and funding agencies. Many cricket clubs, however, are not of this standard. Most are small and operate seasonally with a minimum of organisation. A recent review of Canterbury's DAs, identified many of their rural clubs as 'one team' clubs reliant on one or two committed volunteers for their existence. Most survive 'hand-to-mouth' with little attention paid to forward planning, effective fundraising or club-school links (Astle et al., 2013).

Many primary, intermediate and secondary schools, assist in the development of the game by providing opportunities for their students to participate in cricket. The commitment of teachers and parents as coaches, managers and administrators is crucial to sustaining the game in schools. To strengthen this support base, some secondary schools have transformed themselves into community 'cricket clubs', to improve the organisation and delivery of cricket in their schools. Most schools have practice and playing facilities and coordinated coaching schedules.

A Background of Challenges, Excitement and Frustration

The late 1970s and 1980s were a period of rapid change in world cricket evident by the emergence of the one-day game, growing professionalism of its players and expansion of television coverage of the sport. NZ was caught up in this momentum, which was further hastened by the success of the NZ men's team on the international stage. Public expectation was high and the game was marked by a strong growth in numbers playing and watching cricket (Grey and Gilbertson, 1998). NZCC responded by setting up a national office in Christchurch in 1981, employing a full-time Secretary (Graham Dowling) (later Chief Executive) (CE) and a small management staff to replace its traditional volunteer-based administration. However, they and NZCC's Board, which operated in a parochial manner, were increasingly under pressure from professional player demands and expectations of 'management and

governance to reposition the game in both a sporting and business sense' (Grey and Gilbertson, 1998, p.3).

The priority for the early 1990s was NZ co-hosting the fifth World Cricket Cup with Australia in 1992. In preparation for this, NZCC engaged marketing, sponsorship and public relations personnel to support the national office and secure television rights, sponsorships and ground signage contracts. The NZCC also set up NZ's first sports academy to provide training opportunities for the men's team. This groundwork paid dividends. The team, marketed as 'The Young Guns', created a World Cricket Cup record by winning seven games in succession, before losing to Pakistan in the semi-finals. The tournament itself returned a profit to NZCC of \$1.4m. 'Cricket was on a high and the increased demand to play cricket stretched cricket's resources throughout the country' (Grey and Gilbertson, 1998, p.4).

Soon after the World Cricket Cup in 1992, the re-titled NZC adopted its first strategic plan known as 'The Game Plan'. Its key goals included: professional and credible management, financial stability and growth, increased participation and involvement, strong international teams, improved quality of performance, greater understanding of the game and expanded audiences (NZC, 1992). While this plan provided strategic direction for NZC until its next formal strategic plan 'Pushing the Boundaries' was published in 2003 (NZC, 2003a), its objectives were impacted by ensuing governance and management tensions and HP issues, and its intent superseded by the recommendations of a major review of the game in 1995 ('Hood Report') (NZC Review Committee, 1995) and its follow-up 'warrant-of-fitness' in 1998 to check progress in implementing the review's recommendations (Hood and Gianotti, 1998). In the meantime, two, less formal, in-house strategic plans were produced in 1996 and 1999 (NZC, 1996, 1999a). These concentrated on fulfilling the recommendations of the Hood Report which is discussed in the next section of this chapter.

Following the euphoria of the World Cricket Cup, the NZ men's team, and as consequence NZC, lurched from crisis to crisis. It started with a bomb explosion outside the team's hotel in Colombo which disrupted the team's 1992 tour of Sri Lanka and saw the coach and several players opt to return home. The next three years witnessed changes in the national coach and manager, highly publicised internal tensions between players and management, disappointing on-field performances and poor off-field behaviour, especially in South Africa, which tarnished the public perception of the game (NZC Review Committee, 1995). This impacted the morale of staff at NZC, who because of their small number and capability, and lack of clarity between the roles of the CE and Board Chairman (Peter McDermott), were compromised in their ability to

effectively deal with these issues, which further damaged NZC's credibility. This saw NZC enter its centenary season (1994-95) with its flagship collapsing and its management struggling (Boock, 1995; Romanos, 1995; Grey and Gilbertson, 1998).

Time for Change

There were numerous calls for change and for NZC to have the integrity to examine the process by which the Board was appointed 'to the relationship between the Board and the management office, to the constitution itself, and to the role and structure of the team management' (Boock, 1995, p.17). In 1995, a workshop of key stakeholders was arranged to discuss these issues and the rapidly changing environment confronting the game and its organisation. Prior to the workshop the CE (Graham Dowling) resigned. Although the workshop itself was acrimonious, it did give the Board the mandate for transformational change (Grey and Gilbertson, 1998). According to Trenberth and Collins (2006), this ability of a sport organisation to understand the need and respond to change is critical for their future success. Unfortunately, for some NSOs of traditional sports in NZ, they either have not acknowledged the changing nature of sport, or responded too slowly, and as a consequence have struggled to ensure their future sustainability (Gilbertson, Blyde, Gianotti, Gilbertson and Dougan, 2006) (see Figure VII in Chapter 4).

The outcome of the above mandate was that John Hood, then CEO of Fletcher Challenge, was engaged to head an independent review committee. After extensive consultation, they produced a watershed report for NZC titled 'A Path to Superior Performance', which became known as the 'Hood Report' (NZC Review Committee, 1995). To ensure that change was constructive and would provide clear direction for NZC, the Hood Report adopted four objectives as a framework to assess cricket's achievements and performance issues, and against which its recommendations were made and future success could be measured. These objectives were closely related to the goals identified in 'The Game Plan' and required NZC to provide sound and credible governance and management; be a strong and respected international competitor; have a strong domestic game, including being NZ's leading summer sport; and increase levels of public interest and support (NZC Review Committee, 1995). Many of the Hood Report's recommendations focused on the first objective of governance and management of the game. It contended that a professionally skilled and managed Board and administration were necessary to lead NZC forward, if it was to achieve the other objectives. The Hood Report represented a defining moment for NZC as a sport organisation and for cricket as a game in NZ. Its recommendations and their implementation had a profound impact on its governance,

management and strategic direction through the appointment of a new CEO, establishment of a new Board, and engagement of a larger team of capable and qualified staff.

Christopher Doig was appointed as the new CEO of NZC. He embraced the Hood Report's recommendations and immediately set about transforming NZC from a small, essentially amateur entity into a larger, more professional organisation. This began with the selection of specialist staff with proven capabilities in administration, finance, marketing, HP and development to manage the business of NZC and meet the challenges facing traditional organised team sports during the 1990s. Among these were changing public attitudes and loyalties due to competition from other sports and leisure activities for participants (see Chapter 2) and the impact of television on spectator numbers (NZC Review Committee, 1995). It also intensified the need for NZC to generate increased income through sponsorships, rights agreements, licensing, signage, advertising and gate receipts to fund the development of the game. By 1998, NZC had 25 staff with the skills and experience to manage a business whose turnover had increased from \$7m to \$20m since 1995 (NZC, 1999b). This was later supplemented by annual instalments of substantial funding from the ICC derived from global television rights and sponsorships for their world events. It represented a major share for NZC, along with the other nine test-playing nations, of \$US550m secured for the period 2000-2007, and \$US1.5b for 2008-2015 (Mani, 2009). This significant increase in NZC's revenue allowed considerable funding for the first time to be allocated to its MAs to professionalise their management structures, assist with their operational costs (Hood and Gianotti, 1998; NZC, 2000e), and move beyond its own HP focus to underwrite a ND Programme to revitalise community cricket.

A new Board for NZC was established in 1995 under the Chairmanship of Sir John Anderson. It replaced the previous Board of elected association representatives with a Board of independent members selected for their mix of business and cricket expertise. It operated in a 'corporate fashion with delegated responsibility to the CEO and administration, and clearly delineated demarcation between governance issues and administration [and provided] for an effective, streamlined, focused governance and management infrastructure unencumbered by parochial interest or bias' (NZC, 1999b, p.1). This meant the Board was 'free of parochial pressures in its decision-making and resource allocation, but also mindful of the need to develop and enhance the game throughout New Zealand' (NZC Review Committee, 1995, p.4). No longer was the Board dominated by association delegates, factions and considerations. It became a body that focused on the national governance of the game for the betterment of cricket in NZ rather than being distracted by emotional or parochial influences.

It also recognised that the CEO was responsible for the management of NZC, and their role was to provide direction and exercise judgement in setting NZC's objectives and overseeing their implementation (Anderson, 1995).

As noted in the previous chapter, these changes in governance, management and strategic direction by NZC were symptomatic of those also being experienced by other large NSOs in NZ during the 1990s (Stothart, 2000; Gilbertson et al., 2006; Hayes, 2006; Trenberth and Collins, 2006). The subsequent transformational change in NSOs witnessed the replacement of traditional volunteer administrations and governing structures dominated by geographical representation with 'salaried, full-time, professional chief executives, governed by professionally skilled boards of directors more able to manage the complex social, legal and economic issues and commercial interests of players and the sport business' (Hindson, 2006, p.32).

Impact of Change on the Game and its Development

These organisational changes also had a significant bearing on the game through the appointment of a Cricket Operations Manager, formulation of a HP Plan, and acceptance of the need to balance this with a ND Plan and Programme. As an integral part of the priority to build a skilled management team at NZC, John Reid, former NZ player, national coach and Auckland Cricket Executive Director, was engaged as its Cricket Operations Manager. He had considerable cricket playing, coaching and administrative experience, and a 'big picture' perspective of the complementary roles of HP and community cricket. His first tasks were to staff his Cricket Department, initially with HP personnel, and after a HP Centre was set up at Lincoln University in 1996, which included a live-in Academy, to compile a national HP Plan (Reid, 1997).

The HP Plan highlighted the emergence of three understandings, which were also beginning to permeate the thinking evident in other NZC documents at that time (NZC Review Committee, 1995; Hood and Gianotti, 1998), all of which created an environment conducive to the design, and subsequent implementation, of a ND Programme. The first understanding emphasised the importance of the MAs, DAs and clubs in the HP process and their need to be vertically aligned with NZC for this to be effective (NZC, 2000c, 2000e). It clearly defined their roles in the sport's hierarchical structure with each level taking responsibility for the level below in the implementation of the plan (Reid, 1997). It elevated the MAs to assume responsibility for all cricket in their regions and accept the leadership role for managing their DAs, clubs and schools (NZC, 2000a). Indeed, the DAs had previously 'evolved independently with little

outside influence, directed in the main by the knowledge and keenness of those involved locally' (NZC, 2000d, p.8). While this 'ad hoc' development had served them adequately, to create a nationally integrated HP system, required them to regionally align, collaborate and contribute to their MA pathway, which in turn fed into the NZC pathway. The need for integration and acceptance of responsibility was reiterated and expanded in subsequent documents, and had implications for all aspects of cricket from administration to development, not just HP (Reid, 1998; Hood and Gianotti, 1998; NZC, 2000a, 2000c, 2000d, 2000e). This understanding was critical for the subsequent 'top-down' diffusion of the ND Programme from NZC, its regional implementation and monitoring through cricket development personnel in MAs and DAs, and its local delivery by volunteers in clubs and schools.

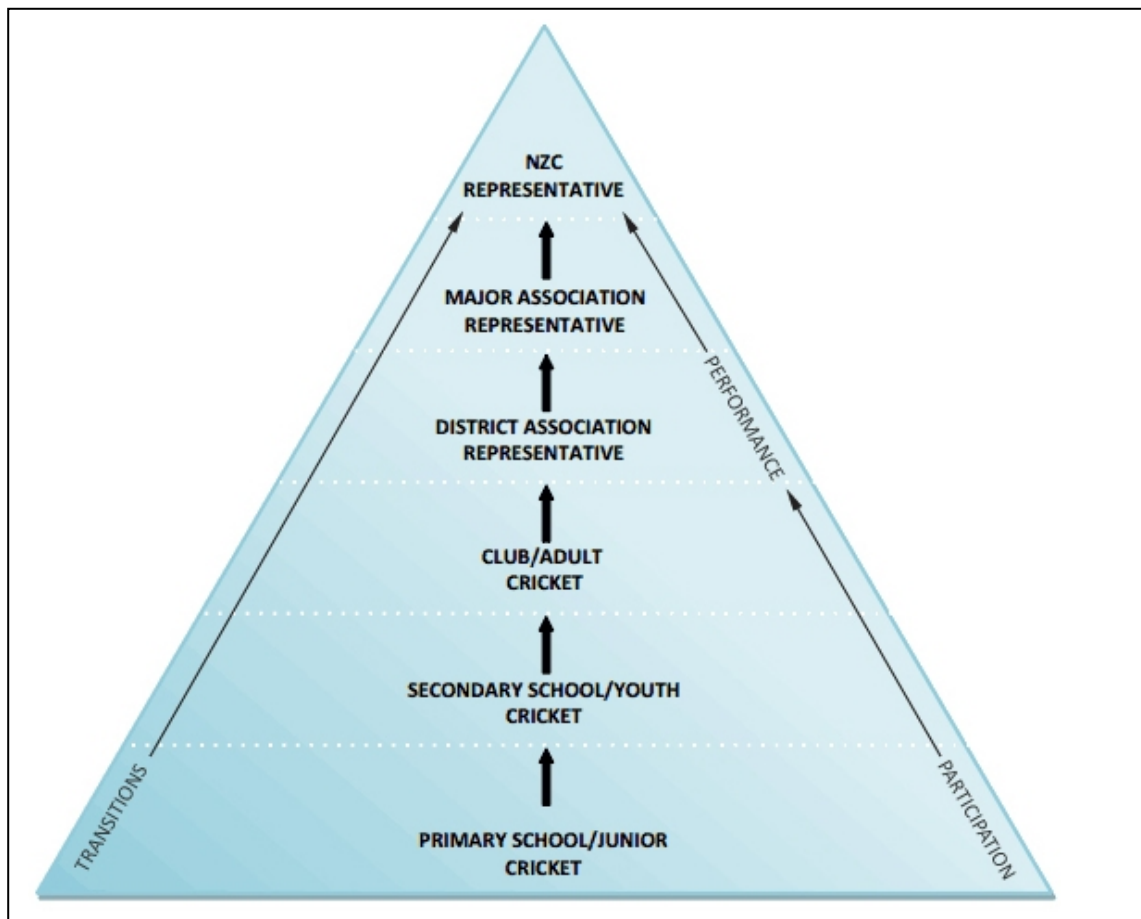
The second understanding, the realisation that consistency and success at international level was related to the strength of the domestic game, especially the depth of its participatory base in clubs and schools, was influenced by the sport pyramid model of development (NZC, 2000e) (see Figure XII). Reid (2006, p.4) reflecting on the introduction of the HP Plan noted 'that if high performance was all that NZC did the game's future was fragile. The health of the high performance programme and the health of the large participation base in cricket are interdependent'. Those undertaking the district cricket review in 2000 noted that their deliberations on the structure of the game were based on the pyramid model (NZC, 2000c). This representation was consistent with the thinking of other sports at that time. For example, rugby described their game in NZ as a pyramid, with the All Blacks at the pinnacle and club and school players at the base of the pyramid. 'The base is as important as the pinnacle. Like a pyramid, the pinnacle is only as high and strong as the base is wide and strong' (Howitt, 2000, pp.81-82, quoting from a 'message' delivered to every rugby union by David Rutherford, the then NZRFU CEO).

The third understanding, which was related to the previous two, was the emergence of a more holistic view of both the administration and development of the game by NZC, compared to its previous HP focus, and with it the realisation that they needed to lead the adoption of a more balanced and integrated whole-of-sport approach to the development of the game. As mentioned, traditionally NZC and its associations (both MAs and DAs) had concentrated on HP, and tended to leave the development of cricket in clubs and schools to enthusiastic volunteers. From a NZC perspective, 'development' had been seen more as a function of marketing, while the associations applied it to the 'coaching and development' of their representative players. Although the intent of NZC in its planning was to increase participation

(NZC, 1992, 1996), the strategies to achieve this were the domain of the 'marketing department' and focused on promotions to enhance public awareness of the game, rather than on active recruitment (e.g. organising a national pre-season awareness week as a forerunner to player registrations, establishing a 'Cricket Fraternity' database to communicate with supporters) (NZC, 1992, 1999b; Astle 1998d). At an association level, 'development' was linked to HP where it was regarded as the enhancement of the skills and performance of talented players through coaching, it was not connected to either the promotion of participation or recruitment and retention of players into clubs and schools. Because there was no clear definition of 'development' at this time, there was a lack of knowledge of its role in cricket (Reid, 1998).

Figure XII

Sport pyramid model of the hierarchy of playing levels within cricket in New Zealand



NB: The pyramid model in cricket is paralleled by a similar hierarchical, organisational structure within the sport – schools, clubs, DAs, MAs, NZC – each providing an increasing capability and professionalism of leadership and management to organise, administer and service the game (see Figure XIII)

Once the semblance of NZC's HP Programme had got underway, it needed to be underpinned by a strong and growing participatory base, to be effective. As Hindson (2006, p.38) noted 'the development and participation levels of . . . [sport] . . . are crucial feeders to the elite system, and the successful management and resourcing of these levels is critical to the long term survival of the sport industry'. This resonated with concerns at this time about cricket's declining player numbers; its lack of infrastructure and services which had been stretched to the limit to maintain numbers when there had been 'excitement spikes' in participation caused by the emergence of one-day cricket in the 1980s and 1992 World Cricket Cup; and the downward trend in the game's reputation attributable to the fluctuating performances and off-field behaviour of the NZ men's team, known since 1998 as the Black Caps. For example, player numbers had from the mid-1990s begun to decline at a rate of 1.2 per cent per year, this represented a loss of 6,010 players between 1994/95 and 2000/01 (NZC, 2009a). Reid (1998, p.3) attributed this to 'inadequate club administration, poor pitches and grounds, lack of coaching/managerial resource, lack of support for school cricket and club input other than elite by associations and New Zealand Cricket'. Fortunately, NZC because of the restructure of its governance, leadership and management, now had the organisational capability, resources from increased revenues, as well as the willingness to create an integrated cricket delivery system focusing on both HP and participation. In particular, NZC realised the importance of increasing participation to ensure the sustainable growth of community cricket, and had the resources to intervene and invest to address this through a ND Programme.

In 1998, John Reid presented a report to the NZC Board to that effect, in which he stated that 'New Zealand Cricket must, if it wishes to maintain its premier summer sport position, allocate substantial resources to a National Development Programme aimed at providing a strong infrastructure servicing the game's participants and potential participants' (Reid, 1998, p.4). To achieve this, he suggested leadership was required from NZC and its MAs to empower DAs, clubs and schools to deliver appropriate strategies. To lead and coordinate this, Reid sought Board approval for the appointment of a NDM to produce a detailed plan that outlined a prospective programme and its implementation (Reid, 1998). Subsequently, this inaugural role was advertised (NZC, 1998) to which I was appointed in mid-1998 to lead the process of initiating, implementing, managing and marketing an appropriate cricket development programme to increase the profile and grow the game in NZ (NZC, 1998). The specific focus of the role, according to Reid was 'about servicing the game in broad terms, attracting and retaining people. It's about strengthening the sport at club and school level [and ensuring the game is] an attractive option for youngsters' (Longley, 1998, p.21).

Chris Doig had contacted me about my availability for the position. He was aware of my long-term contribution to cricket at PNBHS through the NZC Coaching Director John Howell. The latter had invited me in 1997 to attend a three day 'Fast Bowlers' Clinic' at the NZC HP Centre at Lincoln University, and at the same time, make a presentation to the NZC Academy players on 'Coaching in a Secondary School' using PNBHS as a case study (Astle, 1997). The presentation outlined how we had transformed cricket within the school over the previous twenty years by growing the number of teams from 7 (1974) to 40 (1997), improving the game's organisation, infrastructure and services, and enhancing its profile through regular overseas tours and success in the National Secondary Schools' Gillette Cup and MCA's cricket competitions. This led to Howell asking me to attend the NZC advanced Level III coaching course in July 1998. In the meantime, as a consequence of Howell's recommendation, Doig summoned me to Christchurch for an interview with himself and Reid, and without the submission of either an application or a curriculum vitae, I was offered the full-time position of NDM which I accepted. I moved to Christchurch, and began the role in late July, after first completing the practical section of the Level III course.

I started with one staff member already in place, Katrina Withers (later Keenan), who was the Women's CDO. She was a current NZ women's team (White Ferns) player and her role was to undertake special projects for girls and women in schools, clubs and associations, and promote and organise playing and coaching opportunities for them throughout the country. The intent was also to fund one CDO in each MA, as a starting point, to assist deliver the ND Programme in their regions once it was formulated (Reid, 1998).

Getting Started

My first step as NDM was to devise a ND Plan. This was to clarify and structure my own thinking, provide a framework within which to embed a series of integrated development initiatives that would constitute NZC's ND Programme and a system for their regional delivery, and create a strong and coherent value proposition to 'sell' to NZC's CEO and Board, the MAs and DAs, clubs and schools, and other interested groups, such as sponsors and the Hillary Commission. This was necessary to achieve stakeholder acceptance and support, especially at regional and local levels, and convince the CEO and Board of NZC to allocate sufficient resources to turn the plan into practice.

Although NZC had begun to adopt a more holistic view of the game as well as display a willingness and understanding of the need to intervene into cricket at a community level, it only had a scant view of what this might entail. NZC knew 'why' it wanted to do this, namely to

increase participation and derive the potential benefits of growth to improve the health and wellbeing of cricket in clubs and schools, and as a by-product expand the potential flow of talent into its HP Programme. However, it was not clear on 'what' this would look like and 'how' it might be accomplished, apart from the acknowledgement that a network of development officers would be needed in the MAs (NZC, 1998).

The 'what' and 'how' were hidden in a confusion of objectives. 'The Game Plan' had previously suggested the need for a plan and strategies to increase the appeal of school cricket and attract specific groups (e.g. Maori, Pacific Islanders, women, boys and girls) to the game (NZC, 1992). This did not eventuate, although the Hood Report was a strong advocate for such targeting (NZC Review Committee, 1995). The 1996 Strategic Plan reiterated the need for a ND Plan to provide a healthy foundation for the game's development (NZC, 1996). It then listed 33 diverse objectives, ranging from the employment of CDOs, volunteer recruitment and training, game modifications, pitches, coaches and coaching resources, game promotion and media coverage, school-club links, club capability resources, targeting specific groups, to player conduct and dress standards (NZC, 1996). Most of these objectives were repeated in Reid's report to the Board in 1998, and although they were condensed to 21 in number, additional reference was made to competitions, talent identification, player health, gate takings and television ratings (Reid, 1998). Indeed, 'development' appeared to be a catch-all concept used by NZC for almost everything in cricket operations other than HP. Interestingly, this was similar to the imprecise interpretation attributed to SD by SPARC (see Chapter 4).

Reid (1998), however, did emphasise that development was about clubs and schools and identified within a development model eight possible participation, infrastructural and educational initiatives to achieve the above objectives (see Table VII). These included: 'Have-a-Go' (an introductory club-based skills initiative); 'Kiwi Cricket' (a primary school-based modified game); 'Cricket Fraternity' (a marketing initiative); 'New Cricket' (alternative shortened version games); 'College Cricket' (an infrastructure and playing initiative for secondary schools and their links with clubs); 'Club Administration' (a club administration volunteer training initiative); 'Leadership' (a secondary school-based initiative to target and train future cricket leaders e.g. administrators, coaches) and 'Player Promotions' (the use of high profile men's and women's players to endorse the other initiatives).

Although I had Reid's model of development, few details were attached, and despite having two university degrees and a comprehensive background in the game of cricket as a player, coach and administrator, I had no specific SD training. This subsequently proved to be typical

of other practitioners working in SD both within cricket and other NSOs in NZ. At that time in NZ, the newness of the concept meant there was a limited understanding of SD, there were few examples of it in practice and no study or training opportunities at a tertiary level. Watt (2003, p.2) noted a similar situation in the UK where practitioners frequently came into their roles 'with little prior specific knowledge and little direct guidance – merely a great deal of the essential ingredients, enthusiasm and energy'. The latter remains the same in NZ today with no SD courses in universities. Any training of SDOs is the responsibility of individual sports and is dependent upon the knowledge, capability and effectiveness of its national and regional SD managers to deliver any professional induction and development opportunities. As such its quality tends to be variable both within and between sports.

Table VII

Development model: By age group

PHASE	AGE RANGE	SPHERE OF OPERATION		OUTCOMES
		SCHOOL	CLUB/COMMUNITY	
1. Introduction	6-10	Kiwi Cricket Cricket Fraternity Player Promotions	Have-a-Go Cricket Fraternity Player Promotions	Introduce participants to skills, equity of opportunity, enjoyment and information
2. Junior	9-13	Kiwi Cricket New Cricket Cricket Fraternity Player Promotions	Cricket Competitions* New Cricket Cricket Fraternity Player Promotions	Skill development, introduction to competitions and equity of opportunity
3. Youth	12-17	College Cricket New Cricket Leadership Cricket Fraternity Player Promotions	Cricket Competitions* New Cricket College Cricket Cricket Fraternity Player Promotions	Increased competition, talent identification, improved infrastructural support for the game
4. Transition	16-19	College Cricket Leadership Cricket Fraternity	Cricket Competitions* New Cricket College Cricket Leadership Cricket Fraternity	Competition, talent identification, effective transition to adult club
5. Senior	19+		Cricket Competitions* Leadership Club Administration Cricket Fraternity New Cricket	Competition, talent identification, club organisation and wellbeing, new more flexible competitions

* Cricket Competitions refers to those already existing in these phases

Source: Reid (1998, p.11)

Furthermore, in this formative stage, I had limited awareness of working examples of planned 'top-down' development interventions by other NSOs into their sports in NZ or overseas. Rugby was the main exception in NZ. The NZRU had set up a network of 27 provincial RDOs whose main focus was not on recruitment, but on retention through coaching. They believed this was a step beyond recruitment, which they accepted was assured given the media coverage and performance of the All Blacks, Super 12 and provincial sides. Although their RDOs initially had a hands-on role to encourage more people to play rugby, they soon realised this objective was being fulfilled by the media, so their emphasis changed to coaching and the development of coaches to better service their player base (Personal communication with Evan Crawford, Development Manager, NZRFU, 1998). While in Australia, the ACB had, since 1983, begun to establish a MILO sponsored junior cricket development programme based on a series of primary school (MILO Kanga Cricket) and club (MILO Have-a-Go Cricket and Super 8s Cricket - an 8 a-side version of the game) initiatives delivered by a substantial workforce of CDOs (Gilson et al., 2000).

At this time, there was also limited literature on SD available from either practitioner or academic sources. From a cricket-specific perspective there was a brief account of the junior Kanga cricket programme introduced in Australia in the 1980s (Spence, 1984), and an unpublished summary by the ICC CDO in Europe of his development experiences on the continent in the early 1990s (Nigel Laughton personal correspondence, 1998). While in NZ, the main resources were related to junior cricket coaching (Department of Education, 1975; Tyson and Harris, 1983; Reid and Bracewell, 1988, 1993), Kiwi Cricket (NZCC, 1986) and the broader KiwiSport modified sport programme (Hillary Commission, 1998).

As a consequence of this scarcity of resources, the design of NZC's ND Plan and its attendant programme were significantly influenced by my preunderstanding. That is the unique mix of knowledge, understanding and insights gained from my past experience as an academic; cricket player, coach and administrator; educator, both teacher and administrator; and parent. For a summary of these personal influences that shaped my interpretation of the game and its needs, and underpinned my formulation of NZC's plan and programme, see Appendix II.

I was also fortunate in my early years at NZC that I reported directly to the Cricket Operations Manager, John Reid. His approachability, broad cricketing knowledge and experience, strong interest in community cricket and in the emergent development plan and programme, meant I had a positive advocate and supporter to act as a sounding board to discuss my ideas with, as I crystallised my thoughts.

Preparatory Research

In addition to my own coaching and development experiences, my preparatory research in formulating a ND Plan comprised three interlinked phases. The first phase was establishing a development personnel contact network with which to share ideas and gather information about SD through interviews, discussions, programme observation and, where possible, resource collection. I met with several other NSOs namely, Rugby, Netball and Hockey, to ascertain their progress in terms of the development of their respective codes; held discussions with the CEOs and interested staff at each of NZC's six MAs to solicit their views on the needs of, and issues confronting, grassroots cricket; and gained valuable insights from the Hillary Commission about programme planning, and from Sport Manawatu, MCA and Eastern Central Community Trust regarding partnership funded programme implementation (see Chapter 7 for details of the latter).

I visited Australia to meet with the ACB Development Manager, Gerard Clarke, and New South Wales Development Manager, Ross Turner (later to become the inaugural ICC Global Development Manager) and his staff. This led to ongoing and beneficial relationships; and provided the opportunity to discuss the ACB's junior development programme; and acquire coaching and development resources, especially pertaining to their MILO Have-a-Go Cricket initiative (ACB, 1987, 1995a, 1995b). I was also able to observe the latter first-hand by visiting primary schools in Sydney with a local CDO and participating in the delivery of several MILO Have-a-Go Cricket sessions, which revealed the potential of this introductory skill development programme.

Subsequent visits to England and South Africa allowed secondary school programmes to be viewed, and further information and resources to be collected from the England and Wales Cricket Board (ECB) Director of Development, Keith Pont, and his staff (ECB, 1994, 1997), the CDMs of several English counties, and a number of provincial CDOs in South Africa. I also had, from the inception of my position as NDM, a strong involvement with the ICC's global development programme, initially overseeing on their behalf development project identification and investment in the Pacific region, and post-1999 sharing responsibility with the ACB for the appointment and ongoing activities of a Regional Development Manager based in Melbourne charged with implementing the ICC's first Global Development Plan (1999-2004) in the broader East Asia Pacific (EAP) region (NZC, 1999c).

These visits, discussions and observations provided considerable practical knowledge and understanding of the development of cricket in different domains, and how this was

interpreted in different ways by different sports organisations. They highlighted the need for a clear definition of 'development', and once defined, a structured plan to ensure its implementation was systematic and progressive. It was obvious that to address the gamut of development issues confronting cricket at a community level in an ad hoc manner, without first clearly understanding what 'development' means, and then integrating development initiatives to address such issues into a unified programme, would have limited impact on the development of cricket.

The second phase focused on the collection of primary data from a series of cricket-specific surveys and stakeholder reviews within NZ. During 1998, I conducted surveys of primary, intermediate and secondary schools to ascertain their cricket concerns and requirements (Astle, 1998a, 1998b, 1998c), and later was able to draw on the findings of three stakeholder reviews coordinated by NZC into secondary school, club and district cricket, as well as an integrated summary for the NZC Board of their key conclusions and recommendations (NZC, 2000a, 2000b, 2000c, 2000d).

The former surveys provided first-hand information about the characteristics, strengths, issues and needs of cricket in schools. They highlighted the importance of the game, for most of the schools surveyed it was their main summer sport, but also indicated that for the game to progress, key issues needed to be addressed. This would require changes and improvements to the game, such as modified playing formats and flexible playing times that offered a greater range of playing opportunities for all ages, abilities and genders; more trained coaches to provide quality coaching and more playing and practice facilities, especially those with readily accessible artificial surfaces, if current players were to be retained and new ones attracted into the game.

The latter reviews provided stakeholder feedback on issues facing the game in secondary schools, clubs and districts and reiterated similar needs for improvement to the game across all levels as revealed in the above surveys. They identified that the development of the game was hindered by its fragmented nature with a lack of linkages between the different levels of the organisation, and recommended the need for alignment between NZC, MAs and DAs in particular, with NZC providing leadership and MAs and DAs accepting responsibility for the development of the game in their regions (NZC, 2000d). It was felt that cricket in NZ should 'share a common vision and direction for the game thus providing a holistic approach for all levels of administration and participation in the game' (NZC, 2000c, p.4). This would unify the plans of NZC, MAs and DAs, define their roles and responsibilities within the pathway and

infrastructure of cricket in NZ, and align their purpose. The reviews also recognised the need for better administration, coaching and development in secondary schools, clubs and districts (NZC, 2000d). To affect improvement they suggested the employment of a network of 'Cluster Coordinators' in each MA and its constituent DAs, funded by NZC at a cost of \$2m. It was envisaged that each coordinator would take responsibility for a number of primary schools, secondary schools and clubs within a community, and using NZC created initiatives and resources, manage and coordinate their cricket development (NZC, 2000a, 2000d). At this stage, however, there was uncertainty as to whether these 'Cluster Coordinators' should be administrators or development operatives (NZC, 2000d).

The findings from the surveys and reviews not only reinforced my own knowledge and understanding of the key development issues confronting the game, especially in clubs and schools, but also provided strong stakeholder acceptance of the need for NZC, MAs and DAs to align, collaborate and take responsibility for making the improvements necessary to tackle these issues. There was a clear mandate for change. For NZC to take a leadership role, create a national programme to provide the necessary direction, and in conjunction with the MAs and DAs, establish a network of personnel to facilitate its implementation. This reinforced earlier comments by Hood and Gianotti (1998) of the timeliness of the appointment of a NDM and the need to prioritise a development programme to revitalise the community game. They argued that for this to make an impact 'a radical re-think is necessary there can be no complacency if cricket is to thrive and prosper innovation needs to become enshrined in the culture of cricket' (Hood and Gianotti, 1998, pp.59-60).

The third phase was consumed with wrestling with the concept of 'development' and its meaning in a cricket context. A clear definition was critical to determining the scope and objectives of a ND Plan for NZC. This raised questions, such as: 'What is development?', 'Who and what should be the focus of such development and why?', and 'What strategies need to be adopted and initiatives designed to achieve this?' Traditionally 'development' had been a catch-all term to cover a diversity of cricket operations objectives, this together with my initial reconnaissance of the field, produced a myriad of terms that confused my understanding of 'development'. As a concept, it was crisscrossed with an array of terms and objectives, such as: promotion, participation, recruitment, retention, growth, sustainability, infrastructure, volunteers, clubs and schools, coaching, strategies, modified formats, sport pyramid, facilities, restructuring, school-club links, plans, programmes, pathways, competitions, club capability, talent identification and development, administration, and training coaches and administrators. Any definition required navigation through this development maze. These

diverse terms and objectives needed to be drawn together and synthesised through a precise definition of SD as a prerequisite to commencing the planning process.

To define 'development', I devised a matrix of four dimensions of how it can be interpreted as an expectation, a process, a condition and an outcome, although in many cases, a combination of these is used (see Chapter 1 and Table VIII). These were based on my geography knowledge and derived from resources I had written on development inequalities when I held a Teaching Fellowship in Geography at Victoria University, Wellington in 1987 (Astle, 1987a, 1987b, 1989). Although I had defined the concept of development in these resources from a socio-economic viewpoint, I was able to use the same dimensions and apply these to the 'development of sport'. This provided me with a matrix of interpretative perspectives that I was able to utilise in defining the concept and translating it into practice within cricket.

The definition that I adopted was framed as an expectation with two clear objectives for the development of cricket in NZ. This provided direction for the subsequent encapsulation of the process, condition and outcome dimensions of development within the ensuing development plan, programme and practice. In practical terms, 'development' was translated as '*getting more people to play [participate] and stay in the game*' (Astle, 1999a). It had two main objectives, which have remained constant over the years, although each has been refined through further elaboration on the original wording:

Table VIII
Different dimensions of development

DIMENSION	INTERPRETATION	DEFINITION ELEMENTS
Development as an EXPECTATION	The desired future state, an aspirational goal to be achieved, which is often framed as an objective(s) of 'what is desirable'	To increase participation by expanding opportunities and promoting benefits
Development as a PROCESS	Those actions or changes required to achieve tangible and sustainable progress, enhancement, evolution, growth and/or improvement	Design and implement plans, pathways and programmes to create and maintain a range of relevant and attractive sporting opportunities
Development as a CONDITION	The state or degree of progress of being affected by this process which may be described as being developed (most affected) or less developed (less affected)	The availability, accessibility and affordability of these sporting opportunities and the quality of the sporting experiences for participants
Development as an OUTCOME	The measures or evidence of 'how it should be achieved'	These are dependent upon the agendas of development agencies or actors, for most NSOs, it is about recording an increase in participant numbers to ensure the sustainable growth of their sports

1. *The first objective is 'game' focused, and is about growing participation (and contribution) in the game (e.g. players and volunteer supporters, such as coaches, umpires, scorers, administrators) through the provision of a range of relevant, appealing, accessible and affordable opportunities at a community level within schools and clubs that attract and cater for different ages, abilities, interests and genders to play the game (QUANTITY).*
2. *The second objective is 'player' focused, and is about sustaining this participation through meeting players' needs, motivations and expectations within a supportive environment in schools and clubs, that has the infrastructure and services capable of offering them high quality experiences so they stay and realise their potential in the game (e.g. appropriate competitions and formats, coaches and coaching, skill development, equipment and facilities, talent identification, volunteer training and recognition) (QUALITY) (Astle, 1999a, 2009a).*

DEVELOPMENT = QUANTITY + QUALITY

This definition made a clear distinction between 'development' and both 'coaching' and 'HP'. While 'development' is defined as getting more individuals to play and stay in the game at a community level, 'coaching' is the progressive enhancement of their skills and performance, and as such is a key factor contributing to why they are more likely to stay involved. Coaching is an outcome of coach development, which along with game, player, provider, and facility development comprise the amalgam of interdependent elements in the SD process (see Figure II in Chapter 2), and is integral to achieving the retention strategy of development (see Table IX). 'HP' on the other hand is delineated by the talent identification, selection and development process which elevates a minority of players from club and school cricket into the representative pathway which provides them with an advanced menu of regional, national and international coaching and playing opportunities. This delineation provides a clear boundary of responsibility in a practical sense between the development of community cricket and HP for the purposes of planning and programme delivery. As such, the development of community cricket concentrates on catering for participants in clubs and schools, while HP offers value added opportunities and services for those selected into representative programmes. It is the former that is the focus of the NZC development plan and programme.

The above definition of 'development' adopted for cricket in NZ was different in concept and practice from those prevalent in the emergent programmes of the ICC, Australia, England and South Africa, in terms of both the above dimensions and focus (Astle, 1999b). In the ICC's

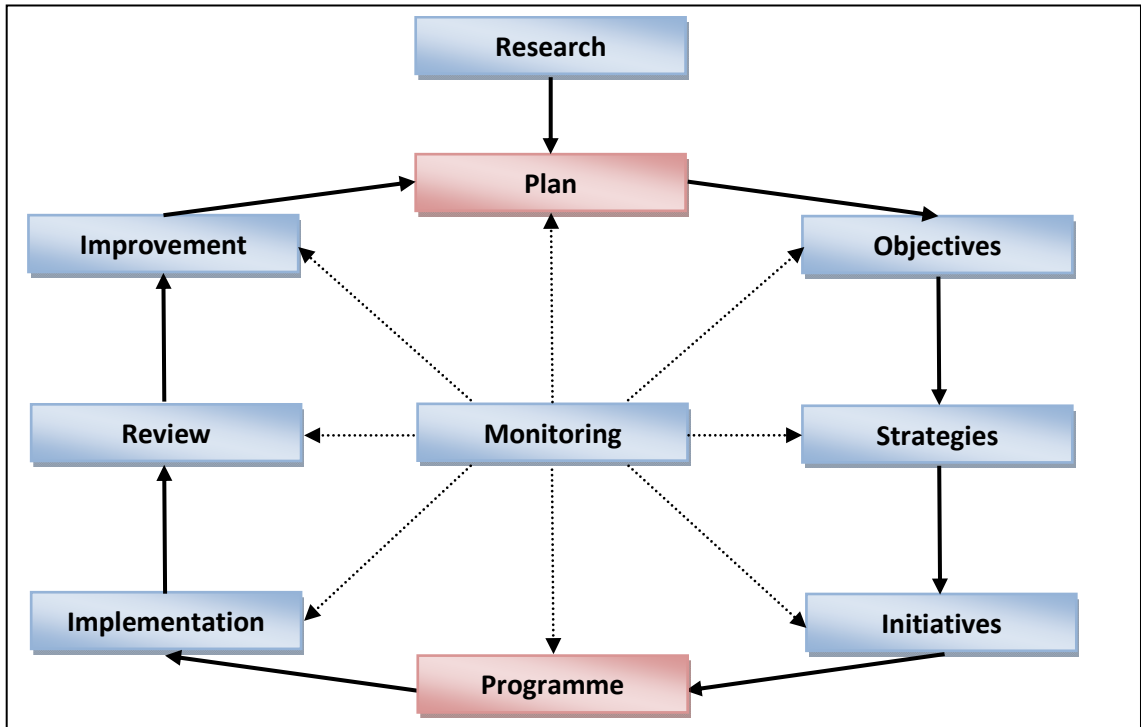
Global Development Plan, launched in 1999, development was perceived as a process and a condition, with its focus on the globalisation of the game. The concept of globalisation refers to both the quantitative extension of the game beyond its traditional base into new countries, and its expansion within existing member countries, and qualitative improvement of the standards of cricket being played, especially in the former, through the introduction of planned development programmes to recruit and retain participants. In contrast, the development plans of cricket in Australia, England and South Africa each had different expectations and intended outcomes (Astle, 1999b). The emphasis in Australia was on expanding participation with the ACB's 1995 Development Plan setting a goal to double junior cricket numbers by 2000. This expansion, however, challenged cricket's capacity to sustain this growth and required the ACB to shift its focus to improving club structures through planning, funding, facility provision and coaching to accommodate and retain players (Astle, 1999b). The ACB's youth national HP and Academy were also included under development. In England, the ECB published a ND Plan in 1996. Although it highlighted increasing participation at a junior level through 'Kwik Cricket' and improving club structures, its main emphasis was on coaching and the progression and development of talented cricketers (Astle, 1999b). In South Africa, the United Cricket Board of South Africa (UCBSA), in 1991, implemented a ND Programme. Its primary aim was to increase participation through the provision of opportunities (e.g. 'Baker's Mini Cricket') and facilities (e.g. concrete pitches) to enable underprivileged, mainly black and coloured, young people from disadvantaged areas to play the game, and for the most talented to progress through academies and scholarships to traditional cricketing schools, and then into representative cricket at all levels (Astle, 1999b).

Designing the National Development Plan

The operational and conceptual definition of development adopted shaped the parameters for the formulation of a ND Plan for cricket in NZ. To ensure the plan was coordinated and coherent, a logical sequence of steps was followed to identify the key objectives, strategies and initiatives to underpin NZC's ND Programme, the process for implementing it, and procedures for reviewing its progress, making improvements and monitoring its overall effectiveness (see Figure XIII). Central to the plan was an underlying model – a *modus operandi* – of seven key strategies. Simply known as the 7 'Rs', the strategies included: research, recognition, recruitment, retention, restructuring, resourcing and review (see Figure XIV and Table IX). These evolved from a suggestion by the ACB Development Manager, Gerard Clarke, that 'development' incorporated 4 'R's' of research, recruitment, retention and restructuring (Astle, 1999b; Gilson et al., 2000).

Figure XIII

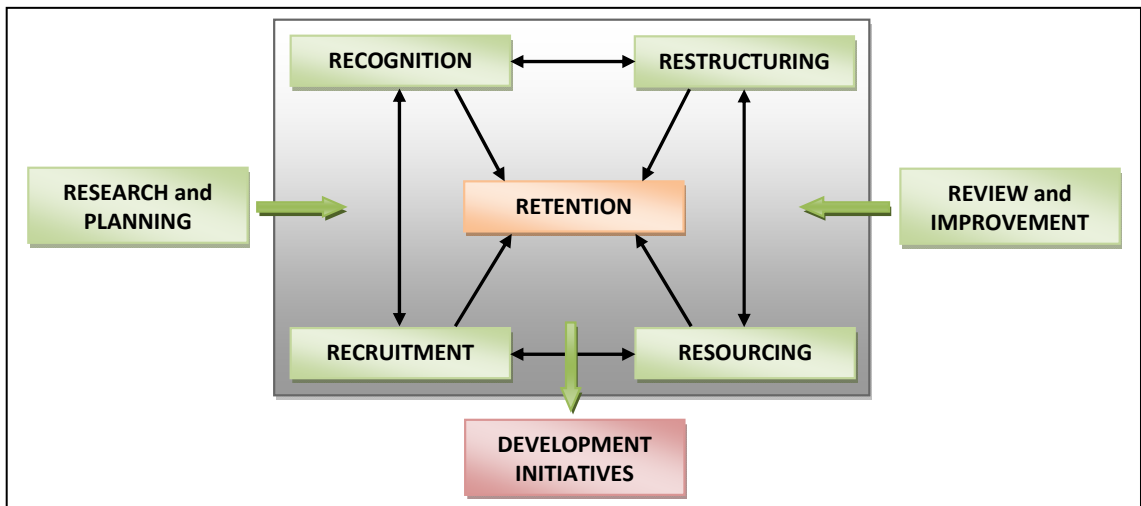
Steps in the formulation of a National Development Programme



Source: Astle (1999a, p.3)

Figure XIV

Integrated development strategies



Source: Modified Astle (1999a, p.5)

The 7 'R's' of the NZC plan represented the seven integrated strategies necessary to deliver the defined objectives critical to the development of the community game. Each strategy was defined in terms of its intended development goal for community cricket (see Table IX). As Shilbury and Kellett (2011, p.269 quoting the Commonwealth of Australia, 2009) note,

'strategies must be clearly articulated and acted upon in a coordinated way. It is only a combination of all actions together that will lead to success'. Without such a framework of strategies it is easy to waste time and limited resources dealing with issues in a fragmented way by creating reactive, 'stop-gap' initiatives. This was characteristic of cricket prior to the introduction of the ND Plan, where too often a scattergun approach was applied with limited impact. This was a consequence of a lack of national and regional leadership, planning, capability and funding. Its effect was to apply indiscriminate band aids rather than deal with the underlying issues in a logical and progressive manner.

Table IX
Development strategies

STRATEGIES	GOALS
RESEARCH	<i>To prepare a dynamic, cohesive plan as the basis for designing and implementing a comprehensive ND Programme</i>
RECOGNITION	<i>To increase the level of awareness, interest and appreciation of, and promote the benefits of participation in, the game of cricket within the community</i>
RECRUITMENT	<i>To expand the participation base for the sport by ensuring every individual, irrespective of age, ability, interest, ethnicity or gender, has access to attractive and affordable cricket playing opportunities and experiences</i>
RETENTION	<i>To maintain the interest, support the involvement, service the needs and develop the competencies of individuals so they can participate and progress in the game to the level they desire</i>
RESTRUCTURING	<i>To revitalise clubs and schools by improving their capability, organisation and infrastructure, as well as enhance and modify the game by increasing its relevance and flexibility, to cater for the varied needs, expectations and motivations of individuals</i>
RESOURCING	<i>To provide appropriate information, support and funding (where available) to improve the organisation and infrastructure within clubs and schools, and the services and environment they offer, to attract, nurture and keep individuals in the game</i>
REVIEW	<i>To evaluate the success of the strategies and look to continually improve the quality and effectiveness of the ND Programme and its initiatives and their delivery</i>

Source: Modified Astle (1999a, 2009a)

I was fortunate to be able to persuade NZC to give me adequate time to research and formulate a coordinated ND Plan, and design and subsequently pilot and progressively implement sets of integrated initiatives, as part of the associated programme, to address the strategies identified as crucial to achieving the development objectives at each level of the community game. This began with the MILO Initiatives that were directed at the primary/junior level to achieve the strategic goals of recognition, recruitment and retention, and were later followed by the Community Cricket Initiatives aimed at the secondary/youth

and adult/club levels where the strategic intent was restructuring, resourcing and retention (see Chapter 6 for a discussion of these initiatives).

The 7 'R's' were not only fundamental to the ND Plan, but also became priorities under the new banner of 'Development' in NZC's strategic plans (see Appendix III). As the plan was being devised, a number of existing initiatives that contributed to the development of the game at a community level were identified. These were classified by strategy to establish their purpose and effectiveness in achieving the strategy's goal (see Appendix IV). This gave an indication of the relative merit of each initiative, which should be continued and/or required modifying, and where new initiatives needed to be designed and implemented. Most of the existing initiatives were generic and relied heavily upon proactive volunteers in clubs and schools to implement them, only a few were NZC-specific schemes, and most of these were marketing promotional campaigns, rather than participant-centred recruitment and retention initiatives. The latter needed to be the focus of the ND Plan if its objectives were to be fulfilled. The design and implementation of a range of new initiatives over the next decade to attain the strategy goals (see Table IX), and ultimately the objectives set for the development of the community game in NZ, are summarised in Chapter 8 (see Table XVII).

Key Components of the Planning Process

The next steps were taken in conjunction with the need to compile a 'Junior Cricket Policy' for the Hillary Commission as a requirement of the funding they offered NZC (Astle, 2000d). To assist with this, the Hillary Commission's Project Officer - Junior Sport, Simon Wickham, provided me with valuable guidelines for establishing a programme for children and young people through its 'Moving Through Sport' document (Hillary Commission, 1997). Integral to this policy design was the establishment of a sequential Player Development Pathway (see Figure XV) and a delivery structure for implementing its associated cricket initiatives (see Figures XXVI and XXVII in Chapter 7) (Astle, 1999a, 2000d, 2000e). Initiatives were devised to enhance the steps in the Player Development Pathway. Their prime intent was to grow participation. To support and sustain this required the identification and training of coaches, especially parents and teachers, to service the primary/junior and secondary/youth levels of the game. Unfortunately, community cricket had never had a 'culture of coaches'. So a significant departure from the past was the inclusion in the plan, and Junior Cricket Policy, of a Coach Development Pathway that was aligned with its Player Development Pathway, and allowed for the first time in cricket at a community level - indeed for any sport in NZ at this time, coaches to step the same sequence as the players (see Figure XVI) (Astle, 1999a, 2000d,

2000f). The pathways and delivery structure, while outlined in the plan, form the backbone of the ND Programme, and are described in Chapters 6 and 7 respectively.

The initial thrust of these initiatives embedded in these pathways was aimed at the primary/junior level. The objective being to provide more opportunities for children to participate, and for their parents and teachers to become involved in the game as coaches, as a prerequisite to creating a strong foundation on which to build other initiatives directed at the secondary school and club levels. The focus then was on putting children first, as they are cricket's grassroots and its future. This was the springboard for the ND Programme. As Purdon (2000) claimed:

it is at the junior level that the future players and fans of sport are to be found, with officials realising that without a strong player base there will be no champions coming through to the top over which to fight. Children are now seen as the greatest commodity and sports administrators are realising they can no longer be complacent and rely on family association for recruitment and development. (quoted in Astle, 2001l, p.1)

This chapter examined the external and internal pressures and expectations that challenged NZC during the 1990s, and how it responded by making organisational changes to its governance and management. The subsequent improvements in leadership, capability and resources saw NZC adopt a more holistic approach to the development of its sport in order to improve, and achieve a greater balance and integration between, its participatory base and HP programme. These are outlined in this chapter, as is NZC's intervention into its participatory base through the formulation of a ND Plan. Based on a series of unified strategies, the plan and its development objectives, provided a conceptual, theoretical and practical framework for the design and implementation of a ND Programme to revitalise, strengthen and sustainably grow cricket in clubs and schools. The programme and its constituent pathways and initiatives are the subject of Chapter 6.

CHAPTER 6

NEW ZEALAND CRICKET: THE NATIONAL DEVELOPMENT PROGRAMME

The ND Programme, which emerged from the plan outlined in Chapter 5, was launched in the 1999/00 season. It represented NZC's first major intervention to change the development and delivery of cricket in clubs and schools to ensure the sport's future sustainability. The present chapter discusses the objectives of the programme, its underlying pathways and two sets of integrating initiatives designed to revitalise and grow the game. These initiatives included: first, the MILO Initiatives whose objective was to create and maintain a range of appealing opportunities and experiences to attract children, at the primary/junior level, to have fun and learn cricket's fundamental skills, and at the same time encourage their parents and teachers involvement as coaches. Second, the Community Cricket Initiatives whose focus was improving the capability and capacity of secondary schools (School Support) and clubs (Club Assist) to ensure the organisation, infrastructure and services they offered met the needs of, and retained, participants. The cornerstone of the programme – MILO Have-A-Go Cricket – is examined in-depth as it provided the foundation on which the other initiatives were built and helped ignite a resurgence in the sport (McConnell, 2000, 2003).

The Development Pathways

Prior to formulating the initiatives to achieve NZC's development objectives, as outlined in Chapter 5, it was necessary to recognise within community cricket in NZ, the existing participatory opportunities for players and educative options for coaches as well as identify potentially new prospects for both. These actual and proposed opportunities were incorporated into two aligned, sequential development pathways - one for players and the other for coaches (see Figures XV and XVI) (Astle, 1999a, 2000a, 2000b, 2000d, 2000e, 2000f). Such pathways created an underpinning framework for the ND Programme. They acknowledge that player recruitment, development and retention is largely dependent upon an integrated and organised delivery system provided by clubs and schools with the appropriate capability, infrastructure and services. It is appropriate in the sense that for each stage of a player's development, there are corresponding programmes and competitions, coaches and coaching, equipment and facilities, and administrative support that cater for their needs. In the case of NZC, the priority was initially placed on coaching, and the simultaneous recruitment and training of coaches. While this principle of designing matching pathways to holistically support

the development of players is becoming accepted as the norm by NSOs in NZ, who now have access to the SPARC Sport and Recreation Pathway (SPARC, 2009b, 2009c) as a blueprint for planning their interventions into community sport, in the 1990s, there were few, if any examples of such aligned pathways in NZ or overseas. At that time player development and coach development were treated as two distinctive processes. Indeed, as late as 2009, Goldsmith (2009), commenting on coach education in the UK, Canada, South Africa, France and Australia, identified a continuance of this trend of sports creating effective athlete development pathways, but then not aligning them to their coach development pathway. 'The whole point to coaching is to create an environment which provides appropriate coaching to athletes at the appropriate time in their development' (Goldsmith, 2009, p.1).

The NZC Player Development Pathway identifies the end-to-end participatory opportunity stages within community cricket, and portrays a planned progression of skill development, game formats and competitive challenges at levels appropriate to the age, ability and interest of players of both genders. The mainstream of the pathway comprises five clearly identifiable steps of cricket beginning with introductory 'MILO Have-A-Go Cricket', followed by 'MILO Kiwi Cricket', before transitioning through various formats of 'Junior Cricket', 'Youth Cricket' and 'Adult Cricket' (see Figure XV and Appendix V) (Astle, 1999a, 2000a, 2000b, 2000d, 2000e).

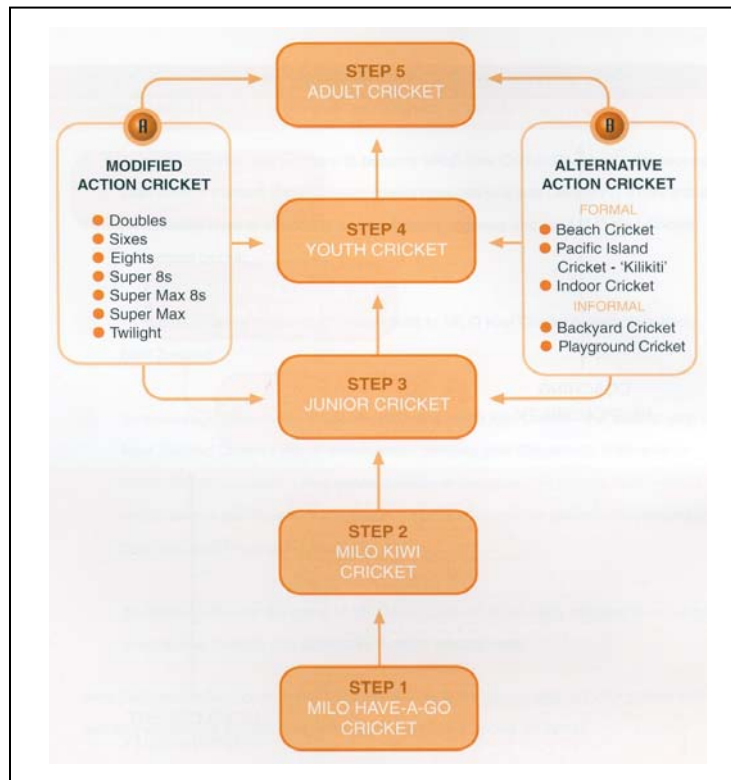
The pathway is not linear, it is multidirectional, especially as players progress from junior cricket upwards. In addition to the steps of the conventional stream, the pathway also includes two parallel, streams of more social, recreational 'Modified Action Cricket' (e.g. twilight corporate or business house cricket, Super 8s, 6 a-side) and 'Alternative Action Cricket' (e.g. backyard cricket, beach cricket, indoor cricket). These two streams tend to be organised and run by individuals and/or independent providers rather than NZC or its associations. Both streams offer various formal and informal game options. Many players participate concurrently across these conventional, modified and alternative streams of the game, progressing at variable rates and with different motivations, thereby creating their own, often intertwining development pathways.

The availability of this diversity of options has increased the game's popularity and appeal to a wider audience of participants. The modified and alternative action cricket streams provide considerable adaptability and flexibility compared to the more conventional pathway in terms of formats, scheduling, duration, facilities, equipment, dress and degree of commitment. In this way, cricket is able to cater for both those interested in a more intense, competitive experience and also those who want to enjoy a more relaxed, social, recreational activity.

Flexibility, adaptability and modification are key concepts in the development of cricket, ensuring the game remains contemporary in its accessibility and appeal. The modified, shorter version, social forms of the game provide opportunities to recruit new players, as well as encourage the return of former players, who may have exited cricket due to the time commitment originally required (Astle and Clinton, 2008).

Figure XV

New Zealand Cricket: Player Development Pathway



Source: Astle (2000b, p.8)

At the primary/junior level in particular, from introductory MILO Have-A-Go Cricket through to the varying formats of hardball cricket, the concepts of flexibility, adaptability and modification have been promoted to ensure maximum participation, development and fun. Flexibility means that cricket, which was once a Saturday dominant game, whilst still played on weekends, is now also played midweek in the evenings during the summer. This allows multi-use of facilities and enables more parents to become involved as coaches at times better suited to their routines. Parent availability and influence is key to their children’s participation (Toms and Fleming, 2003). Adaptability through game modification has also been enhanced through the premise of ‘less is more’ (Johnswood, 2006). That is, the fewer players in a team (i.e. 6 or 8), usually means games are shorter, but each player’s involvement, action, decision-making and skill development opportunities is much greater. Unless players have the

opportunity to have contact with the ball through batting, bowling, wicketkeeping or fielding, they are unlikely to develop their cricket skills or have a quality experience, and so are more likely to drop out of the game. Less players means there are more gaps, more chances to score runs, more running in the field as there are fewer fielders, more turns at each skill set, and so more involvement and chances for each player to develop.

A study of junior cricket in South Australia found the amount of time a player is actively involved in a game increases significantly in reduced team number, shorter formats of the game (see Table X). They used this evidence to introduce 6 a-side and 8 a-side formats into junior cricket. The positive effect of this means:

players get to bowl, catch, bat, run and throw more often in a shorter period and the amount of 'waiting time' in the field and on the sidelines . . . [is] . . . reduced. It also makes cricket more palatable for parents whose recreation time is already at a premium. (Johnswood, 2006, p.5)

Table X

'Less is More': Player involvement in different game formats

Active Involvement	12 a-side	8 a-side	6 a-side
Percentage of players on the field involved in each ball	23.3%	36.7%	43.7%
Percentage of players in the match involved in each ball	13.6%	22.9%	29.1%

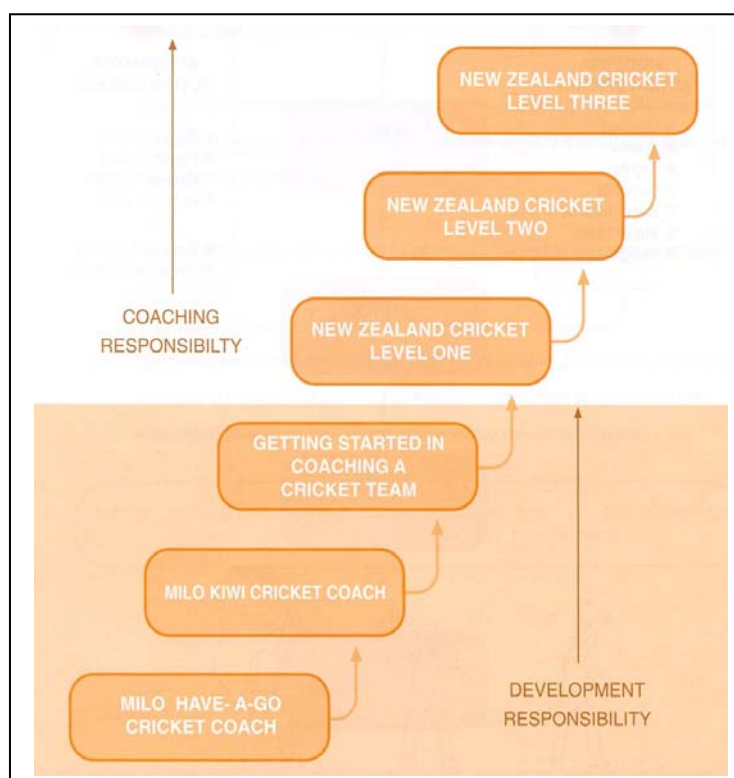
Source: Johnswood (2006, p.5)

This trend to game modification that was occurring in cricket in the 1990s, especially at a junior level, was also beginning to happen in rugby (Small Blacks, Rippa) and netball (Fun Ferns, Future Ferns), both of whom had initiated modified introductory programmes to attract and retain children. It was not until recently, however, that other sports began to follow this trend. Predominant among them, but not exclusively, are the sports targeted from a community sport perspective by SPARC, namely football (Fun Football, First Kicks), hockey (Small Sticks), rugby league (Mini Mod) and gym sports (PlayGym, GymFun, moveMprove) (Astle, 2011a). A number of other sports have also embraced shorter version, reduced player number options at the adult level. These have often originated from social and recreational formats, before being adopted and marketed as either a showpiece for the elite (e.g. cricket - Twenty20; rugby - Sevens; netball - Fast5; rugby league - Nines) or as private provider franchises (e.g. Touch Rugby, Futsal, half court 3x3 Basketball).

In formulating the Player Development Pathway, it was apparent that if the game was to move forward, then it had to be aligned with a similar Coach Development Pathway to provide the necessary support to players. Both pathways need to be synchronised because for players to progress, they require coaches who have been trained to upskill them at a level commensurate with their age and ability. Furthermore, at the junior and youth levels of the game, any growth in player numbers must be balanced by an appropriate expansion in coach numbers (mainly parents and teachers), if players are to be nurtured and retained, and as a corollary, growth is to be sustained.

The Coach Development Pathway has six steps from the introductory MILO Have-A-Go Cricket novice coach to the expert Level III coach (see Figure XVI) (Astle, 1999a, 2000a, 2000b, 2000d, 2000f). Corresponding with each step is an appropriate NZC coach education course designed to train coaches and equip them with the relevant knowledge and resources to undertake their coaching role (see Appendix VI). The first three elementary coaching courses are non-examinable and aimed at coaches of junior and youth cricketers. Each provides coaches with an understanding of their role, the playing programme objectives and requirements, guidelines for coaching children and young people, and an overview of the fundamental cricket skills and

Figure XVI
New Zealand Cricket: Coach Development Pathway



Source: Astle (2000b, p.7)

drills to be taught. From Level I upwards, the courses become more demanding to match the age and abilities of the players, most of whom are at the youth and adult levels of the game. These are examinable courses and because of the cost, time commitment, assessment and practical work involved, only coaches with the accumulated coaching experience and knowledge are selected to undertake them by the MAs and/or NZC. For course details see <http://www.blackcaps.co.nz/content/grassroots/coaches/coaching-pathways.aspx>.

NZC started coach education courses in the late 1970s. During the 1980s and 90s, these evolved into a three tier (Levels I-III) hierarchical programme. The associated courses, however, were neither tied to a defined community cricket Player Development Pathway, nor catered for the specific needs of inexperienced parents and teachers in terms of 'what', 'who' and 'how' to coach at the junior and youth levels of the game. Their only option to train as a coach was to register in a two-day, examinable, Level I course, a daunting prospect for a parent, who may have no cricket experience, but was keen to be involved in coaching their child.

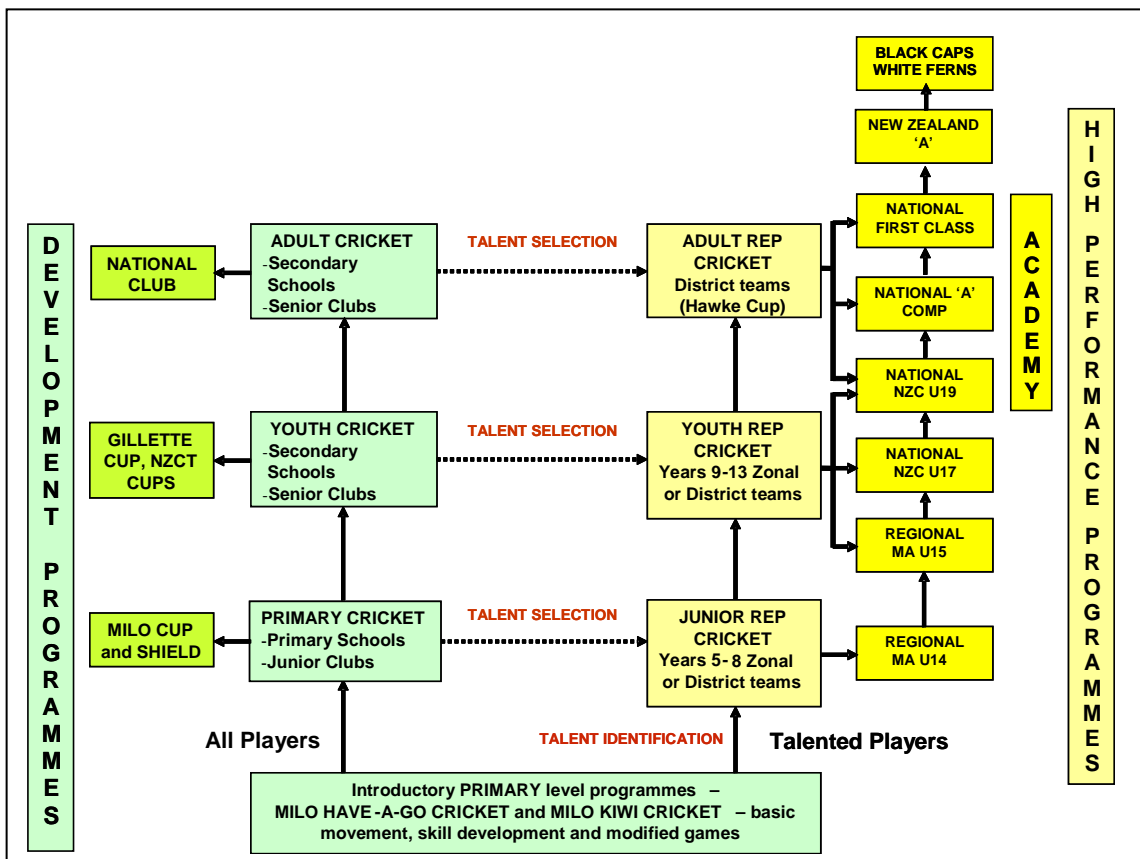
For this reason, once I had differentiated the Player Development Pathway, I identified the matching Coach Development Pathway, inclusive of the three new elementary coach education courses which I devised as a graded introduction into the existing Level I-III courses. These were designed to provide more appropriate entry points for coaches involved with primary and secondary age players. To support their training and role as coaches, coaching resources, including manuals and videos (later DVDs) were produced for the beginning MILO Have-A-Go and Kiwi Cricket coaches (Astle, 2000a, 2000b, 2000k, 2002a), and a substantial coaching text 'Coaching a Cricket Team' (Astle, 2004a) was written to support coaches undertaking the Getting Started in Coaching a Cricket Team course (see Figure XVI and Appendix VI). The latter resource also forms the main coaching reference for the Level I and II courses.

These two pathways were formulated on the basis of existing player and coach development opportunities, and my knowledge as a teacher and parent (e.g. Piaget's 'Stages of Cognitive Development' and Bloom's 'Taxonomy') (Piaget and Inhelder, 1969; Bloom, 1956), and experience of cricket as a player and a coach (e.g. understanding player and coach development needs) (see Appendix II in Chapter 3). They were later supported by theory as espoused by Côté (1999) and Bayli (2001, 2002), albeit that the intent of their models is talented player development; and demonstrated by SPARC's 'Sport and Recreation Pathway'

(SPARC, 2009a, 2009b, 2009c), which illustrates a whole-of-sport progression (see Chapter 3 for a discussion of these models).

The playing experiences for the majority of cricketers in NZ (an estimated 97 per cent) are derived from only those opportunities presented within the Player Development Pathway (see Figure XV). This identifies the end-to-end participatory stages within cricket at a community level, and an array of playing opportunities offered through clubs and schools. For the remaining three per cent of players identified with talent and selected into representative programmes and teams, there is a corresponding 'Talented Player Development Pathway' of HP opportunities. This overlays and is integrated with the Player Development Pathway, and offers talented players additional development options extending from junior age-group level to the international arena for both males and females (see Figure XVII). While the focus of the ND Programme and this research is on community cricket and the participatory Player Development Pathway, it is important to note that this pathway, and that for talented players, are in reality one unified, bottom-to-top ladder in cricket for those who excel in the game. For

Figure XVII
The whole-of-cricket Player Development Pathway showing the integration of programmes



Source: Astle (2004c, p33)

the ND Programme, however, it was crucial in defining the boundaries of its sphere of influence to decide where the cut-off point was on this ladder. In the case of NZC, it was determined by talent identification and the inclusion and development of players in representative programmes. In other words, the boundary was drawn between community cricket with its emphasis on participation and representative cricket whose focus is on performance. The community game and its providers (clubs and schools), players, coaches and facilities became the domain of the ND Programme and provided a clear differentiation for determining the development strategies and initiatives to be adopted, and the extent of the role and responsibilities of the CDOs in delivering them.

The MILO Sponsorship

I presented the ND Plan to the NZC Board in June, 1999 (Astle, 1999d). While they were receptive, and supportive of turning it into a full-scale national programme, they decided not to approve it immediately because NZC was committed to conserving its costs. They felt that as they were asking the MAs to be prudent and tighten their belts, it was important that they were not seen as spending on a new programme for 'Development'.

For this reason, it was back to the drawing board. Significant funding needed to be secured to launch a nationwide programme. The programme needed a sponsor. A misguided attempt in mid-1999 by the NZC Marketing Department to secure funding from Nestlé NZ was declined. Nestlé NZ had previously invested \$100,000 per annum into regional under 14 and 15 MA representative tournaments, but for cost-benefit reasons had indicated they intended to discontinue this sponsorship. Aware of this existing relationship with Nestlé NZ, through the MILO brand, their interest in supporting the primary/junior level of the game, and frustrated by the Marketing Department's lack of consultation and understanding of the ND Plan, I requested from the NZC CEO, the opportunity to create another presentation for Nestlé NZ based on the emergent ND Plan's intended objectives, strategies, pathways and initiatives. A second approach was made to Nestlé NZ by my manager, John Reid, using my presentation. This highlighted the Player and Coach Development Pathways, identified the potential of two new, aligned, foundation initiatives (Come N' Play Cricket and Kiwi Cricket) and indicated the synergy of these with MILO's target market (Astle, 1999c). The latter was reinforced by my projections that associated pre-registration cricket recognition activities in primary schools, would provide national brand exposure for MILO to at least 36,000 boys and girls in year 1, 60,000 in year 2 and 84,000 in year 3 and beyond (Astle, 1999c). A considerable increase on the coverage to less than 400 boys involved in the above regional tournaments.

Nestlé NZ's response was resoundingly positive, and from September 1999, they invested \$250,000 per annum into the new programme. In particular, they underwrote the MILO Initiatives as they became known, which were aimed at primary and intermediate school age children and their parents and teachers. While their sponsorship was initially for a period of three years, it was extended and increased through the duration of my tenure as NDM, finally ending in 2011. In addition to achieving the proposed brand exposure targets for MILO, Nestlé NZ also requested that NZC brand each initiative at this level with 'MILO' and change the name of my introductory initiative 'Come N' Play Cricket' to 'MILO Have-A-Go Cricket', so it matched the similarly named programme 'MILO Have-a-Go Cricket' in Australia, which the Nestlé company also sponsored.

With this vital partnership in place and sponsorship assured, the ND Plan and its programme, especially the MILO Initiatives, then had to be 'sold' to the MAs. A meeting was held in Christchurch with the MA CEOs in September 1999. The objectives, strategies and aligned pathways of the ND Plan were outlined, the MILO Initiatives explained, and a potential regional delivery structure for them proposed. The prime focus was on the MILO Initiatives which initially comprised five interrelated initiatives: the MILO Cricket Skills Awareness Lessons, MILO Have-A-Go Cricket, MILO Kiwi Cricket, MILO National Primary School Competitions – MILO Cup (boys) and MILO Shield (girls), all of which were to be delivered by a network of seasonal CDOs known as the MILO Summer Squad (MSS) (see the section below, including Table XII, for details of the MILO Initiatives).

The ND Plan was accepted in principle, but not without reservation, as few of the CEOs, whose main focus was their MA HP programmes, saw the immediate applicability of a programme aimed at clubs and schools. It was seen as creating considerably more work for their associations. This was going to be the case given the value added nature of the intended change for community cricket, which until now had mainly been beyond the scope of their involvement. Their preference was to maintain the status quo, and for NZC to just give their associations the funds so they could use them how they wanted to, as they believed they knew where they would have best effect. This prevailing attitude was the norm. There were few accountabilities, such as SLAs with agreed outcomes, for the funding NZC allocated to the MAs. For the MAs, the less tags associated with funding the better they liked it.

The \$250,000, however, was insufficient to fully fund the operation of a CDM, at an estimated operating cost of \$60,000-\$80,000 per annum, in each MA to implement the MILO Initiatives. It meant in all probability that only 3-4 positions would initially be established. Despite any

misgivings about the programme, Graeme Elliott, the Otago CEO, realising that if this occurred several MAs would miss out on the opportunity, recommended that \$240,000 of the MILO funding be divided equally between the six MAs, and the residue of \$10,000 be retained by NZC to finance the design and distribution of resources and branded clothing. Each MA would receive \$40,000 and they would meet any shortfall in funding the employment of a CDM. This would allow all MAs to start implementing the MILO Initiatives simultaneously. This shared funding partnership arrangement was agreed to, and became a model for the future underwriting of an extensive, regional CDO network to deliver the ND Programme (see Chapter 7).

Creating the Support Resources for the MILO Initiatives

While I was formulating the ND Plan, I also began to write the Come N' Play and Kiwi Cricket Coaching Manuals (after the MILO sponsorship, these were renamed the 'MILO Have-A-Go Cricket' and 'MILO Kiwi Cricket' Coaching Manuals) (Astle, 2000a, 2000b). These were completed and published in 2000. To accompany the MILO Have-A-Go Cricket Coaching Manual, an explanatory video (later DVD) was produced in 2000 and a similar product was created to accompany the MILO Kiwi Cricket Coaching Manual in 2002 (Astle, 2000k, 2002a). Once the MILO sponsorship was confirmed and the implementation of the national programme became a reality, it became necessary to also produce a raft of operational resources; assist with the design of promotional giveaways and clothing for the MSS to support them effectively introduce, market and deliver the MILO Initiatives; and arrange the supply of safe, plastic Kiwi Cricket playing equipment for the newly to be created MILO Cricket Centres.

The MILO Have-A-Go and Kiwi Cricket Coaching Manuals were prompted by the ACB's 'MILO Have-a-Go Activity Handbook' (ACB, 1995) and the NZCC's 'Kiwi Cricket: Teachers' Handbook' (NZCC, 1986) respectively. They provided not only the organisational guidelines for the new, introductory skill development programmes that represent the first two steps on the Player Development Pathway, but also the instructional content for beginner coaches taking their first two steps on the Coach Development Pathway. The manuals were written specifically for these newly trained coaches to use in running the two MILO playing initiatives. Each outlines only those fundamental cricket skills appropriate to its playing initiative and provides a set of structured session coaching plans, each with a sequence of activities and drills for coaches to use to progressively develop these skills in their players. For example, MILO Have-A-Go Cricket comprises a series of 12 session coaching plans, each is scheduled for 90 minutes, although this is flexible, and is subdivided into seven different sections. Each session details the skills to

Table XI
MILO Have-A-Go Cricket session 1


Session 1

1. Introduction and warm up 10 minutes

EQUIPMENT: 4 cones to mark out given area, bucket full of balls

ACTIVITY: KEEP THE BUCKET FULL

- Players surround the coach who stands with a bucket full of balls in the centre of a given area marked out by the four cones
- As quickly as possible the coach tries to empty the bucket one ball at a time by rolling or throwing the balls in all directions
- The players retrieve the balls, one at a time, and return them to the bucket with the aim of never letting the bucket become empty




5. Bowling 10 minutes

EQUIPMENT: 2 cones, 1 ball per pair

SKILL:

- Briefly explain to all players how to hold [GRIP] and bowl [ACTION] a ball overarm [see section on 'The Basics - Bowling']
- Divide the players into pairs and get them to stand in two lines beside the cones which are set 10 metres apart
- Each player in line A turns side-on facing his/her partner with feet comfortably apart, looking over the front shoulder, front arm up high, bowling hand gripping the ball correctly down beside the back leg
- Each player then bowls to his/her partner in line B by pulling the front arm down into the front hip, and swinging the bowling arm over straight, letting the ball go above the ear, before bringing it down across the body
- The players in line B stop the ball, then adopt the above side-on position and bowl the ball back to the players in line A




2. Ball handling 10 minutes

EQUIPMENT: 1 ball per player

SKILLS:

- **Hand to hand throw:** Player to hold the ball in one hand at about head height and throw it to the other hand at waist height. Change hand positions and repeat - gradually getting faster
- **Drop, bounce and catch:** Player to drop and bounce the ball and catch it with two hands underneath by 'making the hands into a cup'
- **Belly button catch:** Player to drop the ball at chin level and allow it to roll down the chest before catching it near the belly button (navel)

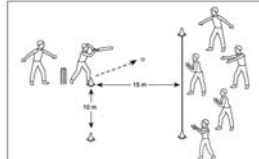



6. Cricket game 30 minutes

EQUIPMENT: 1 bat, 1 set of stumps, 3 cones, 1 batting tee, 1 ball

GAME: TEE BALL DRIVE CRICKET

- Briefly explain to all the players how to stand [STANCE], to hold [GRIP] and swing [BACKSWING] the bat, and to drive [FRONT FOOT DRIVE] a stationary ball off a batting tee
- Divide the players into two even groups and decide which group is batting and which is fielding
- Set up the batting tee with the stumps 1.5 metres behind and a cone at right angles 10 metres away. Place the other two cones 10 metres apart 15 metres in front of the stumps
- One player from the fielding group acts as the wicketkeeper [Ⓞ], the rest spread out behind the two cones in front of the stumps
- Each batter [Ⓢ] drives/hits the stationary ball off the batting tee and scores as follows:
 - 1 run for hitting the ball between the cones
 - 1 run for running with the bat around the cone at right angles to the stumps and back passed the batting tee (crease)
- The batter is out if the fielders [Ⓢ] catch the hit ball, or stop the ball and return it to the wicketkeeper before the batter passes the batting tee
- The wicketkeeper places the ball on the batting tee for each batter
- Each batter has 3 drives/hits. Once all the first group have batted, the groups change over
- The group with the most runs in the allotted time wins





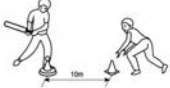
MAINTAIN SAFE DISTANCE

3. Batting 10 minutes

EQUIPMENT: 1 bat, 1 batting tee, 1 cone, 1 ball per pair

SKILL:


- Briefly explain to all the players how to stand [STANCE], to hold [GRIP] and swing [BACKSWING] the bat, and drive the ball [FRONT FOOT DRIVE] [see section on 'The Basics - Batting']
- Divide the players into pairs - one player [batter] takes up his/her stance with the bat behind the batting tee facing his/her partner who stands beside the cone about 10 metres away
- The batter steps forward and drives/hits the ball off the batting tee to his/her partner who stops it and returns it to the batter to place on the batting tee
- Each player has 6 drives/hits then changes over



7. Warm down and conclusion 10 minutes

ACTIVITIES:

- Upon the word 'Go' players jog together and touch three targets identified by the coach [e.g. cone, stumps, tree], then return back to a given area
- Rotate each arm in circles - 5 forward and 5 back; then rotate both arms together in circles - 5 forward and 5 back
- Loosely shake arms/hands and legs
- Breathe deeply and relax

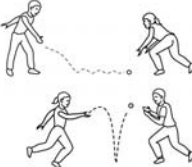


4. Fielding 10 minutes

EQUIPMENT: 1 ball per pair

SKILL:

- Briefly explain to all players how to throw [UNDERARM THROWING] and to catch [CATCHING] a ball [see section on 'The Basics - Fielding']
- Divide the players into pairs
- In pairs players to roll a ball to each other. Encourage each player to step towards their partner with the opposite foot to the preferred hand when they roll the ball
- Extend the skill to each player throwing/lobbing a ball underarm to their partner - one bounce, one catch



be taught, drills and/or minor games to be played to develop these skills, equipment required and appropriate time to spend on each activity (see Table XI) (Astle, 2000a). As Nolen (2001) noted:

the coaching manuals contain all the skills parents need to know and all the drills and games that would be coached each session. The benefits of these manuals were that the parents need not have a knowledge of cricket, as everything is explained in simple terms. (p. 6)

An operational handbook was also produced as a reference for the MSS (Astle, 2000c). It was essential that they were fully conversant with each of the MILO Initiatives, including their objectives and how they operated, if they were going to be effective in marketing them to volunteers in clubs and schools, promoting interest in the game and converting this into more players and coaches. The handbook outlined the different initiatives and provided detailed step-by-step instructions on implementation. This included the expectations and procedures for school visits, the delivery of the MILO Cricket Skills Awareness Lessons in primary schools and prerequisite active recruitment procedures, the setting up and running of MILO Have-A-Go and Kiwi Cricket Centres and associated training of parents and teachers as coaches, and the organisation of the MILO Cup and Shield competitions in their associations. It also emphasised the importance of their role in profiling the game, NZC's expectations of their personal and professional appearance and performance, and processes of evaluation and regular reporting.

To ensure the quality of the programme and effective implementation of each initiative, I created procedural systems with support materials for the MSS to standardise the delivery of all tasks. For example, pro forma samples of an introductory letter to schools, a school fax booking sheet and fax confirmation page were created to assist the MSS organise their

Image III
Primary school promotional visit student giveaways



Source: Alec Astle

primary school promotional visits and conduct the MILO Cricket Skills Awareness Lessons (Astle, 2001e, 2001f, 2001g). For the latter, they were supplied with structured lesson plans offering a fun 'taste of cricket' to ensure consistency in their delivery and intended recruitment message (Astle, 2000h); promotional giveaway packs (see Image III for the pack contents), Certificates of Attendance and registration contact forms (Astle, 2000i) for the students; coaching manuals (Astle, 2000a or 2000b) for the teachers; and a pro forma sample evaluation form (Astle, 2001d) to be filled out by the school to elicit feedback on the effectiveness of the visits. Similar systematic procedures with support resources were also devised for the MSS to establish MILO Have-A-Go and Kiwi Cricket Centres (see Figure XVIII), including the compilation of information booklets, administration handbooks and registration receipt books (see Image IV) (Astle, 2000g, 2000i, 2000h, 2000j).

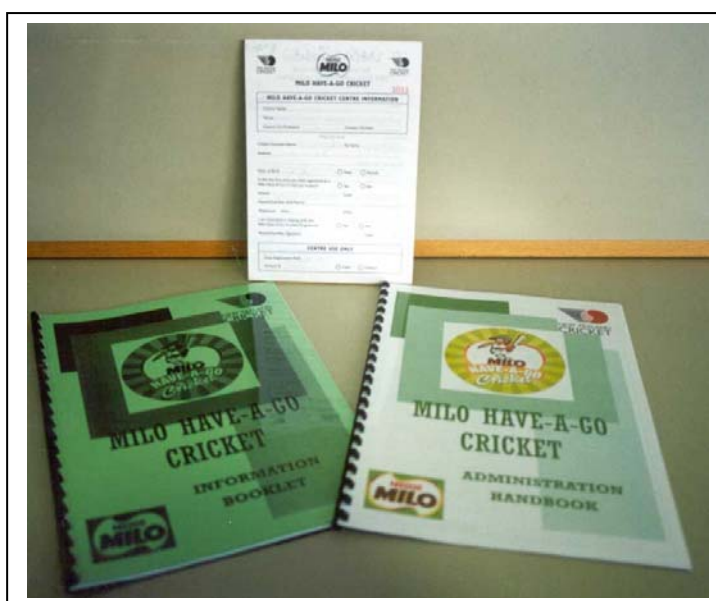
In addition, sets of promotional giveaways were designed and produced for both the MILO Have-A-Go and Kiwi Cricket initiatives. This included for each session, during the season, a specific giveaway for each child participating in both these programmes. These were produced to heighten the interest and ongoing involvement of the children, profile the game and its Black Cap and White Fern players, and promote the MILO brand. For the MILO Have-A-Go Cricket

programme these were ordered and ready for the start of the 2000/01 season. They included a cap, drink bottle, ball, posters, player cards, stickers, MILO sachet and certificate (see Image V). A different set of giveaways was prepared for MILO Kiwi Cricket which were ready for the 2001/02 season. The design and type of giveaways were changed regularly between 2000-2008. 'The giveaways have proven to be a selling point of the MILO programmes' (Ferguson, 2010, p.9) as the following responses attest:

I've been coaching 14 young (5-6 year olds) potential super stars over the cricket season and just wanted to give some feedback on the fantastic giveaways we had this year to

Image IV

MILO Have-A-Go Cricket Centre administrative support materials



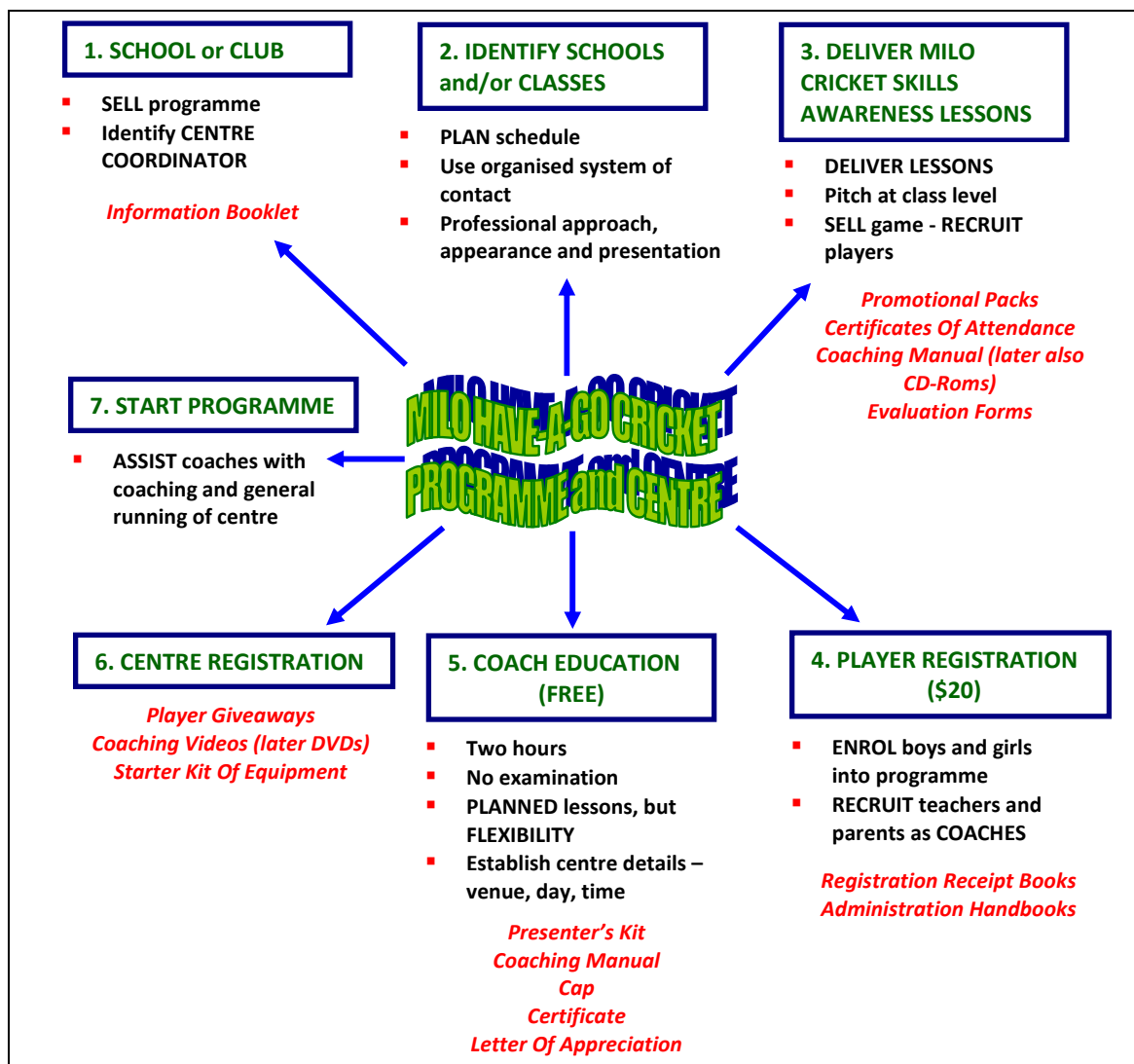
Source: Alec Astle

hand out to the kids each week.... the kids just loved them! I know their parents thought that cricket for their kids was great value and the giveaways were the icing on the cake! We always had a good turnout on Saturdays. We had an excellent season and a lot of fun with the kids. The whole 'Have-A-Go' programme with videos, manuals etc is excellent. Keep up the great work! (Parent A quoted in Astle, 2008e, p. 16)

My five year old sons . . . started this programme just this season and love it! They are learning so much from a dedicated (and patient) coach and love coming away with MILO 'treats' each week, all of which are in constant use. The drink bottle is a must for school every day, the cap is worn every afternoon, the ball played with on the front lawn every evening and the cards studied before bed most nights! (Lisa McPherson, Email communication, 14-12-2004).

Figure XVIII

Steps and support resources for the establishment of a MILO Have-A-Go Cricket Centre



Source: Astle (2003a, p.10)

To complement the standardised procedures and resources for the MSS, I worked with MILO and a clothing manufacturer (Colenco) in Auckland during 2000, to design distinctive green, black and white sportswear for them to wear when they were delivering the MILO Initiatives. Each year NZC purchased sufficient clothing to supply each MA to outfit their MSS. This clearly

identified the MSS as part of a national NZC delivery network and ensured they were professionally attired. It also reflected the partnership between NZC and MILO as the clothing colours and logos were representative of both NZC and MILO (see Image VI). The brand exposure saw the members of the MSS quickly become known to school children as the 'MILO men', irrespective of their gender! The use of green MILO kitbags for equipment by the MSS also acted as instant signage wherever they were conducting sessions (see Image VII).

I also made arrangements with Pasgaards in Tauranga, the manufacturers of Kiwi Cricket equipment, to produce increasing quantities of modified, plastic Kiwi Cricket gear which they re-labelled

as 'MILO Kiwi Cricket'. NZC purchased and then donated a starter kit of this equipment to each MILO Have-A-Go and Kiwi Cricket Centre (see Image VIII and Image XXXIII in Chapter 8). The size of the kit depended upon the number of children registered in a MILO Cricket Centre.

Image V

MILO Have-A-Go Cricket player giveaways



Source: Alec Astle

Image VI

MILO Summer Squad, Wellington



Source: Carl McKenzie, CDM, Wellington

Image VII

MILO session at Mangere-Pukapuka Cricket Club in South Auckland with the equipment bags used as signage



Source: Peter Clinton, CDM, Auckland

The MILO Initiatives

The ND Programme began by focusing on the primary/junior level of the game, which was made possible by the MILO sponsorship. At this level the key objectives of the programme were:

1. To encourage more children to participate in the game for their school or local club.
2. To ensure they have a positive experience within a stimulating environment, where the emphasis is on fun, skill development and the enhancement of their competence and confidence so they can enjoy the game.
3. To involve more parents and teachers in the game, and encourage them to train as coaches appropriate to the level of their children, and support them with sufficient quality coaching resources (Astle, 2009a).

Although the main development strategies at this level concentrate on recognition and recruitment in order to 'create an awareness and interest in the game of cricket and to follow this up by encouraging children to play for their school or join a local club' (Astle, 2000a, p.9). The underlying fundamental strategy was that of retention, to ensure their long-term participation and involvement in cricket, by improving the skills of children to play and enjoy

the game (Toms and Fleming, 2003), and training parents and teachers as coaches to educate and supervise them as well as organise and run their programmes (Hopkinson, 2014).

To accomplish these primary/junior objectives and strategies, a set of integrated initiatives was designed, known as the MILO Initiatives (see Figure XIX and Table XII), because of the associated sponsor, they initially consisted of the:

1. 'MILO Summer Squad' (MSS) of cricket development personnel.
2. 'MILO Cricket Skills Awareness Lessons' which were delivered in primary schools.
3. 'MILO Have-A-Go Cricket' preparatory skill development programme.
4. 'MILO Kiwi Cricket' introductory modified game and elementary competition.
5. 'MILO National Primary Schools' Cricket Competitions' – MILO Cup (boys) and MILO Shield (girls).

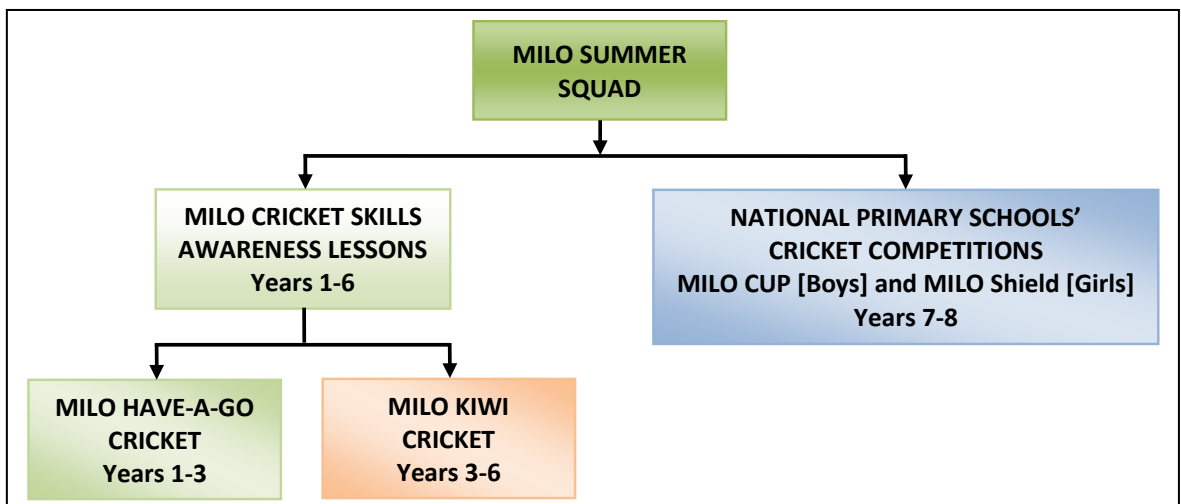
Image VIII

Players using MILO Kiwi Cricket equipment



Source: Alec Astle

Figure XIX
MILO Initiatives (2000)



Source: Astle (2004c, p.13)

The MSS were the main delivery agents for the MILO Initiatives, although in the first season (1999/00) they were piloted by two CDMs and Sport Bay of Plenty CoachForce Cricket Officer, subsequently the CCCs also became intimately involved in both the hands-on delivery and management of the MSS in their associations. The MSS were mainly part-time, seasonal CDOs employed in each MA. Their prime role was to conduct MILO holiday clinics and undertake organised visits to primary schools to run 'taster' cricket lessons with classes to create an awareness and interest in cricket as a sport (Astle, 2001h). These structured sessions known as

Table XII
A summary of the MILO Initiatives (2000)

INITIATIVE	CHILDREN PARTICIPATION	PARENT AND TEACHER INVOLVEMENT COURSES and RESOURCES
MILO CRICKET SKILLS AWARENESS LESSONS Introductory promotional and recruitment initiative Beginners and Learners	Designed as an integral part of the primary school visits to be delivered by the MILO Summer Squad and is intended to interest and enthuse 6-10 year old boys and girls in the game of cricket to the extent that they register to participate in school or club MILO Have-A-Go Cricket or MILO Kiwi Cricket programmes	Giveaway promotional and recruitment resources
MILO HAVE-A-GO CRICKET Pre-Competition Initiative Beginners	Designed to introduce 6-8 year old boys and girls to the fundamental skills of cricket	MILO Have-A-Go Cricket Coach MILO Have-A-Go Cricket <ul style="list-style-type: none"> • Coaching Manual • Video (later DVD) • Information Book CD-Rom 'Cricket in the Classroom'
MILO KIWI CRICKET Elementary Competition Initiative Learners	Designed to introduce 7-10 year old boys and girls to a modified format of the game	MILO Kiwi Cricket Coach MILO Kiwi Cricket <ul style="list-style-type: none"> • Coaching Manual • Video (later DVD) • Information Book CD-Rom 'More Cricket in the Classroom'
MILO NATIONAL PRIMARY SCHOOL BOYS AND GIRLS COMPETITIONS Competitive Initiatives Junior Cricketers	Designed to provide a competitive challenge for 11-13 year old primary and intermediate school boys (MILO CUP) and girls (MILO SHIELD) 1 st XI cricket teams	Getting Started in Coaching a Cricket Team Coach
MILO SUMMER SQUAD A Network/Team of CDOs	Established to deliver the above initiatives to foster interest and grow participation in the game, and encourage, support and train parents and teachers in clubs and schools to organise and run these initiatives	Coach Education – parents and teachers as accredited coaches at the playing level of their children

Source: Astle (1999b, p.3; 2000c, p.6)

the MILO Cricket Skills Awareness Lessons were designed to give Years 1-6 boys and girls and their teachers a sample of the activities and fun that cricket offers. At the end of each lesson, the MSS gave each student a promotional giveaway pack containing a cricket poster, Black Cap and White Fern player cards, cricket puzzle and information on where to register in either a MILO Have-A-Go or Kiwi Cricket Centre at their school or local junior cricket club (see Image

IX). The prime purpose of these school visits and lessons was to raise awareness, market the game and actively recruit participants and teachers as coaches (Nolen, 2001).

Image IX

Richard Davidson, CCC, South Canterbury, finishing a MILO Cricket Skills Awareness Lesson at Lake Tekapo School



Source: Richard Davidson, CCC, South Canterbury

Instead of having to enrol at a local cricket club to join a MILO Cricket Centre, some associations sensibly used the primary school offices to receive registrations, for children (and their parents) starting out, the unfamiliarity of a club can be a barrier; however, if their initial contact was by enrolment through their school they are more likely to become involved. Some clubs

extended this connection further by opting to set up their MILO Cricket Centres in their local primary schools. For example, the Waitakere Cricket Club in Auckland had in 2002/03 six MILO Have-A-Go Cricket Centres, one in each primary school in its catchment, that catered for 150 boys and girls (Astle, 2002g).

Image X

Ricky Bartlett, CCC, Horowhenua-Kapiti, presenting cricket in-service training to primary school teachers in Levin



Source: Nigel Brooke, CDM, Central Districts

Teachers were required to be present at the lessons to understand their purpose, assist with delivery and observe the fundamental cricket skills being taught. To reinforce the latter, teachers were supplied with complimentary MILO Have-A-Go or Kiwi Cricket Coaching Manuals so they could continue using the

cricket skills drills and small games in their Physical Education programmes. In subsequent years, they were also offered copies of the educational CD-Roms 'Cricket in the Classroom' or

'More Cricket in the Classroom' (Astle, 2000a, 2000b, 2000k, 2002a; Sullivan and Lane, 2002, 2003). These provided a series of ready to use lessons based on the theme of 'cricket' covering all strands of the curriculum. In some associations, CCCs ran in-service courses for teachers to train as coaches and/or to effectively use the CD-Roms to link the MILO Initiatives to their in-class lessons, (see Image X).

MILO Have-A-Go Cricket was the first step on the player pathway. It was an introductory programme for 5-8 year old boys and girls entering the game for the first time. It comprised a sequence of carefully planned sessions and was designed for beginner cricketers to learn the rudiments of batting, bowling and fielding, with the emphasis on skill development, fun and participation (see Image XI). To enhance the experience and profile the game, giveaways were

Image XI

MILO Have-A-Go Cricket Centre in Bay of Plenty



Source: David Johnston, CCC, Bay of Plenty

distributed to players at the end of each session, the first of which was a MILO Have-A-Go Cricket cap (see Image V).

MILO Have-A-Go Cricket led into MILO Kiwi Cricket which was step two of the player pathway and was played by 7-10 year olds. It was both a modified game and a skill development programme. It incorporated high participation with a first experience of competition, which provided the opportunity to have fun,

learn the essential skills of the game and use them each week in a real game situation. Giveaways were also available for players, including MILO Kiwi Cricket cap.

In 2000, the MILO Primary School National Cricket Competitions, known as the MILO Cup and Shield were introduced by NZC to promote cricket in primary and intermediate schools (<http://www.blackcaps.co.nz/content/grassroots/tournaments/milo-cup-and-milo-sh/default.aspx>). These tournaments were aimed at Years 7 and 8 students in their school first elevens. Schools entered the competitions, and through the calendar year played knockout matches against local, regional and national opposition depending on how far they progressed through

their preliminary association matches. Initially the final two teams, then from 2003, four teams in each competition, contested the national finals annually in December (see Image XII).

The early success of the MILO Initiatives could be gauged through their impact on such measures as the growth of player and coach numbers, number and spread of MILO Cricket Centres, and entries in the MILO competitions (see Chapter 8 for details of this impact). One of the foundations for this success was the initial trials of many

Image XII
MILO Shield finals tournament in Palmerston North



Source: Alec Astle

of these initiatives. These trials were undertaken to assess the ease of use, accuracy of content and effectiveness of the initiatives. Feedback was sought and considered, and where necessary, amendments made to the initiatives so they could be implemented with confidence to a wider audience. This process also revealed how best to market and implement the initiatives. This was incorporated into the MSS handbook so they could maximise their efforts in enthusing and registering youngsters, establishing and running the MILO Cricket Centres, and enrolling the support of parents and teachers as coaches (Astle, 2000c).

For example, MILO Have-A-Go Cricket was piloted in 2000 in eight centres – six in junior clubs and primary schools in the Bay of Plenty, and one each at the Grafton United Cricket Club in Auckland and East Christchurch Shirley Cricket Club in Christchurch. The success of these trials in terms of the ability of this initiative to interest and attract new recruits to cricket, the quality of the experience, involvement of parents as coaches, and their participation in the upskilling of their youngsters, highlighted the potential of the initiative. The pilot in Auckland also attracted the attention of Sky Television, who profiled Grafton's MILO Cricket Centre and showed it nationwide in a short 'Cricket Company' documentary in March, 2000. This was an added bonus in promoting the value and benefits of MILO Have-A-Go Cricket and NZC's fledgling ND Programme.

Subsequently, I piloted the MILO Have-A-Go Cricket coach education course at the East Christchurch Shirley Cricket Club (see Image XIII). This demonstrated that even pitching the course at an introductory level to parents was still a challenging experience for many. While some had 'coached' or 'managed' teams previously, many had essentially been

Image XIII
Selection of players and coaches at the East Christchurch Shirley Cricket Club MILO Cricket Centre pilot in 2000



Source: Alec Astle

'minders', rather than coaches required to give specific cricket instruction. For the first time the course provided them with the basic guidelines and rudimentary cricket skills needed to run the MILO Have-A-Go Cricket programme and assist coach their children.

Along with the trials, I also ran pre-season (August-September) in 1999/00 and 2000/01 training sessions in each MA for its CDMs and prospective MSS, to explain the objectives and strategies of the ND Plan, in particular the key features of the MILO Initiatives and how to most effectively market and deliver these. The training also included visits to primary schools where

I demonstrated a structured MILO Cricket Skills Awareness Lesson with a class to the MSS, then required them to conduct and evaluate the same lesson with a different class or classes (see Image XIV).

Image XIV
Training session for the Northern Districts' MILO Summer Squad with a class at the Tamahere Model Country School near Hamilton



Source: Alec Astle

There was an insistence on high levels of professionalism by the MSS in their appearance, preparation and programme delivery as they were the 'window' on the game, being both

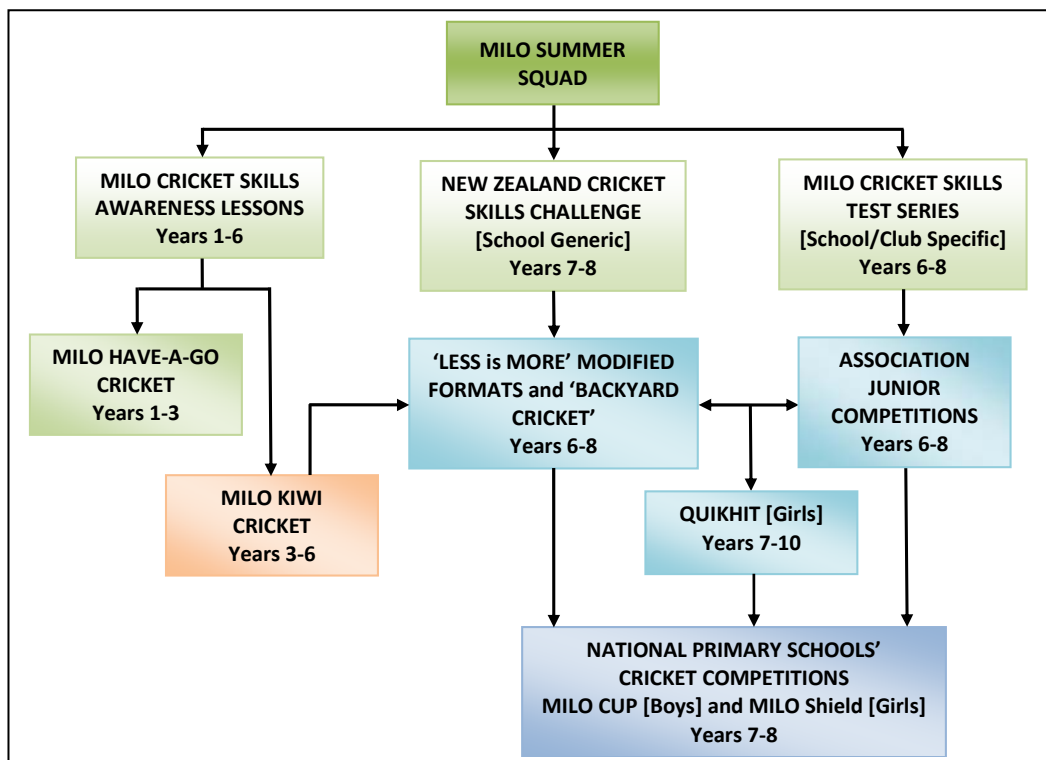
salesmen and ambassadors for cricket, their association, NZC and the sponsor. In the following seasons, the CDMs and the DA CCCs took responsibility for training their MSS personnel, the former receiving regular educative updates at the NZC annual ND Conference.

Piloting the initiatives and then training the MSS ensured they were well informed, understood the benefits of what they were delivering, and how and why they were most effectively organised and run. As such their confidence and enthusiasm in delivering the programme became infectious for players, parents and teachers alike.

The success of the original five MILO Initiatives saw them expanded post-2006 through the inclusion of other programmes (see Figure XX), namely:

6. 'The New Zealand Cricket Skills Challenge' which was delivered in intermediate schools.
7. 'Less is More' modified formats and 'Backyard Cricket Fun' which emphasised reduced team number games and informal play.
8. 'Quikhit' modified game for girls.
9. 'MILO Cricket Skills Test Series' coaching and practice programme.

Figure XX
MILO Initiatives (2008)



Source: Modified Astle (2008e, p.5)

These were designed to create a greater appreciation of the game and attract more Years 7 and 8 children to play cricket and capture the interest of their teachers and coaches. 'The New Zealand Cricket Skills Challenge' (see Image XV) was a resource for the MSS to use in intermediate schools to assist teachers teach generic fundamental cricket skills in their Physical Education classes (Astle, 2006f). Children were taught catching, throwing, striking and

Image XV

Jamie Watkins, CCC, Taranaki, running the New Zealand Cricket Skills Challenge: Throwing skill



Source: Nigel Brooke, CDM, Central Districts

bowling skills before each skill was tested against a set of easily measurable standards. The results of the challenge could also be aggregated and used as an interclass or interschool contest. To harness the enthusiasm and skill acquisition fostered by the 'Challenge', schools were encouraged by the MSS to set up boys' and girls' cricket teams and enter them in local midweek tournaments and/or the MILO National Primary Schools' Competitions. Teachers were provided with free copies of this resource and students each received a bronze, silver or gold certificate from NZC in recognition of their level of performance (Astle, 2006f).

A compilation of backyard cricket ideas and games was also available for teachers and coaches of junior conventional cricket teams. Titled 'Backyard Cricket Fun', this resource was to encourage children to get outside in the playground or backyard, and have fun practising their cricket skills in their own time, using either the recommended informal play activities, or their imaginations to create their own variants (Astle, 2006a; Hanlon, 2006).

NZC found primary and intermediate school teachers, the majority of whom were female, often with little experience of cricket, keen to be involved in the school visits and teacher training opportunities, if what was conducted or produced by way of initiatives and resources, was relevant, of high quality, and allowed their children to achieve appropriate educational outcomes. This led to many teachers becoming advocates for cricket in their schools. Too often sport expects something for nothing from schools and their teachers. It is a two way process and to that end, a partnership document was developed by NZC to establish a contract of obligation between the MSS and their schools (Astle, 2004d). This document highlighted the

cricket initiatives, resources and services that the MSS could offer schools, and the expectations for schools in return to run MILO Initiatives in their schools, allow teacher training and enter teams into competitions.

Image XVI

Quikhit modified game resource

The concept of 'less is more', described earlier in this chapter (Johnswood, 2006), was also strongly promoted by NZC in schools and junior clubs. This concept urged the establishment of junior modified competitions comprising teams with less players (e.g. 6 a-side, 8 a-side) which maximised participation and equality of opportunity, making it easier, especially for small schools and clubs, to form teams, and provided greater flexibility in scheduling matches because of their shorter duration. To achieve these aims, 'Quikhit' an 8 a-side, modified game for Years 7-10 girls, that can be played in 90 minutes, was set up (Astle, 2006e) (see Image XVI). It was devised for girls to have fun,



Source: NZC/Astle (2006e)

learn the rudimentary skills and tactics of the game, and ease their transition from MILO Kiwi Cricket into more conventional hardball cricket options.

Image XVII

MILO Cricket Skills Test Series: Wicketkeeping skill test at Francis Douglas Memorial College, New Plymouth

The most recent addition to the stream of junior resources was the 'MILO Cricket Skills Test Series' (see Image XVII). This cricket specific resource was to aid coaches of Years 6-8 school or junior club teams improve the fundamental cricket skills of their players by integrating them into their coaching programmes so they spend more time on skill development



Source: Alec Astle

in their practice sessions (Astle, 2009c). Although it remains unpublished by NZC, a draft copy has been used in some associations. It was devised not only for players to learn, practise and perform the cricket skills appropriate to their level of performance, but also to influence coach

behaviour so these skills are taught and not left to chance as happens in the practice regime of many junior teams, where less structured, open wicket or net sessions dominate.

The MILO Initiatives: An Integrated Approach

After the MSS school visits, children excited by the fun of cricket and keen to participate in the game had the opportunity, depending on their age and/or ability, to register in a MILO Have-A-Go or Kiwi Cricket programme. Both these programmes were set up as MILO Cricket Centres mainly in primary schools or junior clubs. As part of registering boys and girls into the programmes; parents and teachers were encouraged to become involved, not just as passive spectators, but actively as 'coaches' of their children. Indeed, 'the key to increasing sport participation is having a strong foundation which school and home support and consistently reinforce' (TNS, 2005, p.7).

It was crucial, if NZC intended to widen and deepen its participatory base, to not only grow player numbers, but also enhance their skills so they could compete and enjoy the game, thereby increasing the likelihood of their ongoing involvement (Toms and Fleming, 2003). This necessitated active player recruitment measures and strategies to increase the number of coaches to develop and retain players. Historically community cricket did not have a 'culture of trained coaches'. Like many sports there were some parents and teachers with a background in the sport who were 'coaches', some of whom were trained, the rest were enthusiastic 'minders'. This meant many primary/junior cricketers did not have qualified coaches so received few skill development opportunities. Players tended to learn by trial and error and/or copying role models, such as older siblings, peers or players seen on television (Toms and Fleming, 2003). Although several coaching manuals had been produced for junior and youth cricket coaches by the Department of Education (1975), Tyson and Harris (1983), NZCC (1986), Roberts and Ross (1987) and Reid and Bracewell (1988, 1993), most were dated, and many cluttered with technical detail. Even the 'Kiwi Cricket: Teachers' Handbook' published by NZCC, which contained many excellent activities, while ideal for experienced coaches, was difficult for beginner coaches to decipher (NZCC, 1986).

To overcome this constraint of insufficient coaches and coaching, NZC needed to:

1. Encourage more parents and teachers to become involved, especially those with little or no cricket experience, and train them as beginner coaches so they could assist with coaching at the level of their children. This required the removal of barriers to their

involvement, such as the cost, time and assessment associated with undertaking a coaching course.

2. Simplify the coaching of the game by reducing the technical aspects to a minimum, so only the skills fundamental to the level at which they were going to coach, were included.
3. Adopt 'group coaching' in which a number of coaches are involved with a group of children, rather than as in the past, one 'coach' with each team.

These became key objectives of the MILO Have-A-Go and Kiwi Cricket coaching courses, the first two steps on the Coach Development Pathway. Parents and teachers were trained as MILO cricket coaches, so they have the requisite knowledge and resources to not only organise and run their children's MILO programmes, but also the confidence to enjoy being involved with their own children's informal cricket play in the backyard or local park. The collective quality of their first experiences as coaches, and that of their children as participants in these programmes, is crucial to the long-term involvement of both in the game (Hopkinson, 2014). The two hour courses, which were free and non-examinable, were conducted by the MA CDM or their CCCs. These courses provide parents and teachers with instruction on the fundamental cricket skills required to teach

their children in each programme and the necessary resources on how to organise and run the programme. Each 'trained' coach received a MILO Have-A-Go or Kiwi Cricket Coaching Manual, cap and accreditation certificate (see Image XVIII). Their school or club centre was provided with copies of the MILO Have-A-Go or Kiwi Cricket video (now DVD) which illustrated the skills to be

developed and how the programme operated, an 'Administration Manual' (Astle, 2000h, 2000j) and a starter kit of MILO Kiwi Cricket equipment. Subsequently, thousands of parents

Image XVIII

MILO Have-A-Go Cricket coach's kit



Source: Alec Astle

and teachers have registered and trained as elementary coaches and become involved in coaching at the primary/junior level of the game (see Chapter 8).

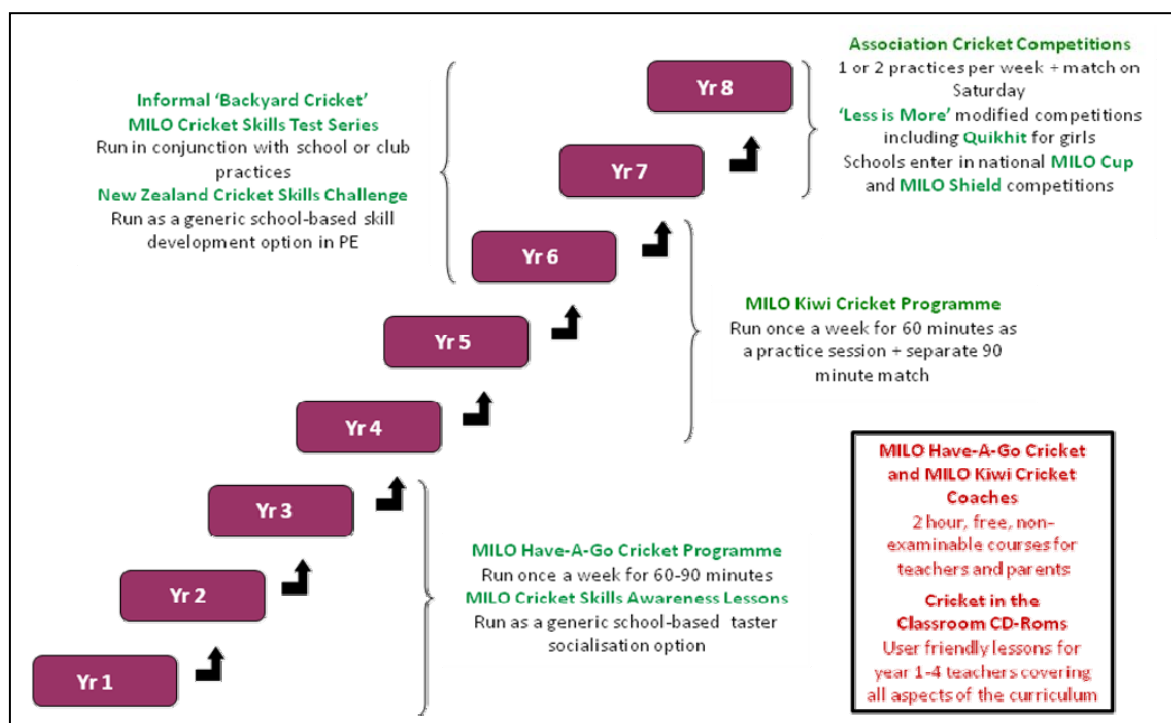
To increase parent and teacher involvement as coaches I also introduced 'group coaching'. This is where a group of 3-4 trained coaches work collaboratively as a unit with 15-20 children, which makes for a more effectively organised and better run session, than one conducted by an inexperienced coach on their own. It ensured there was a ratio of one coach to every 5-6 children to provide simple instructions, demonstrations and guidance, and maximise the opportunities for children to have fun, make friends and learn the fundamental cricket skills in small groups. Small groups mean children have more involvement, action, opportunities and a greater chance to make decisions. These are all integral to skill acquisition and sport enjoyment. At this level, children are not selected into 'teams' to play in regular competitions, but divided in to small groups within a MILO Cricket Centre, where the emphasis is on children having a great first experience of cricket as they learn, practise and perform its skills so that they can take part in the game with competence and confidence. As Toms and Fleming (2003, p.9) suggest 'the opportunity to demonstrate the skills of a game is an important feature of a positive experience of that game'. In other words, if they can play and compete, then there is a greater likelihood they will enjoy their involvement and be more inclined to stay in the game (Hopkinson, 2014). Group coaching is now favoured by all elite, professional teams, and embraced, again usually in a HP context, within coach mentoring and/or apprenticeship programmes (Mercier, 2011; SPARC, 2010c). The concept, however, is not common in many sports at a junior level, although increasingly in the winter team sports (e.g. rugby, hockey, netball and football), many teams now have a coach (not always trained) and a manager, to assist with supervision, but not always with coaching.

Once youngsters have progressed through MILO Have-A-Go and Kiwi Cricket they then graduate into conventional cricket in primary/intermediate school or junior club cricket teams where the options include a mix of social and competitive competitions played with standard cricket equipment and either a semi-soft, ball or a proper hard, cricket ball. Opportunities also exist for school teams to play in local midweek competitions and MILO national tournaments. The ND Programme also strongly advocated that team numbers at this level were restricted to a maximum of eight, so all players have a greater share of the involvement and action. The concept of 'less is more' in relation to a reduced number of players in a team is one that has had significant development outcomes for individuals, especially younger players. These are mentioned earlier in this chapter.

By 2006 the expanded MILO Initiatives consisted of a delivery structure, plus an integrated series of initiatives, that covered the full spectrum of junior/primary level of cricket spanning Years 1-8 (see Figure XXI). This prompted the CCCs and MSS personnel in some DAs to encourage primary schools to implement across all students in their schools either MILO Have-A-Go Cricket (e.g. North Otago) or MILO Kiwi Cricket (e.g. Wairarapa) or the full range of initiatives as part of their Physical Education programmes during summer (e.g. Canterbury Country). The result has been a comprehensive school cricket programme, which in the case of the latter is both generic in its skill development opportunities, but specific in its cricket experience.

Figure XXI

Integrated primary school cricket player pathway



Source: Astle (2011c, p.20)

The increasingly popularity and profile of the MILO Initiatives were also recognised as a valuable promotional product by the NZC Commercial Department to showcase the game. In the 2007/08 season, each MA was offered the opportunity to invite MILO Kiwi Cricket players and coaches from their junior clubs and/or primary schools to attend a Black Caps' international cricket match scheduled in its region, and during the lunch break to go on the ground and play a modified game (Astle, 2007j). This MILO Kiwi Cricket Kids' promotion saw hundreds of boys and girls and their coaches witness an international match, and have fun

demonstrating their cricket skills to an appreciative audience (see Images VIII and XIX). This initiative has continued in ensuing seasons.

The Community Cricket Initiatives

The first phase of the ND Programme aimed at the primary level began to rekindle interest in the game and increase player and coach numbers. This provided a solid base for the second phase during which the Community Cricket Initiatives were introduced to revitalise and integrate the game at secondary school and club level.

The Community Cricket Initiatives emerged from the reviews into the state of the game in secondary school, club and district cricket in 2000 (NZC, 2000a, 2000b, 2000c, 2000d) (see Chapter 5). Many of their recommendations were incorporated into the Community Cricket Initiatives to address the secondary and club levels of the game (Astle, 2001j, 2009a). District cricket, however, was not included because it was more concerned

with HP (e.g. age-group and Hawke Cup representative cricket), and the DAs' administrative role was not directly involved in growing and sustaining the grassroots game. Interestingly, in 2009, NZC moved responsibility for the capability of the DAs away from the MAs into the realm of the 'Development Department', overloading its capacity and conflicting its objectives (NZC, 2008, 2009b; Astle 2009a).

While the strategic focus of the MILO Initiatives was primarily on recognition, recruitment and retention, the purpose of the Community Cricket Initiatives was more about restructuring, resourcing and retention (see Figure XXII). Although the end-game for both sets of initiatives was retention, the intent of the latter was the organisational health and well-being of clubs and secondary schools and systematic management of issues that impact their capability, organisation, infrastructure and services, and consequently their ability to nurture and retain players and volunteers.

Image XIX

MILO Kiwi Cricket Kids on Jade Stadium at a Black Caps international match in Christchurch



Source: Alec Astle

Figure XXII

Prime focus of development strategies, levels and initiatives

STRATEGIES →	RECOGNITION	RECRUITMENT	RETENTION	RESTRUCTURING	RESOURCING	← STRATEGIES
LEVELS ↓						INITIATIVES ↓
PRIMARY/ JUNIOR	✓	✓	✓			MILO INITIATIVES
SECONDARY/ YOUTH			✓	✓	✓	SCHOOL SUPPORT
CLUB/ ADULT			✓	✓	✓	CLUB ASSIST

Source: Astle (2009a, p.19)

The objective of the Community Cricket Initiatives was more about supporting and enhancing existing structures than setting up new playing and coaching schemes to attract and recruit players, such as those introduced at the primary level. Since 2001 a network of full-time, professional CCCs was created to implement the Community Cricket Initiatives. Funding was allocated by NZC to each of the six MAs to employ CCCs to work directly in either a DA, a metropolitan area with a cluster of clubs and/or schools or a Principal Club in Auckland (see Figure XXXII in Chapter 7). They were equipped with 'School Support' and 'Club Assist' packages of resources, which are described later in this chapter, to help them identify areas requiring improvement in their secondary schools and clubs and then be able to offer

expert advice, guidance, information, assistance, and where appropriate, funding to aid them establish action plans to revitalise their organisation and delivery of the game. Although primarily funded by NZC, from 2003 sponsorship from NZCT provided \$250,000 per annum towards the operating cost of the CCCs (and two national secondary schools' competitions mentioned later in this chapter). The NZCT partnership was acknowledged through the placement of their logo on the CCCs' clothing (see Image XX) and Community Cricket

Image XX

Nigel Marsh, Community Cricket Coordinator, Christchurch



Source: Mike Harvey, CDM, Canterbury

Initiatives' resources (see Images XLV and LI). The CCCs received ongoing training from their MA CDMs and updating, networking and best practice sharing opportunities through their regular attendance at the annual, three day NZC ND Conference (see Chapter 7). They also received an instructional manual outlining the Community Cricket Initiatives; their role and responsibilities, reporting requirements and expected outcomes; and guidelines on planning and partnership building within, and between, clubs and schools to improve the effectiveness of their operations and delivery of the game (Astle, 2001j).

Increasingly the CCCs and club and school volunteers had access to development information and resources on the NZC website (www.nzcricket.co.nz, now www.blackcaps.co.nz). Brigham (2005), writing on the CricInfo website, suggested that:

with national sporting bodies desperate to eke out as much publicity as possible to compete in an overcrowded market, their websites should play a crucial role. It allows them to sell themselves and their sport to the public; seduce newcomers and get them playing; be up-to-date with the latest news; provide a forum for debate; be easy to access and look good. (p.1)

The 'Development' section of the NZC website provided an overview of the various initiatives that comprised the ND Programme together with details of the MILO and Community Cricket Initiative resources, many of which were available online and printable. It also incorporated a 'Kidz Zone' and a 'Tournaments' module which outlined the national school development competitions. On CricInfo (NZC's website provider's competitor), Brigham rated the 'Development' section of the NZC website as the equal best, with England, of the official websites of the main cricketing countries.

Letting people know where to go to get involved should be the primary concern for the boards - it's the best way to promote themselves. The success rate differs wildly.... Best are the New Zealand and England websites, plenty of information, easy to find. (Brigham (2005, p.1)

Prior to the introduction of the ND Programme, the interest generated in cricket at the primary/junior level tended to abate once young people progressed to secondary school. This contributed to high attrition rates among the ranks of young cricketers. Reasons for this included: the lack of interest and/or availability of teachers and parents to manage and coach teams, insufficient qualified coaches, a limited menu of cricket playing options, young people acquiring other interests or having other commitments, such as work, and the option of sampling a wide range of other sport and recreation activities at secondary school (d'Auvergne, 1996; Gaskin, 2000; Holt, 2001; NZC, 2000a; Astle, 1998c, 2009a, 2009b; Grant

and Pope 2007; <http://www.nzsssc.org.nz/>). Other research on youth sport highlighted additional factors, such as one's lack of ability, friends discontinuing and sport being too competitive and time consuming as barriers to young people's ongoing involvement in sport (18 Ltd - Youth Research, 2006).

At the time that the Community Cricket Initiatives were introduced in 2001, the only measures that NZC had in place to counter any decline in participation in secondary schools were two successful National Secondary Schools' Cricket Competitions and the provision of grants for facilities. The first competition commenced in 1990, after a group of secondary school teachers (the author being one), set up and ran the Gillette Cup for secondary school boys' first elevens (see Image XXI). The success of this contest, subsequently spawned in 1994, the Yoplait Cup, a similar national tournament for secondary school girls' first elevens. A change in sponsorship in 2003, subsequently saw NZCT sponsor this tournament, which was renamed the NZCT Girls' Cup (see Image XXII), and in 2004, another national contest for Years 9 and 10 boys known as the NZCT Junior Boys' Cup. The administration of the Gillette Cup was assumed by NZC in 1992, while for the other two competitions, this was the case from their inception. Once the ND Programme got underway, all three contests were organised in conjunction with the MA CDMs and their CCCs. All three competitions continue today, having become integral to secondary school cricket (<http://www.blackcaps.co.nz/content/grassroots/tournaments>).

Image XXI

Gillette Cup finals tournament in Palmerston North



Source: Alec Astle

Image XXII

NZCT Girls' Cup finals tournament in Christchurch



Source: Alec Astle

In addition to these playing opportunities, the New Zealand Cricket Foundation (NZCF), which was formed in 1972, provided grants to support projects that benefited the development of the grassroots game. In particular, it invested interest from capital it raised, to assist schools and clubs upgrade or construct facilities, especially artificial playing and practice pitches. Since

its establishment, the NZCF had, up to 2012, contributed \$5.4m to such projects (<http://www.blackcaps.co.nz/content/nzc/cricketfoundation/default.aspx>).

To expand its involvement in secondary school cricket and address its participatory issues, NZC adopted the following objectives and incorporated them into the School Support package (which is discussed below with the Club Assist measures) of its Community Cricket Initiatives. The intention of these objectives was:

1. To maintain a broad base of participation by retaining the enthusiasm and involvement of young people in the game.
2. To offer a number of versions of the game to meet the interests and abilities of young people in order to cater for those who want to specialise in the game and require competitive opportunities as well as those looking for more social experiences.
3. To provide greater opportunities for skill development, leadership roles, and for talented players to be recognised and realise their potential.
4. To provide sufficient conditions to assist young cricketers make the transition to adult cricket by improving the game's infrastructure and services within schools (e.g. flexible competitions, more qualified coaches, improved coaching, higher quality pitches and practice facilities).
5. To encourage parents and teachers to become and/or continue to be actively involved in the game as supporters, administrators, umpires, scorers, and especially coaches (Astle, 2009a).

It was noted in the club review (NZC, 2000b) that the attrition rate identified at the secondary school level was compounded by the changing demography of club memberships where the average age of players and volunteers was becoming younger. This was attributed to a lack of qualified coaches (d'Auvergne, 1996; Astle, 1998c; Gaskin, 2000; Holt, 2001; North, 2007), limited cricket playing options, and inability of clubs to liaise with contributing schools to ensure a seamless transition from school to club of young players. The subsistence level of administration, management and funding of many clubs together with a limited volunteer base was failing to provide the basic structures, organisation, facilities and support necessary to attract and retain players and volunteers also contributed, as did societal changes, particularly work and family commitments, and the attraction of 'pay to play' social sporting options (Hood, 2008).

At the club level, there were few universal measures to improve the capability of clubs or their delivery of the game. Any improvement was sporadic and dependent upon a proactive regional administrator or dedicated club volunteer. Clubs could access grants from the NZCF to upgrade or construct facilities, and since 1995, the one day club competition winners from each MA were eligible to play in the National Club Cricket Championships organised by Auckland's Cornwall Cricket Club (see Image XXIII). To support this successful club venture, NZC has since 2008, allocated \$15,000 each year to help cover the championship costs.

To meaningfully intervene in club cricket, NZC adopted the following development objectives. These underpin the Club Assist component of the Community Cricket Initiatives. They aimed:



Source: Alec Astle

1. To maintain a broad base of participation by retaining the enthusiasm and involvement of young people and adults in the game.
2. To provide a number of versions of the game to the interests and abilities of young people and adults in order to cater for those who want to specialise in the game and require competitive opportunities as well as those looking for more social experiences.
3. To provide greater opportunities for skill development, leadership and responsibility roles, and for talented players, administrators, umpires, scorers and coaches to be recognised and realise their potential.
4. To improve club capability by enhancing the organisation, infrastructure and provision of services to support player and the game (e.g. improved grounds, better quality pitches and practice facilities, tidy and family friendly clubrooms).
5. To encourage and support volunteers to be actively involved in the game as administrators, umpires, scorers and coaches, and value and acknowledge their contribution.

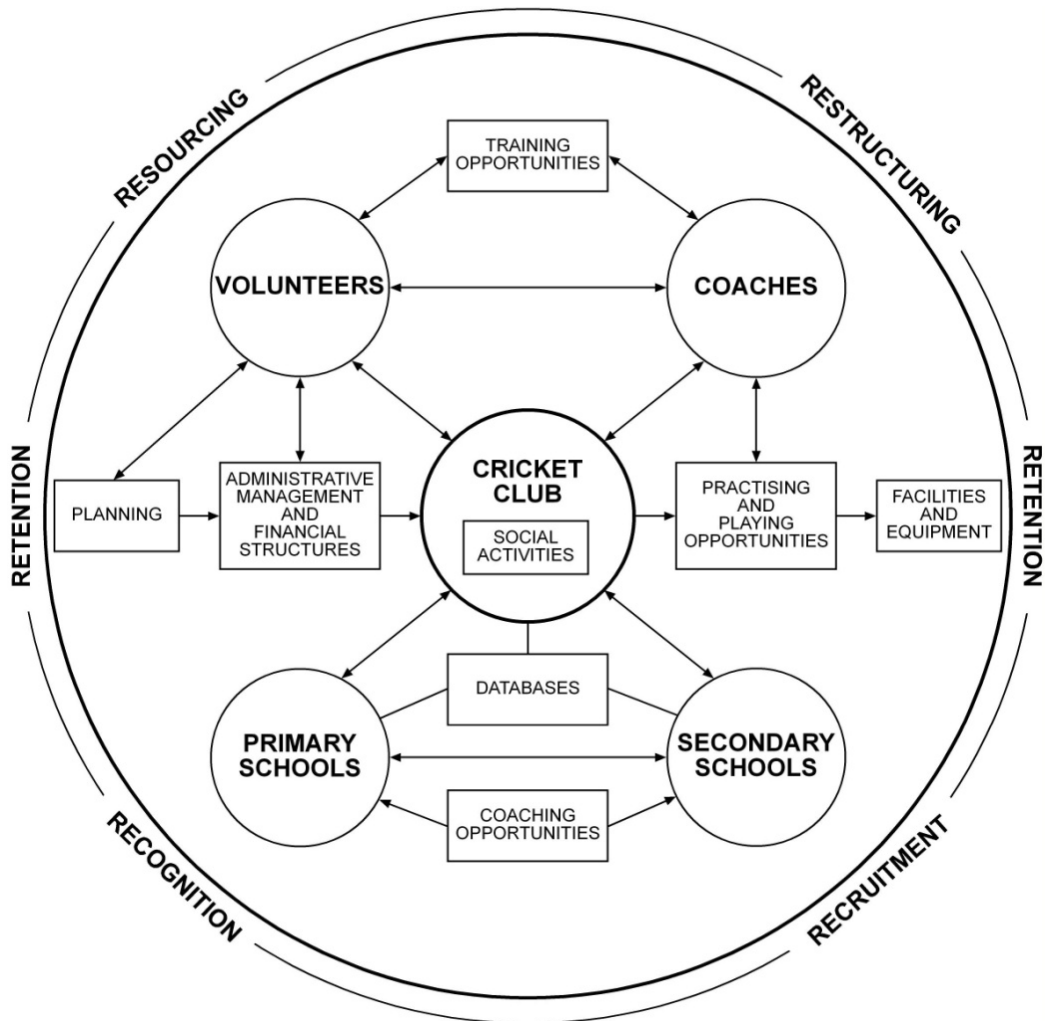
6. To develop lines and support links with contributing schools in order to integrate the cricket community and provide a seamless transition for players from junior, through youth, to adult cricket (Astle, 2009a).

Both the identified issues that confront the sustainability of many secondary schools and clubs, and the objectives highlighted in the Community Cricket Initiatives to counter these, point to the need for community cricket providers to improve their fundamental structures, organisation, facilities and support if they hope to attract and retain players and volunteers. To assist them systematically examine their structures and organisation, identify their needs, and implement and manage corrective action plans, the interconnected 'School Support' and 'Club Assist' packages, which constitute the Community Cricket Initiatives, were devised. Each comprised two key components:

1. A 'health check', which is a cricket-specific checklist of best practice related to the key areas of a cricket provider's operation (see Figure XXIII). These were compiled for the CCCs to use with secondary schools and clubs to help them assess their progress and make continuous improvements (Astle, 2001b, 2001c). There is a separate health check for both secondary schools and clubs which reflects the differences in their operation and provision of the game. Each comprises a series of questions related to their organisation and management, the type and availability of playing opportunities, and the infrastructure and services to support these. Their purpose was to assist secondary schools and clubs assess their policies, procedures and performance in terms of how they manage, organise and service the game on and off the field, and from that identify and prioritise areas needing improvement in their operations and services as a basis for forward planning, capability development and sustainability. The health checks were adapted from the Hillary Commission's 'SportsMark' assessment, which was devised to enable 'sports organisations to develop themselves and improve their operations and the services they offer' (Hillary Commission, 2000, p.1). In 2007, the health checks for both secondary schools and clubs were modified to include standard and abridged versions that would better cater to variations in the size and complexity of different cricket providers (Astle, 2007c, 2007d, 2007e, 2007f). For example, the abridged versions were better suited to small clubs or schools, they included only the essential questions and take one hour to administer; the standard version requires a more in-depth three hour analysis. Both versions of the health checks are online at <http://www.blackcaps.co.nz/content/grassroots/resources/resources-cricket-re/default.aspx>.

Figure XXIII

The community cricket club: Health Check elements, linkages and objectives



Source: Astle (2009a, p.32)

Subsequently, other sports organisations have created club audits, such as Sport Canterbury and Sport NZ. None have devised appraisals of secondary school sport provision. Sport Canterbury adapted from Sport England their 'ClubMark' programme, a three tiered accreditation scheme (bronze, silver, gold) for community clubs, which acknowledged evidence of their level of capability based on the scheme's criteria (<http://www.sportcanterbury.org.nz/new-zealand/club-development/>). A number of cricket clubs, especially in Christchurch, have received ClubMark accreditations in conjunction with their NZC health checks. More recently, SPARC devised an Organisational Development Tool (ODT) for NSOs and RSOs, which NZC commissioned Neil Hood to use in a comprehensive audit of their DAs in 2009 (Hood, 2009). Subsequently, SPARC simplified the ODT into an online Club Warrant of Fitness (Club WoF) procedure that allows clubs to

self-assess their capability (<http://www qlbs.com/webq/SNZIndex.aspx?system=sportnz>). To assist clubs, where necessary, to improve their operations, Sport NZ created on its website, links to best practices and resources (<http://www.sportnz.org.nz/en-nz/our-partners/Developing-Capabilities/Development-and-support/SportNZ-Repository/ODT-Resource-Links/>). This is an online equivalent of the NZC 'manual' outlined below.

2. A 'manual', which comprises a series of informative resource booklets written specifically for the CCCs to use with secondary schools and clubs to assist them improve their capability and capacity to deliver the game (see Images XLV and LI in Chapter 8). Once a secondary school or club has completed a health check, instead of the CCCs giving them a substantial operational manual, they provide them only with those booklets pertinent to the areas they prioritised for improvement, and for which they need to formulate action plans. The booklets cover most of the organisational and operational elements assessed by the health checks. They provide advice, guidance and information on how to make improvements in cricket structures, organisation, services and facilities, present templates and exemplars of possible best practice which can be easily adopt and adapt, and where appropriate, identify potential sources of funding (see Table XIII). Many of these resource booklets are online <http://www.blackcaps.co.nz/content/grassroots/resources/resources-cricket-re/default.aspx>.

Although most secondary schools and clubs are aware they have some problems, they do not always have the resources or personnel to address them, which is why the CCCs were appointed to provide the operational personnel to assist them identify such issues and implement solutions.

The School Support and Club Assist packages were created to support the CCCs tackle these tasks with the intent of improving the development and delivery of cricket at a community level. Because of the magnitude of the role of the CCCs, NZC made available further funding to help them more effectively operate within their associations. This funding was earmarked for the provision of coaches in secondary schools and clubs, and part-time game coordinators in secondary schools. Attached to each CCC position was an extra \$10,000 that was intended to be used as 'Coach Purchase Funding' (Astle, 1999a). This allowed the CDMs and CCCs in each MA to identify secondary schools and clubs where the lack of coaches and coaching was an issue, and help them cover the cost of coaches to facilitate the organisation and running of effective practice and coaching sessions (Astle, 2003g, 2003h).

Table XIII
School Support and Club Assist resource booklets

HEALTH CHECK ELEMENTS	RESOURCE BOOKLETS
THE CLUB: ORGANISATION and MANAGEMENT	
▪ Strategic Planning	▪ <i>Strategic Planning: The Plan and the Process</i>
▪ Leadership and Management	▪ <i>Forming a Cricket Club within your School</i> ▪ <i>Running a Cricket Club</i> ▪ <i>Local Game Coordinators</i>
▪ Financial Management	▪ <i>Funding Information</i> ▪ <i>Club Financial Management: The Treasurer</i>
▪ Employees	
THE GAME: ON THE FIELD	
▪ Players	▪ <i>Player Recruitment and Retention</i> ▪ <i>Effective Club-School and School-Club Links</i> ▪ <i>Modified Action Cricket: Game Options</i> ▪ <i>Twenty20 Cricket</i> ▪ <i>Cricket Leadership Course</i> ▪ <i>Festival Cricket</i>
▪ Women Players	▪ <i>Girls and Women's Cricket: Recruitment and Retention</i>
▪ Junior Players	▪ <i>Player Development Pathway</i> ▪ <i>Teaching Games for Understanding</i> ▪ <i>Game On! NZC Playing Guidelines and Policies*</i>
▪ High Performance Players	▪ <i>Cricket: Game Understanding</i>
THE GAME: OFF THE FIELD	
▪ Coaches and Coaching	▪ <i>Coach Development Pathway</i> ▪ <i>Coaching Information</i> ▪ <i>An Effective Coaching Structure for Secondary Schools</i> ▪ <i>Coaching and Practice Plans: Implementing an Effective Coaching Programme in Secondary Schools and Clubs</i>
▪ Volunteers	▪ <i>Volunteer Strategy</i> ▪ <i>Volunteers – Recruitment, Retention and Recognition</i>
FACILITIES: SUPPORTING THE GAME	
▪ Facilities	▪ <i>Turf Pitch Preparation and Maintenance</i> ▪ <i>Permanent Artificial Cricket Wickets and Practice Nets</i>
▪ Equipment	

NB: * Resource written but not published by NZC

Source: Astle (2000e, 2000f, 2002b, 2002c, 2003b, 2003c, 2003d, 2003e, 2003f, 2003g, 2003h, 2005b, 2006c, 2006d, 2007g, 2007s); Astle and Astle (2004); Astle and Clinton (2008); Astle and Ferguson (2007); Astle, Lane and Fahey (2003); Ferguson and Astle (2008); Ferguson (2008); Ferguson and McMillan (2009); Johnson (2004); Lane (2002), McGlashan (2008). Most of these resource booklets are also online
<http://www.blackcaps.co.nz/content/grassroots/resources/resources-cricket-re/default.aspx>

In select secondary schools of cricketing importance ('importance' being defined in terms of both participation and performance), NZC funded, from 2007, a number of part-time School Cricket Coordinators (SCC) (Astle, 2007i). Their responsibility was to support the Teacher-in-Charge of Cricket to progressively implement a quality assurance system throughout their

school cricket programme. This was intended to enhance the effectiveness of the organisation and delivery of the game and ensure its sustainability by improving player retention, including the transition of school cricket player leavers into cricket clubs. The SCCs utilised the School Support package to complete a sequence of specific tasks over a three year span to achieve a number of agreed development outcomes (e.g. in year 1 administer a health check, write a school development plan, establish from contributing schools a Year 8 database, set up a registration procedure, compile a school cricket information booklet for coaches and teams, and complete an annual report) (Astle, 2008d). A subsequent task was to introduce a midweek social cricket competition, such as 'Slog Sixes', a fast, fun 6 a-side format that could be played in 30-60 minutes (Astle, 2007j) (see Image XL in Chapter 8). The ongoing funding of these positions was dependent upon the SCCs meeting these requirements (Astle, 2007i, 2008d).

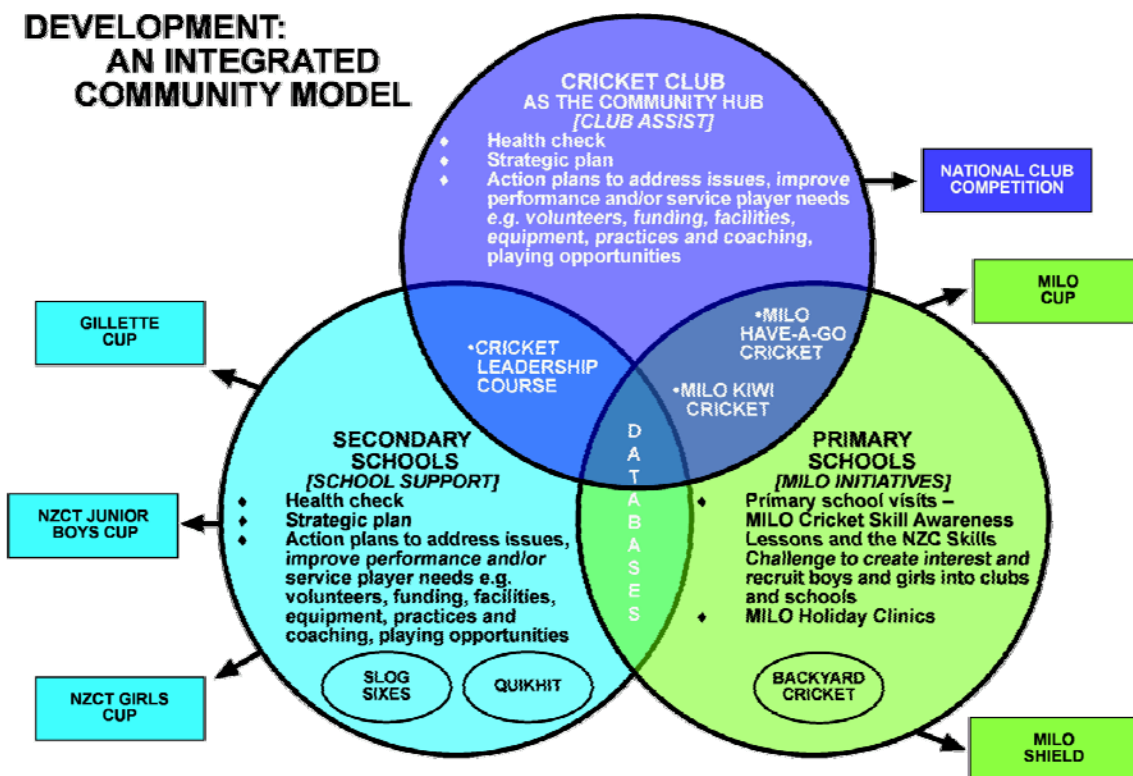
The Integration of the Initiatives

While the MILO and Community Cricket Initiatives had different objectives, strategies, outcomes and targeted audiences, they were designed as integrated components of NZC's ND Programme that spans the entire spectrum of community cricket (see Appendix VII). Although the two sets of initiatives were phased in at different times, which was a consequence of NZC's funding availability, capability and readiness, they overlap each other within the programme linking, supporting and mutually reinforcing the three levels of the community game, namely: primary/junior, secondary/youth and club/adult (see Figure XXIV). Unfortunately, too frequently, these three levels are organised and administered separately which tends to fragment the game, and instead of there being a seamless pathway for players, barriers are created to their transference through the community cricket system (Green, 2005). The integration of the programme's initiatives represented an approach to try and negate this fragmentation, an issue highlighted in the secondary school and club reviews in 2000 (NZC, 2000a, 2000b). For this reason, it was recommended that the modus operandi for the CCCs was to take responsibility for a cluster of primary schools, secondary schools and clubs within a community and build meaningful lines and links between them, if NZC was to create the infrastructure and services necessary to grow and sustain the game in clubs and schools (Astle, 2003d). This approach to implementation is discussed in chapter 7.

During the 2007/08 season, two integrative campaigns were instigated to recognise the importance and contribution of both schools and volunteers to community cricket across NZ. In 2007, a national campaign known as 'Keep Cricket Strong in Schools' was introduced (Astle, 2007l) (see Image XXIV). This involved organising the over 100 professionally contracted,

Figure XXIV

National Development Programme integrated initiatives



Source: Astle (2009a, p.42)

domestic and Black Cap cricketers, and some White Ferns, to visit primary, intermediate and secondary schools in their MAs on a specific day early in the season to undertake promotional activities inside or outside the classroom (see Image XXV). The aim for the players was to act as role models, stimulate cricket interest within schools, repay the support that their schools offered them when they began playing, and provide the opportunity for youngsters to meet with their local cricket 'heroes'. The visits were to reinforce the profile of cricket in schools, acknowledge their contribution and input of many teachers to the development of

Image XXIV

Keep Cricket Strong in Schools' campaign



Source: NZC

Image XXV

Keep Cricket Strong in Schools' visit to St Albans Primary School by Black Cap Chris Martin



Source: Chris Martin

players, and motivate more youngsters to get involved in cricket.

Volunteers are vital to the game in schools and clubs, they are the sport's lifeblood. Each season, I sent letters of appreciation and gifts to those volunteers who took on the responsibility for being the coordinators in each MILO Cricket Centre. By 2007/08, this represented 324 coordinators. Following the publication of a 'Volunteer Strategy' (Ferguson, 2008), NZC

also introduced, in 2008, its ND Awards to recognise and reward volunteers for their contributions to junior, youth, club and women's cricket or which exemplified the Spirit of Cricket. The winners of each category were invited to the annual NZC Awards Dinner to receive their awards.

In summary, the ND Programme was introduced to revitalise the development and delivery of the game at a community level to ensure its growth and sustainability. This chapter has outlined how the programme incorporates two sets of interconnected initiatives (MILO and Community Cricket), each with its own development strategies, that straddle the three levels of the community game. It also considers the aligned pathways which frame and underpin these initiatives. These were implemented by a regional delivery network of CDOs. The process of implementation and structure and characteristics of this delivery network are the subject of Chapter 7.

CHAPTER 7

IMPLEMENTATION : THE TRANSLATION OF THE PROGRAMME INTO PRACTICE

The ND Programme discussed in Chapter 6 was implemented by a comprehensive delivery network. It comprised national development staff at NZC, regional personnel within MAs and DAs, and local game coordinators and volunteers in clubs and schools. The latter volunteers, as indicated in Chapters 2 and 4, have historically been responsible for the 'bottom-up' development of cricket in the community. Since 1999, however, they have been bolstered by the appointment of a professional delivery network of paid, full-time CCCs and seasonal, part-time MSS and SCCs as NZC intervened 'top-down' to revitalise the development and delivery of cricket in clubs and schools. This chapter examines the phases in the implementation of the ND Programme; the structure, role and characteristics of the professional delivery network established to deliver the programme across the country; and the procedures created to ensure implementation.

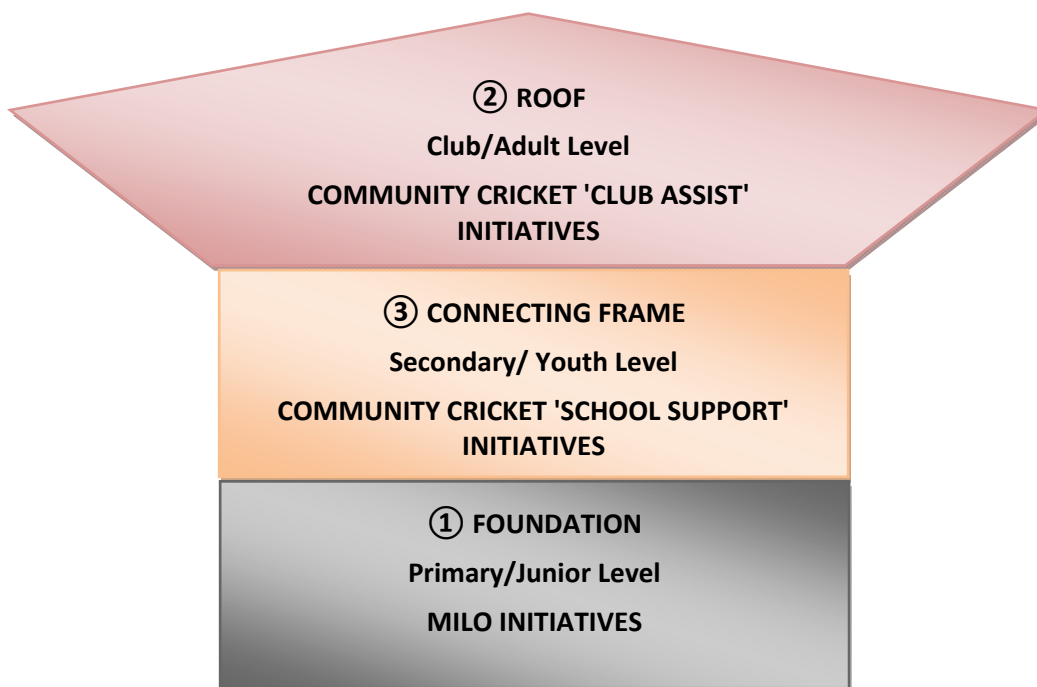
The Programme Phases

The phases in the design and implementation of the ND Programme can be likened to similar stages in the building of a house. In the latter, it is normal practice to lay the foundations, put up the basic framing, then cover this with the roof. This then allows the walls and house interior to be completed. This same sequence of construction was evident in NZC's intervention into community cricket (see Figure XXV). It began with the MILO Initiatives directed at the foundation, the primary/junior level of the game. The focus was to create an interest in the game and convert this into recruits. Once attracted, it was essential to retain these young players through quality, first up experiences that were fun and developed their cricket skills. Parent and teacher involvement in this stage was critical as they determine their children's access to a sport. Training parents and teachers as coaches was vital to the success of these initiatives (TNS, 2005; North 2007).

After the main framing of the house is erected, the roof is put on. Following this analogy, NZC decided to bypass the secondary/youth level of the game and concentrate on expanding the capability and capacity of clubs. It did this because, if the growth witnessed at the foundation phase, was going to extend into, and through, the secondary/youth level, then it was imperative that clubs could effectively support and service this. As McConnell (2003) noted:

the first area of attention was primary schooling and so well has the system worked, that the intended second part of the project, the secondary school area, has had to be leap-frogged in favour of attending to the needs of cricket clubs. If that hadn't been done, the clubs would not have been equipped to handle the expected upsurge of numbers in a few years as the players exposed at primary school come through the system. (p.1)

Figure XXV
Implementation phases of the National Development Programme



Past history suggested clubs had done little to build effective club-school links. Instead they tended to exist on players just 'turning up' to fill their ranks. Most clubs had no recruitment strategy, apart from the pre-season advertising of registration details, and no specific approach to retaining players when they did enrol. Competition for young people from other sports and leisure activities suggested this was unlikely to work in the future. Clubs needed to change dramatically if they were to cope with any potential influx of secondary school players. For NZC this meant implementing the Club Assist measures and resourcing these with a network of CCCs to restructure clubs, not only to improve their organisation and services, but also expand the range and quality of the playing opportunities they offered.

The third and final step was the completion of the internal structure of the house by applying a similar capability process to the secondary/youth level of the game. This involved the CCCs

introducing the School Support measures into secondary schools. This was subsequently further resourced by the appointment of part-time SCCs in select 'cricketing schools' to strengthen their organisation of the game, improve coaching regimes, and diversify playing opportunities, especially modified, midweek, social options, with the expectation of retaining more players both within, and beyond school, as they transition into clubs.

The conversion of the development plan into an operating programme required a significant change management process throughout cricket in NZ (see Chapter 8). Because it represented significant change to the status quo in community cricket, it was met with a mix of responses. These ranged from immediate acceptance by volunteers aware of the urgency to reinvigorate the sport, to guarded conservatism, especially by regional and club administrators, wary of this challenge to the status quo and potential workload if the programme's initiatives realised their projected growth in participation. The programme's introduction therefore was not without its intervening obstacles. Indeed, many CCCs had to first overcome constraints to the development process imposed by conservative gatekeepers by not only effectively 'selling' the benefits of the programme, but also setting up 'model' clubs and schools to demonstrate these benefits.

The Emergence of a Professional Delivery Structure

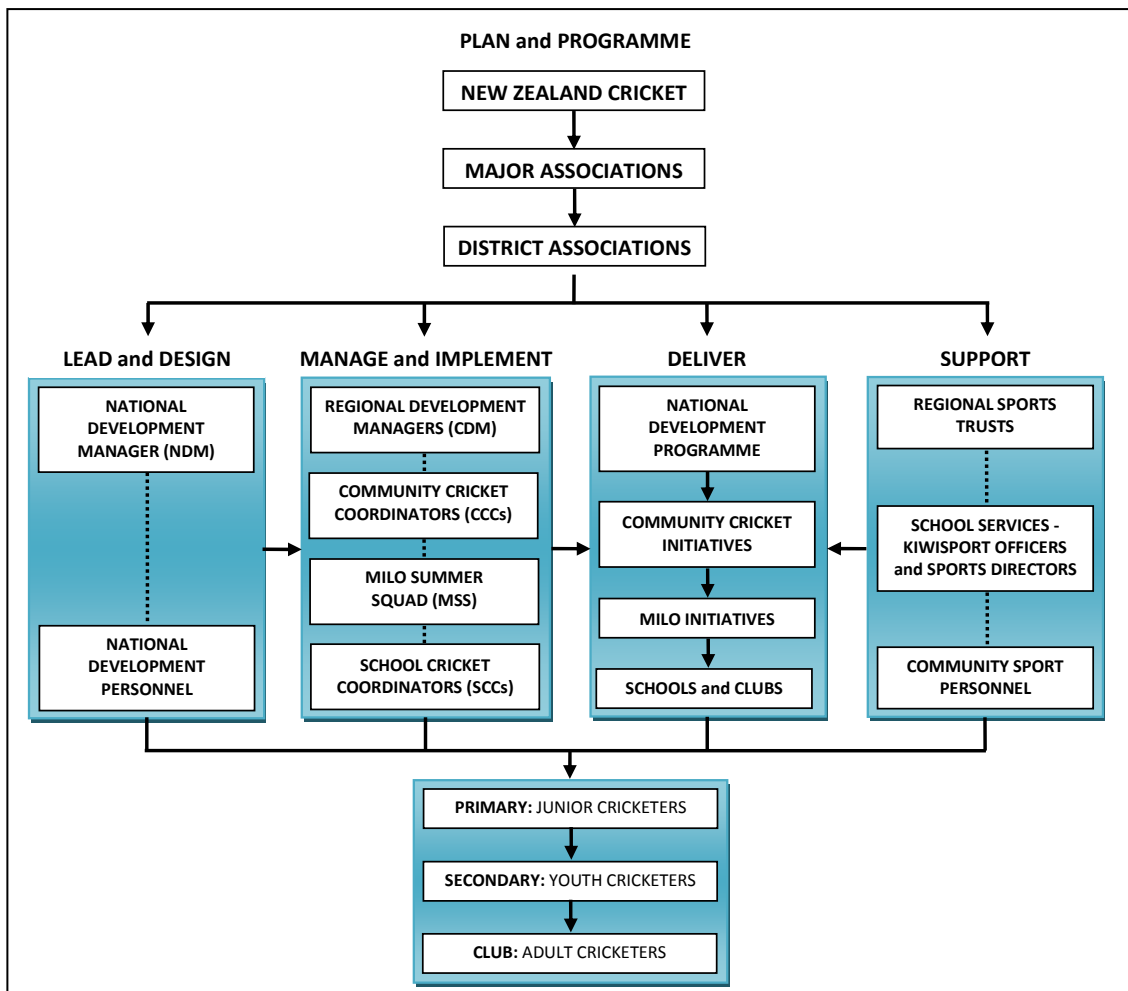
Critical to any SD intervention is the SDO delivery structure and within it the quality of the people. Sport is a people-related activity, which means that to affect change in sporting opportunities requires personnel who have the right attributes to not just enthuse and positively sell the values and benefits of participation to volunteers in clubs and schools, but also have the proactive leadership, organisational skills and credibility to ensure implementation and maintenance. The delivery network is responsible for translating the plan, through the effective implementation of the programme strategies and initiatives, into practice. The staff inspire new recruits, motivate volunteers, train coaches, and service the needs of schools and clubs that provide the game. They are the glue who bind the plan, programme, people and providers together.

The ND Programme and its associated delivery structure are now integral features of the organisational structure of cricket in NZ. The development programme was nationally designed, lead, managed and enabled by NZC, regionally managed and monitored by the CDMs of the six MAs (Auckland, Northern Districts, Central Districts, Wellington, Canterbury and Otago), implemented by their CDOs (CCCs, MSS and SCCs) through their DAs or metropolitan

clubs, and locally delivered in the community by volunteers within clubs and schools (see Table VI and Figure XI in Chapter 5, and Figures XXVI and XXVII).

Figure XXVI

New Zealand Cricket National Development Programme delivery structure



Source: Astle (1999a, p.11, 2009a, p.27)

The formation of the professional component of this delivery structure began in 1998 when I was appointed by NZC as the NDM. My first tasks were the formulation of a ND Plan (see Chapter 5), design of a ND Programme (see Chapter 6), and establishment of a national and regional delivery network to implement these (see Figure XXVI). From 1999 this network expanded incrementally.

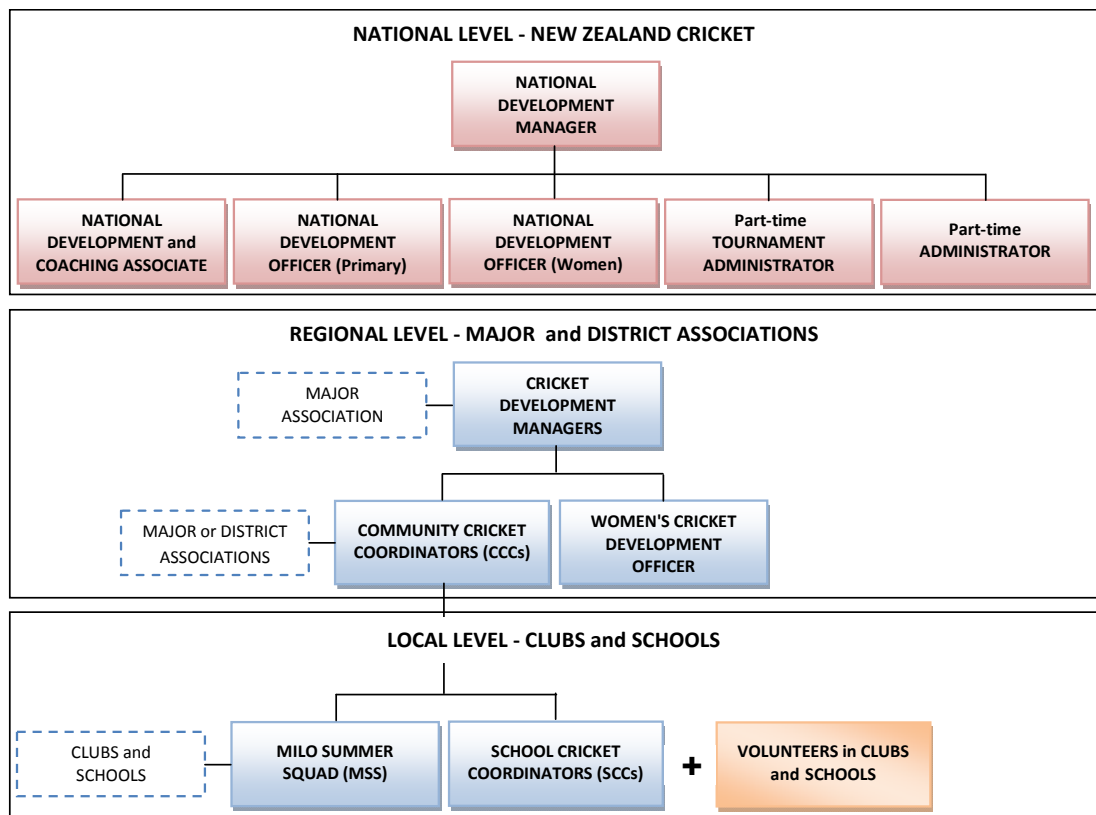
At the national level, there was already a Women's National Development Officer (NDO) (Katrina Withers) in place prior to my appointment. She left NZC in 2001, and instead of replacing her role, a NDO (Mark Lane) was employed to coordinate the new MILO Initiatives, rather than target women's cricket. In 2003, NZC disestablished its Coaching Manager's position and transferred most of the coach development programme into the domain of the

'Development Department'. This necessitated Mark Lane's NDO role in 2004 being redefined as the National Development and Coaching Associate with responsibility for the New Zealand Cricket Coaches' Association and all the Coach Development Pathway, except the Level III course, which was assigned to the HP Department.

From 2004, further staff were needed to support the burgeoning development programme and its expanding workload. They included: a NDO (Ryan Astle 2004-2006, Chris Ferguson 2006-2011), who took over the administration of the MILO Initiatives and design and maintenance of a new 'Development' section on NZC's website; a part-time Tournament Administrator (John Bishop) who liaised with schools and organised the national school competitions and their finals tournaments; and a part-time Administrator (Mary Gardiner) who provided administrative assistance to the development staff (see Figure XXVII). Their assembly heralded the emergence of the 'Development Department' within NZC. Its expansion, and the rising importance of the ND Programme, were recognised in 2004 with my elevation to the senior management team in NZC, with a direct report to the CEO.

Figure XXVII

National Development Programme professional delivery structure by 2008



By 2008, it became apparent that further staffing was required in the Development Department to address three areas of the community game: the ongoing viability of adult women's cricket, the capability of districts to provide leadership and effective management of the game in their communities, and the retention of players at and beyond secondary school. I recommended to NZC that three new NDOs be appointed to take responsibility for women's cricket, club and district cricket and secondary school cricket respectively (Astle, 2009a). The Women's NDO role was re-established in 2008 (Sara McGlashan), but subsequent changes by NZC in its strategic direction and funding allocations did not see the other two positions filled. The roles instead were spread across existing staff, and an external consultant (Neil Hood) was contracted in 2009, to administer SPARC's ODT to assess the capability of the DAs (Hood, 2009).

At the MA level, the formative funding from the MILO sponsorship in 1999 allowed each MA to appoint a permanent CDM with the necessary leadership, planning, management and administrative skills and experience, and in-depth knowledge and understanding of community cricket and coaching, to initially formulate a Regional Development Plan and manage the implementation of the MILO Initiatives (see Appendix VIII CDM Job Description). In the first two years, until funding increased to allow a seasonal MSS to be set up, the CDMs were often instrumental in delivering the MILO Initiatives themselves.

As the NDM, I played an advisory role in four of the six CDM appointments, attending interviews and providing guidance to the MA CEOs on the required competencies and skills. In the other two associations – both individuals were already in the employment of their MA at the advent of the programme. The identification and appointment of a suitable candidate for the CDM position in some MAs (e.g. Auckland, Otago), however, took several years. In the interim, these positions were filled by 'stop-gap' appointments. This was a reflection of a lack of both suitable candidates and an appreciation by these MA CEOs of the scope of the role.

It took until the 2004/05 season before all six MAs had a dedicated CDM in place. Prior to this, four MAs had employed a CDM, but frequently overloaded their role with other tasks, while the other two MAs tried to split the role between two or three people (Astle, 2005c). Neither situation was ideal. Both diluted the effectiveness of the CDMs and created initial 'teething' problems in their undertaking detailed development planning, implementing and integrating the programme, communicating it to stakeholders, training and effectively managing CCC personnel, and monitoring its impact - all were critical to the success of the programme (Astle, 2004b, 2005c).

By 2004/05, in Northern Districts, their experienced Cricket Operations Manager (Pat Malcon) had been appointed to the CDM role, and in Central Districts (Nigel Brooke), and eventually Wellington (Carl McKenzie), Auckland (Peter Clinton) and Otago (Craig Radford), the roles were advertised and CDMs employed with the required competencies. Auckland, Wellington and Canterbury, however, initially appointed people already in their employment, but without clear thought to their experience and skill mix. In the case of Canterbury (Mike Harvey), the role was attached to a junior position, and it took nearly a decade for the CDM to assume the full responsibilities of the role and be elevated to the association's senior ranks. While Otago started by employing a current first-class cricketer, which was a failure that set back Otago's implementation of the programme several years. It was a failure not because of the person's capabilities, but because his cricket playing commitments precluded him from undertaking the role. The impact of the timeliness of the CDMs appointments saw the development programme flourish in some MAs, while others lagged behind, until they either filled their CDM positions with the above personnel and/or new CEOs were installed who had a greater awareness of both the development programme and CDM role, and accorded their CDMs the appropriate seniority and support.

From the 2001/02 season, when the Community Cricket Initiatives were introduced, there emerged a network of CCCs in each MA to provide the CDMs with a full-time workforce to implement these initiatives (see Figure XXVII). The CCCs were also charged with supervising the MSS, and from 2008 a number of SCCs in select secondary schools. The latter two groups of CDOs were young, part-time employees charged with delivering specific tasks during the summer. They were often university students seeking part-time employment, especially during their holidays, or promising players looking to further their cricket careers by seeking work to support their aspirations. The annual turnover of the MSS and SCCs was reasonably high.

The Community Cricket Coordinators

The CCCs were mainly full-time personnel, with the requisite skills and experience, keen to develop careers as permanent CDOs. It was the CCCs who were instrumental in the implementation of the ND Programme and its resultant impact on the sustainable growth of the game at a community level. As Nigel Brooke (CDM, Central Districts) noted:

the district funding has enabled the employment of full-time people and this in turn has allowed the programme real continuity. A 'Mr Cricket' philosophy has been created where districts now have a 'hands on' approach and a point of contact. This has resulted

in better lines of communication and relationships between clubs, schools and the district management. (Quoted in Astle, 2003i, p.9)

The initial tasks in establishing a delivery network were, first, identify the position requirements for a CCC (see Appendix IX), and incorporate these into a job description (see Appendix X); second, consider how these positions might be funded, managed and held accountable; and third convince the NZC Board and MA CEOs that these positions were necessary and needed to be full-time, not part-time seasonal (see Appendix XI). The latter emanated from concerns about the benefits permanent CCCs would bring and was summed up by the frequently asked question 'what will they do in the winter?'

Two types of SDOs have emerged in NZ: generic or generalist SDOs and sport-specific or specialist SDOs. This is consistent with the experience in the UK where SDO roles vary according to the needs, ideals and aspirations of the sports organisation for whom they work (Eady, 1993; Nesti, 2001; Houlihan and White, 2002; <http://www.sportsscotland.org.uk>). Generic SDOs tend to be employed by local authorities, or in the case of NZ, mainly the RSTs, and deal with the 'development of sport' across a range of sports in a geographic region and/or with a targeted population group (e.g. children, youth, women, disabled, Maori and Pacific Islander). Sport-specific SDOs are engaged to undertake the promotion and 'development of sport' for sport's sake in one particular sport, such as cricket, either nationally by its NSO (NZC) or regionally by its RSOs (MAs and DAs).

As mentioned in earlier chapters, SD is a relatively new concept and has a limited history of research to guide it or underpin its performance (Watt, 2003). This is equally applicable to the literature on SDOs, especially those engaged in sport-specific roles (Bloyce et al., 2008). There are only a handful of studies on the role of SDOs, and of these, most are confined to examining the views and experiences of SDOs working for local authorities in the UK (Bloyce et al., 2008; Bloyce and Green, 2011), or considering their demographics and access to education, training and career advancement opportunities (Nesti, 2001; Girginov, 2008b; Jackson and Bramham, 2008; Pitchford and Collins, 2010). Watt (2003) presents a brief discussion of the roles and skill requirements of SDOs, however, the most in-depth and practical coverage of these competencies, with illustrative job descriptions, is that provided by Eady (1993). The following sections examine the key features and constraints pertaining to the sport-specific CCCs comprising NZC's regional delivery network.

1. Their Establishment and Role

In formulating the ND Plan, it was also necessary to think about how the associated programme would be delivered. With this in mind, I gathered position specifications of SDOs employed by the ACB, ECB and NZRFU (see Chapter 5); identified from the ND Plan's objectives and strategies the potential tasks of a CDO; and guesstimated the scope of the position in terms of their average number of expected outputs and outcomes (e.g. clubs and schools to be serviced, health checks undertaken, strategic plans completed, coaching and practice schedules instigated, playing programmes started, players recruited, coaches trained and competition entries attained). At this time, however, the employment of SDOs, let alone the delineation of their roles and responsibilities, was still very much in its infancy.

Because most of NZC's funds were targeted to HP, before my plan and programme to revitalise community cricket could be turned into practice, it was necessary to source the funding to implement it. Prior to securing the MILO sponsorship in September 1999, which underwrote the launch of the ND Programme, I had investigated with Paul Lewis (CEO, Sport Manawatu), Dennis Radford (Chairman, MCA) and John Culling (Board member, Eastern and Central Community Trust), a possible partnership arrangement with these organisations to fund a regional staffing structure to deliver the programme (Astle, 1999e). It proposed that NZC would need to create funding partnerships internally within cricket with its MAs, DAs and metropolitan clubs, and externally with the RSTs, Community and Gaming Trusts and sponsors, if it was to secure enough funding to appoint sufficient CDOs to deliver the programme (see Chapter 2).

My proposal drew on similar, existing funding arrangements between the DAs, RSTs and Community Trusts in Bay of Plenty and Waikato to finance their CoachForce and SportsForce programmes respectively (see Chapter 4). In these cases, funding from each partner, was combined to employ a team of SDOs to service sports of regional importance. This significantly benefited cricket through the employment of two sport-specific SDOs to promote and service the game. A CoachForce CDO housed in Sport Bay of Plenty in Tauranga and a SportsForce CDO based at Northern Districts in Hamilton.

Although the proposed partnership arrangements did not eventuate, because the MILO sponsorship was secured to kickstart the programme, they did allow me to formulate job specifications for a CDO, inclusive of prerequisite skills, employment conditions, annual schedule of work, and reporting requirements; understand the vital importance of funding partnerships; and draft a partnership SLA which outlining the roles and responsibilities of each

partner. It also convinced me that CDOs should not operate from their homes, but be based in a professional environment of either a MA or DA office or RST 'Sports House'. These early investigations provided the blueprint for the later job descriptions, partnership arrangements, SLAs, and reporting arrangements that underpinned the NZC delivery network.

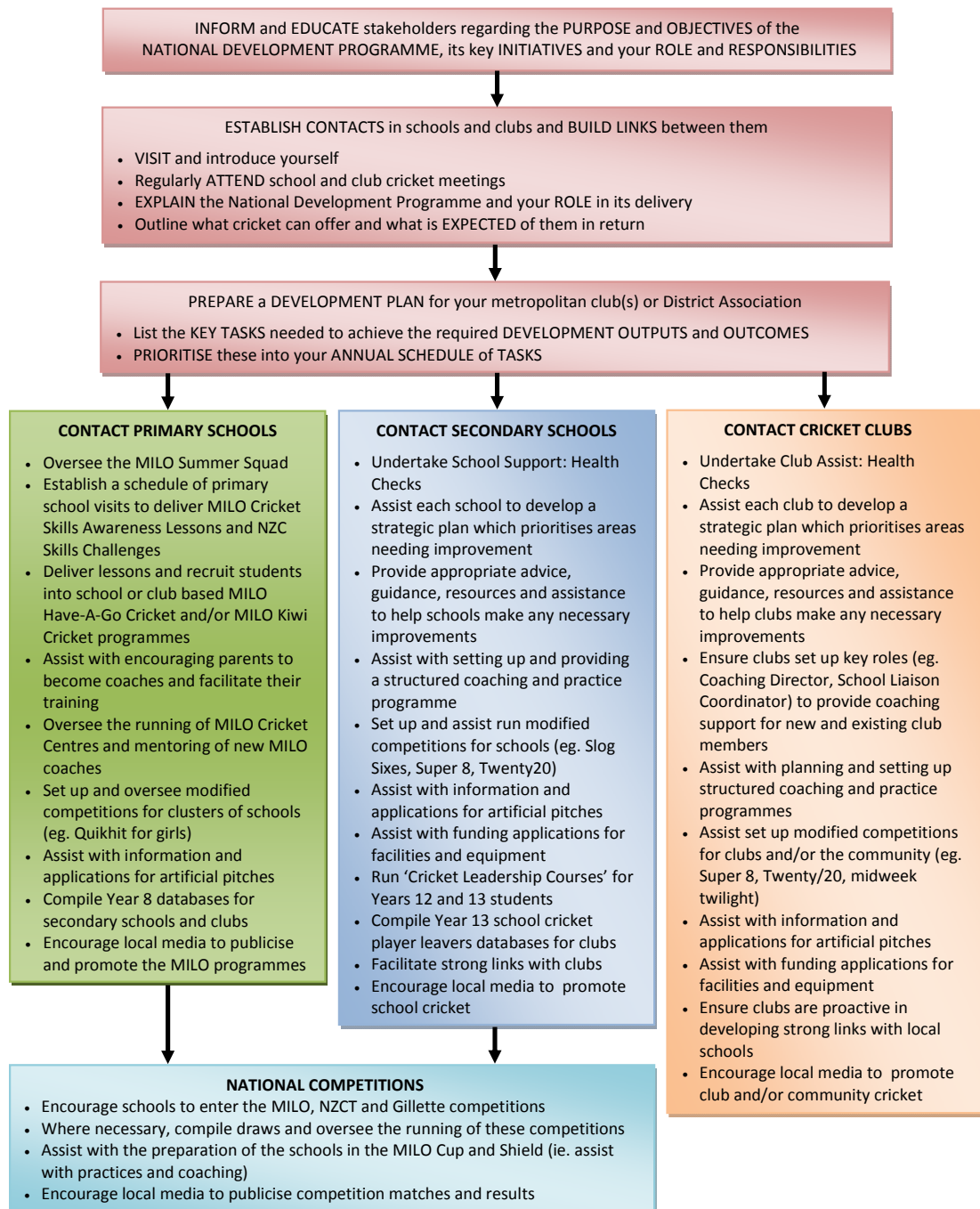
The recommendations from the reviews instigated by NZC in 2000 (NZC, 2000a, 2000b, 2000c, 2000d), provided the impetus and guidelines for establishing the Community Cricket Initiatives to reinvigorate secondary school and club cricket. To deliver these initiatives a network of full-time CCCs was envisioned. To scope their role I compiled a job description (see Appendix X), an outline of their possible winter schedule to illustrate the importance of the roles being full-time (see Appendix XI), and summaries of their key tasks (see Figure XXVIII) and position requirements (see Appendix IX). Their role was perceived as being both proactive and interventionist (Eady, 1993), as they were required to initiate change through implementing the Community Cricket Initiatives in secondary schools and clubs, oversee the delivery of the MILO Initiatives, and ensure these sets of initiatives became integral parts of one coordinated community cricket delivery system (see Figure XXVIII, and in Chapter 6 Figure XXIV).

A proposal to introduce the Community Cricket Initiatives was put to the NZC Board in 2000, including the phased employment of a team of CCCs to deliver these. It recommended that 30 CCCs be put in place, with their appointments being spread over three years, and that these positions should be subsidised by a DA/metropolitan club contribution of 25 per cent. The NZC salary and coach purchase grant for each CCC was determined to be \$40,000 with the local partnership contribution raising this by \$10,000 to \$50,000 per position. It is perhaps better to refer to these positions as roles rather than full-time CCC positions, as over time their distribution was not always in full-time equivalent positions. For example, a small district may only attract 0.5 of a CCC position, or in distributing the roles each year, sometimes only 0.25 or 0.5 of a position was available for NZC to offer a MA to expand its overall allocation. The latter was dependent upon the annual development funding approved by the NZC Board; readiness, capability, capacity and effectiveness of the MA and its CDM to best use any additional resource; the MA's current player numbers and potential to expand; and extent of the region it serviced (see Table XIV for a summary of the 2008/09 distribution of CCCs).

In August-September 2001, NZC ran a 'Road Show' involving myself, John Reid and the newly appointed CEO Martin Snedden, visiting all the MAs and conducting sessions on the proposed Community Cricket Initiatives and their implementation. These emphasised the role of the CCCs, the need for in-depth and coordinated MA planning, and the accountabilities for NZC's

Figure XXVIII

Community Cricket Coordinator's key annual tasks



Source: Astle (2001j, p.33)

funding with respect to its value added intent and requirement for a local input. Funding was provided to establish six CCC positions, one in each MA, to pilot the role and programme (see Figures XXIX and XXX). These were set up in select metropolitan club(s) in Auckland, Wellington, Christchurch and Dunedin and the DAs of Poverty Bay in Northern Districts and Horowhenua Kapiti in Central Districts. In addition, the SportForce and CoachForce CDOs in the

Northern Districts' DAs of Hamilton and the Bay of Plenty were also included in the trial (Astle, 2002d).

The effective operation of the CCCs in the pilots and their impact on the growth of the game was felt immediately (see Chapter 8). The positive response prompted the NZC Board in 2002 to expand the number of positions to 18 (see Figures XXIX and XXX). Three CCCs were allotted to each MA, although they understood that the final distribution would not be equal, because of the previously mentioned factors (see Table XIV and Figure XXIX).

Table XIV
Distribution of CCCs by Major Association 2008/09

MAJOR ASSOCIATIONS	AUCKLAND	NORTHERN DISTRICTS	CENTRAL DISTRICTS	WELLINGTON	CANTERBURY	OTAGO	TOTAL
Per cent of NZ cricket player numbers	15.9	27.1	16.5	12.3	18.7	9.5	100
Per cent of NZ's population	25.6	27.4	17.1	9.0	13.7	7.1	100
Possible number of CCCs based on player numbers	4.75	8.0	5.0	3.75	5.5	3.0	30
Actual number of CCCs allocated	5.5	6.5	5.75	3.25	5.75	3.25	30

Source: Astle (2009a, p.52 - player and population numbers are respectively based on the New Zealand Cricket Census, 2008/09 and Statistics New Zealand, 2006 Census of Population and Dwellings)

NB: Northern Districts also had two additional RST funded CDOs through CoachForce (Bay of Plenty) and SportForce (Waikato)

Each MA negotiated with me as to how its CCC positions would be best deployed. In Auckland, they were included in their 'Club is the Hub' strategy and allocated to Club Manager roles in their Principal Clubs, in the other MAs they were used to create the intended CCC roles. In the case of Central Districts which comprises eight DAs, their CEO decided to distribute the three CCC positions across its eight districts, and through local partnerships was able to have a development presence in all his districts. His rationale was to expose them all to this new concept, as it was likely if only three districts were chosen, then five would fall behind as NZC tried to move the community game forward.

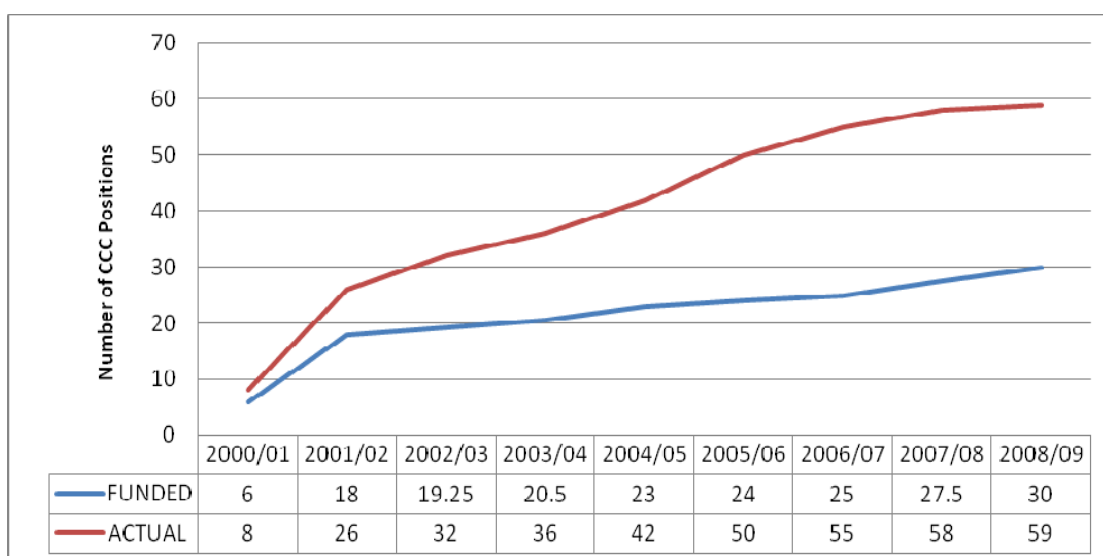
The flexibility of the programme has allowed the districts to operate in different ways. This programme allows the sharing of ideas and structure and I believe this has had a positive reaction in terms of bringing the districts closer together. The impetus has been created and there is a drive from within the districts to explore club and school

issues. We also now have the means to address these issues. (Nigel Brooke, quoted in Astle, 2003i, p.7)

This splitting of the CCC positions and the local partnership contribution, meant a more rapid diffusion of the ND Programme as the positions multiplied at a faster rate than those underwritten by NZC. Indeed, by 2008/09 there were 6 CDMs and 59 CCCs in place throughout the country compared to the 6 CDMs and 30 CCCs funded by NZC (see Figure XXIX).

Figure XXIX

Community Cricket Coordinators: NZC funded positions v actual appointments 2000-2008



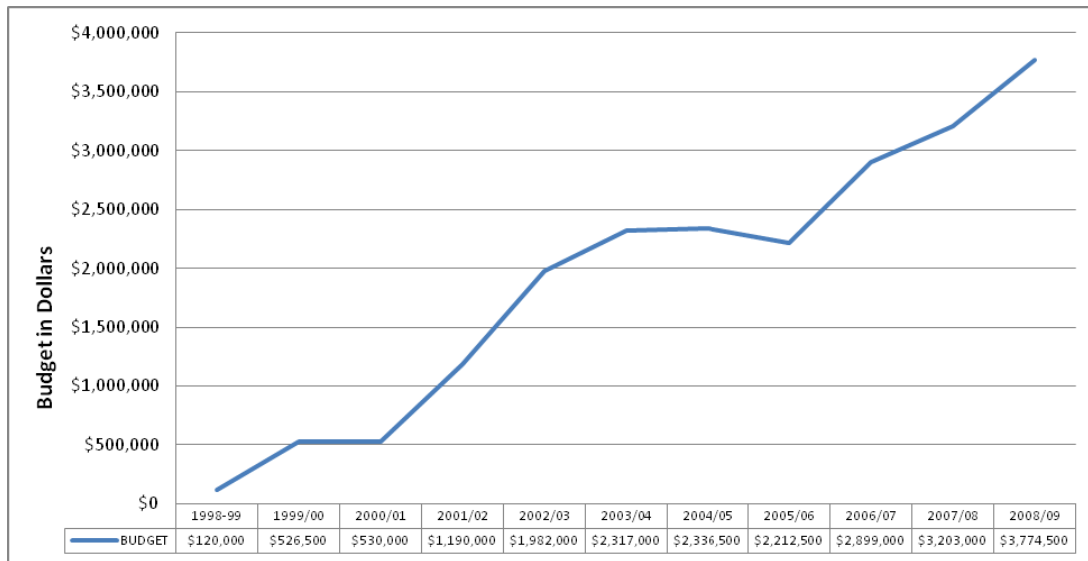
NB: The majority of the actual positions were full-time, with part-time appointments diminishing from 11/32 (34%) in 2002/03 down to 8/59 (14%) in 2008/09

Source: Astle (NZC Budgets and Board Reports 2000/08)

Although the plan was to have 30 CCCs functioning by 2003/04, NZC’s income during this period grew slower than expected, so it was not until 2008/09 that all the 30 positions were allocated (see Figures XXIX and XXX). The impact of the programme and the CCCs, however, gave the NZC Board confidence to continue its support of this vital programme and its delivery network. First, from 2007/08 they raised their contribution per CCC position from \$40,000 to \$50,000 (Astle, 2007m). This had a multiplier effect on the local input raising it from \$10,000 to \$12,500, so the funding for each position equated to \$62,500. Second, they approved in 2008/09, an increase in the number of positions from 30 to 49 for the following two seasons to better service the expanding needs of community cricket (Astle, 2008f). The latter was because in the larger DAs, the success of the existing CCCs had expanded and diversified their workloads, necessitating the employment of a second CCC to achieve their targets.

Figure XXX

National Development Programme budget 1998-2008



Source: Astle (NZC Development Budgets 1998-2008)

The increase in funding was to lift salaries to a level where the best CCCs were retained in their positions. This was essential as development is about building strong relationships with stakeholders, especially volunteers in clubs and schools. If CCCs are constantly changing, clubs and schools become reluctant to engage in such relationships, as changing personnel means changing personalities and styles of operation, and frequently a lack of continuity in programme delivery and support. Experience showed that for a CCC to be at their most effective took around three years. In the first year, they were engrossed in learning their role, the intricacies of the programme initiatives, and familiarising the various stakeholders in their community with these. In the second year, they had undergone a full year of operations and were aware of the annual schedule of tasks so became more confident and competent in their delivery. In the third year, they knew their role, how to effectively deliver the initiatives, who the stakeholders were and those who were the prime movers in driving the development programme. Because of their accumulated knowledge, understanding and experience, and the respect and credibility that they built up in their communities they began to tap into local resources – both funding and personnel, to network with other CCCs, to innovate and create new and/or modify the existing initiatives to better fit the local scene, and in doing so achieved better outputs and outcomes. Continuity of CCC involvement was crucial to their effective operation. From 2004-2008, there were few changes in the CCC personnel which was a huge bonus to the development of grassroots cricket.

2. Their Skills

Watt (2003) assembled a comprehensive list of the potential roles that SDOs are required to perform, and then, he and Eady (1993) suggested that to be successful in executing these roles they need to have, or acquire, a wide range of core professional skills. These included competence in: leading, self managing, researching, planning, dealing with people, marketing, influencing, understanding, communicating, organising, sourcing, monitoring, persevering and being patient.

To accompany the CCC job description (see Appendix X), I also compiled a guideline of the position requirements for a CCC, to assist MA CDMs and DA committees, identify and appoint suitable personnel (see Appendix IX). This highlighted the experience, skills and personal attributes required by a CCC, namely: a strong commitment to proactive SD (Eady, 1993; Nesti, 2001) together with the motivation, interpersonal skills and practical ability to intervene, 'sell' and initiate the ND Programme changes and innovations in clubs and schools. These position skills and personal qualities identified for the CCCs in Appendix IX were similar to those highlighted by Eady (1993) and Watt (2003) for SDOs in the UK. In summary, Watt (2003) suggested that:

to be effective as a sports development officer, individuals have to be self-motivated and controlled; they need to be able to keep focus on a direction; work with enormous commitment; relate well to all different types of people; and, while opposing it, know how to deal with bureaucracy to get things done. (p.72)

3. The Partnerships

Partnerships are essential to the success of SD. The formation of national, regional and local alliances and receipt of contributions from multiple sources, is fundamental to building a comprehensive regional delivery network. While most partnerships were to fund the salaries of the CCCs, other arrangements were negotiated to cover their operating costs (e.g. vehicles), provide office space (e.g. RSTs), supply promotional product (e.g. MILO), access specialist support and resources (e.g. SPARC), and/or secure their services to conduct cricket programmes for specific purposes (e.g. fitness, health) with targeted groups (e.g. children in low decile schools) (see Chapter 2).

At the national level, the initial catalyst for introducing the programme came from the injection of funding from the MILO sponsorship. This allowed the foundation of the delivery structure, with the appointment of a CDM in each MA to oversee the MILO Initiatives.

Subsequently, the NZC Board provided funding for 30 CCCs to implement the Community Cricket Initiatives (Astle, 2008f) (see Figures XXIX and XXX). They also underwrote and raised the CDM salaries from \$40,000 to \$60,000 freeing up the MILO funding for the seasonal engagement of the MSS (Astle, 2002e). The forging of national funding partnerships with SPARC and NZCT were also crucial to expanding the CCC network. The SD investment from SPARC rose steadily to \$398,000 per annum by 2008/09 (since 2010 it has increased to \$600,000) (Astle, 2011d), while from 2004 NZCT contributed \$250,000 per annum. These amounts are included in the budget figures in Figure XXX.

The CCC positions were advertised locally and appointments made, usually in conjunction with the MA CDM, with the proviso that the appointee had to be an integral part of, and managed by, the DA or in the case of Auckland, the metropolitan club. The local partnership contribution to these positions ensured there was local ownership and acceptance of the CCCs, something not always apparent in other sports, where SDOs had been imposed by NSOs on their RSOs. This local input was instrumental in seeing the delivery network grow and spread quicker than anticipated (see Figure XXIX).

At regional and local levels, an array of alliances were built with Gaming and Community Trusts, business sponsors, local councils and RSTs. The RSTs, in particular, were vital partners in supporting the ND Programme in many DAs, and since 2010, increasingly the MAs, as SPARC's (now Sport NZ) 'Community Sport Strategy' has been implemented (SPARC, 2010a; Astle, 2011a) (see Chapter 4). Personal experience of Sport Manawatu (Astle, 1999e), suggested that the RSTs were a major source of potential support for the implementation of the programme (see Figure XXVI) (Astle, 1999a). Cricket also had the early advantage of having two CDOs funded through partnerships with SportsForce (Sport Waikato) and CoachForce (Sport Bay of Plenty) to complement its regional delivery network, and subsequently, the appointment of CoachForce Officers for cricket in Taranaki, Counties Manukau and Northland by their respective RSTs. The introduction of the new collaborative approach by SPARC in 2010, and their requirement for the RSTs to support several nationally targeted sports, one of which was cricket, has also seen an increase in regional consolidated and KiwiSport funding to resource both CCC and MSS positions to achieve participation, contribution and capability outcomes with clubs and schools (Astle, 2011a). These outcomes were compatible with the targets sought by NZC.

Most of the sizeable metropolitan clubs, which were mainly confined to Auckland, and a few of the larger DAs had their own buildings, often as part of a clubrooms complex, in which to

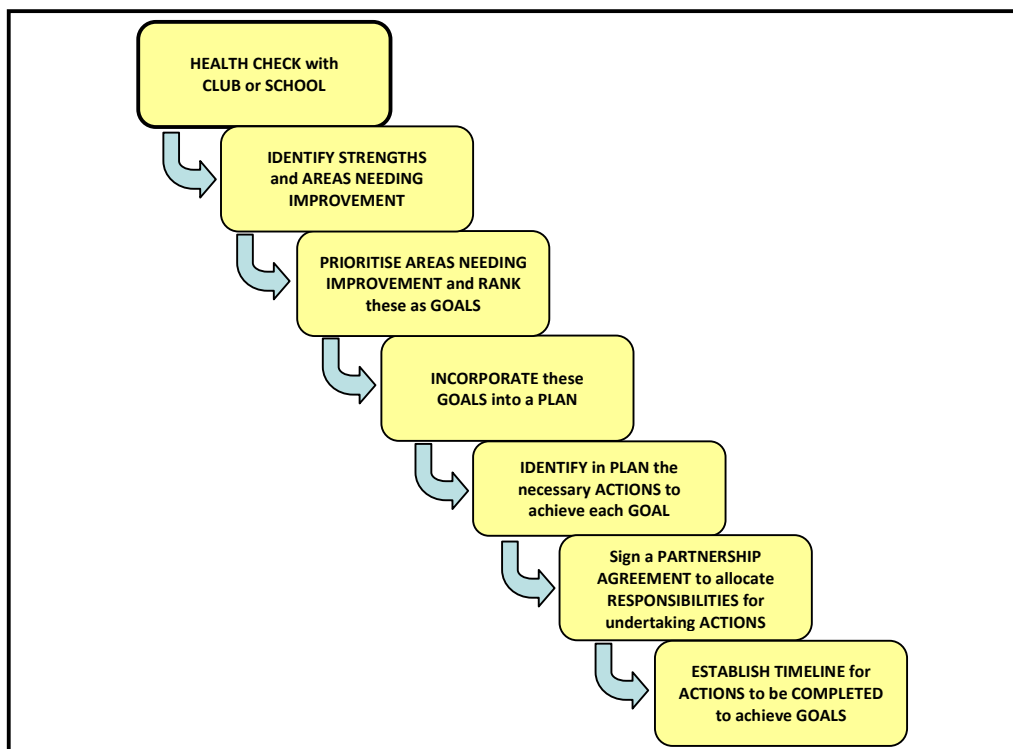
locate an office for their Club Managers or CCCs. For others, this was a new consideration. To assist with this, I encouraged the DAs to build partnerships with their local RSTs. Some already had existing working relationships, but others did not. As a consequence, many RSTs have provided professional office space for DA CCCs. Instead of operating from a 'home base' the CCCs were encouraged to utilise the facilities and resources, staff knowledge and experience, community contact networks and databases, especially with schools, available through their RST. In return, the presence of credible CCCs and the profile of an expanding ND Programme, and with it the range of development initiatives and resources, saw the relationship with the RSTs become one of mutual interest rather than just that of a client. Cricket was able to offer the RSTs a working model of a successful SD programme, and as such, an exemplar for other sports in their communities, and share its resources and outcomes with the RST who needed to account for their own investment. This partnership with the RSTs also provided professional development opportunities for the CCCs and chances to be involved in the pilots of new RST/SPARC driven initiatives (e.g. CoachForce, club support and capability investment), access community holiday programmes, and utilise the expertise of specialist RST staff to facilitate club health checks, provide funding advice, undertake strategic planning and train volunteers (Astle, 2002f).

At a local level, partnerships provided DAs with savings in the operating costs of their CCCs (e.g. sponsorships from car dealers to supply vehicles), and funding to supplement their salaries. The latter has included an increase in funding from DAs, above the 25 per cent threshold, for CCCs to take on coaching, administration and/or management tasks (e.g. Marlborough and Mid-Canterbury were both too small to attract a full-time CCC, so they added further funding and responsibilities to create a full-time position, to attract a quality person to their regions). On the West Coast, a novel solution to employing their CCC in a seasonal role was a joint funding arrangement with the local freezing works. Other DAs have established similar relationships with winter sports (e.g. Buller with rugby). In North Otago, South Canterbury and Hawke's Bay, funding from local trusts, health boards or RSTs has augmented their CCCs' salaries through contracts to deliver the MILO Initiatives in primary schools to achieve fundamental skills, physical activity and/or health outcomes. Recently, similar contracts have been negotiated with RSTs for KiwiSport funding (SPARC, 2011b; Sport NZ, 2013a).

4. Their Work Programme

The CCCs were employed primarily to implement the Community Cricket Initiatives which were aimed at revitalising both the game and its provision in clubs and secondary schools. They used Club Assist and School Support health checks to audit the procedures, programmes and performance of clubs and secondary schools respectively, and provide detailed feedback on their strengths and areas they needed to consider improving in management, administration, players, coaches, facilities and equipment. The latter were prioritised and then ranked in order of importance by clubs or schools, before being incorporated as goals into a development plan. For each goal, actions were formulated, time frames established and responsibilities allocated for their achievement (see Figure XXXI). These plans provided the focus for the development of clubs and schools, their allocation of resources, and the CCC's work programme in ensuring years. An example of this process undertaken by the MCA's CCC Ian Sandbrook in 2008 with PNBHS is illustrated in Appendix XII.

Figure XXXI
Health Check and planning sequence



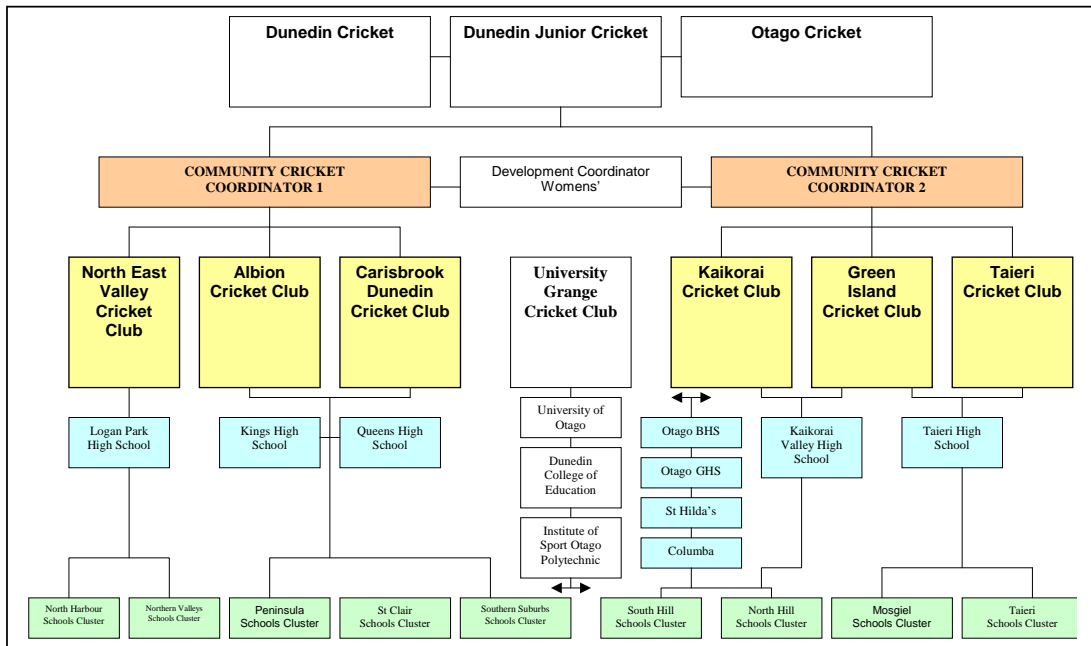
Source: Astle (2009a, p.44)

It was envisaged that the CCCs would work with clusters or identifiable communities of clubs, secondary schools and primary schools, rather than random providers, with the object of building links to vertically align and integrate them (see Figure XXXII). This initially required the

CCCs to create and maintain a collaborative development triangle between themselves, clubs and secondary schools. The first phase of which was to work with clubs to ensure they were in a position to sustainably cater for possible flows of players from secondary schools, the second phase was to support schools to grow the game to expand these flows, and the third phase was to complete the triangle by facilitating the links (see Figure XXXIII).

Figure XXXII

Community Cricket Coordinator club and school work programme clusters in Dunedin



Source: Astle (2001j, p.18 modified from diagram by Keith Gardner, Otago Cricket Association)

In Dunedin, a vertical delivery structure was set up by Otago, where each CCC was allocated a number of metropolitan clubs and schools that were grouped in a community cluster, in which to implement the ND programme (see Figure XXXII). This was replicated in the DAs of Canterbury, Otago, Northern Districts and Central Districts, where their

Image XXVI

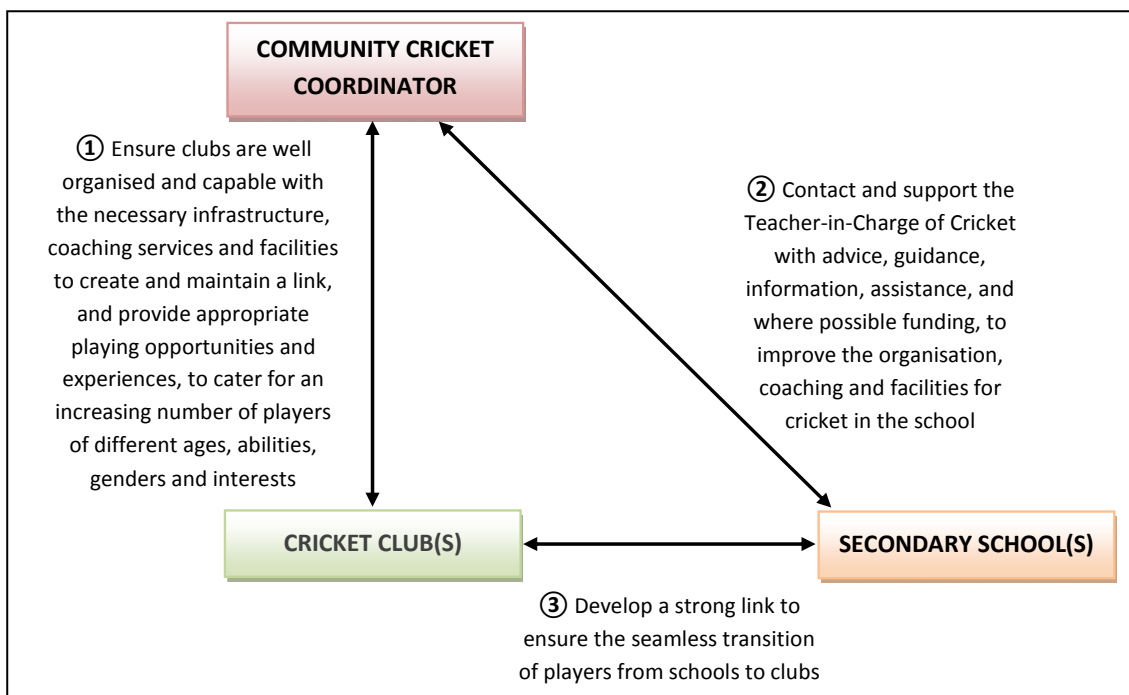
Craig Findlay, CCC, Hawke's Bay, presenting his club and school cluster plan



Source: Alec Astle

CCCs delivered the initiatives in clusters of clubs and schools (see Image XXVI). In Auckland, Wellington and Christchurch, the respective MAs, in consultation with NZC, negotiated different delivery mechanisms that better suited their regional structures. Auckland introduced the initiatives through the existing structures of its Principal Clubs, as part of their ‘Club is the Hub’ scheme. Clubs were funded, as the perceived nucleus of the game within their communities, and Club Managers (instead of CCCs) given the responsibility for delivering the initiatives. They tended to be more ‘administrators’ than the CCCs who were ‘operatives’. Wellington opted for a centralised, horizontal structure with their CCCs employed by the MA. Each CCC was given responsibility for a specific level of the game (e.g. primary/junior, secondary/youth or club/adult), in which to implement the initiatives. While Canterbury started with a vertical structure in Christchurch, where each CCC was allocated a cluster of clubs and schools, they subsequently adopted a similar horizontal system to Wellington. Although the latter provided each CCC with a broad overview of their level of responsibility, it did mitigate against the vertical integration of the community game and so constrained its coordinated development (NZC, 2000b).

Figure XXXIII
Development delivery triangle



Source: Astle (2001j, p.9)

The delivery of the initiatives and integration of the providers in the community game required the CCCs to possess the interpersonal and organisational skills to establish and maintain a network of individuals and agencies in their communities, particularly in clubs and schools.

This was central to them marketing the development programme, raising awareness about the opportunities the new initiatives presented, and facilitating the acceptance and adoption of the latter by influencing change to existing practices. In this way the CCCs' 'sphere of influence . . . [was] . . . continually extended and the opportunities to deliver sporting opportunity increased' (Eady, 1993, p.30). Being the focal point of this network, the CCCs were instrumental in ensuring close working relationships within and between clubs and schools. For example, in schools this required the CCCs to familiarise themselves with everyone from the office staff to the principal, each of whom knew who they were, what they did, and after a time realise the tremendous impact they were making on involving young people, and their parents and teachers, in cricket.

As a primary agent of change, the CCCs not only introduced the new initiatives, but also infused the community game with key development concepts, such as flexibility, adaptability and modification. They promoted shorter version formats and reduced team player numbers, such as 8 a-side, so players could have a more intense, action-packed experience with greater individual involvement; and midweek, twilight competitions on artificial surfaces with modified gear to lessen the need for protective equipment. By 2008/09, 48 per cent of adult cricketers were participating in such modified competitions, up from 25 per cent in 2000/01; however, only 11 per cent of secondary school cricketers were enjoying these formats in 2008/09, a slight increase on the 6 per cent recorded in 2000/01 (NZC, 2001, 2009a). These figures indicate the potential to push this proportion much higher in secondary schools through Twenty20, Super 8s, Slog Sixes and Quikhit.

When the CCCs were first proposed in 2000, there was reasonable pressure from the MAs and DAs for the role to be that of an 'administrator'. All associations, however, already had existing full or part-time administrators. While they organised competitions and representative programmes, they had not been overly concerned with growing and sustaining the game in clubs and schools. Indeed, since 1994/95, the number of cricket players had been in decline (NZC, 2009a). For this reason, the CCCs needed to be 'operatives' as there was substantial work to be done in revitalising the game in schools and clubs. This required the close and ongoing attention of a full-time CCC to be 'out there supporting coaches, clubs and other organisations, to give people of all ages and abilities the chance to do sport' (Watt, 2003, p.69).

The CCCs immersed themselves in the game and its organisation. They 'rolled up their sleeves' and got things done to grow the game, and improve the capability and capacity of clubs and secondary schools to sustain this growth. They created community networks, linked the main

providers, and connected participants with programmes whether they be players, coaches or administrators. They inspired a genuine interest in cricket in schools for youngsters to have fun, make friends, and enjoy participating in the various forms of the game. They offered encouragement and assistance to enthuse, train and provide resources to parents and teachers as coaches and administrators. As a consequence they gained the trust and respect of the cricket communities they serviced, who valued them and the role they played in ensuring the long-term health of the game. Their credibility was crucial to the spread and impact of the ND Programme. Pat Malcon (CDM, Northern Districts) indicated:

the Community Cricket Initiatives have enabled Northern Districts to recruit top level personnel . . . [who] are mature, experienced, highly effective people, successful in other walks of life, but with a passion for cricket'. He cites the positive comments of long term DA administrators as anecdotal evidence of their impact: (a) 'He has been brilliant. He has changed the whole cricket environment in Gisborne' (Poverty Bay Secretary); (b) 'What he has achieved has made us aware of how badly we were doing before he started!' (Bay of Plenty Administrator); and (c) 'Everything he has done has had a positive impact on our cricket. We could not do without him now (Northland Administrator). (Quoted in Astle, 2003i, p.8)

5. Their Training

The CCCs brought to the role their existing knowledge, skills and experience acquired from a diversity of previous occupations (see Table XV). Although most had a coaching background and passion for cricket, few had any exposure to SD. Because of the newness of the concept they had not had opportunities to work in this field, access training or attain a SD qualification from a tertiary institution. Indeed, specific training and qualification options were non-existent in NZ and remain so today. Even those CCCs who had been SDOs in other sports or in cricket overseas, had been trained as coaches for a role focused mainly on talented player development.

Although in recent years, opportunities to work in SD in NZ have expanded, there is 'no formal consideration of the person specification and consequent education and training needs' of those employed as SDOs (Nesti, 2001, p.196). 'The disparate nature of the work and the range of interests and abilities of . . . [SDOs, however] . . . makes the provision of this type of training difficult' (Eady, 1993, p.72). It is further compounded by institutions not having anyone with 'direct experience of the work to orient their courses effectively to the precise needs of the SDOs' (Eady, 1993, p.72). This is a concern given the current emphasis by Sport NZ on NSOs

and RSTs forming collaborative partnerships, and engaging networks of SDOs to grow and sustain community sport. Pitchford and Collins (2010) signal the same concern in the UK and led them to advocate for a national, accredited framework for the education and training of SDOs. Such a framework, however, has to be specific to SD, underpinned with a knowledge and practical experience of the dynamics of working in the field, and an understanding of the skills and competencies required to engage with community stakeholders, especially volunteers, to initiate change to improve and/or increase sporting opportunities in clubs and schools. Eady (1993, p.73) suggests, that this may be best provided 'from within the profession with SDOs themselves moving into academic or private sector roles servicing and supporting their former colleagues'.

Unlike the MSS, who were employed at the beginning of the season (August-September) to deliver the MILO Initiatives, and were able to receive pre-season training en masse in each MA, the CCCs were appointed individually and at different times depending upon the availability of funding and suitable candidates. Some of the CCCs were present when I conducted the initial training sessions for the MSS in each MA. This introduced them to the ND Programme, in particular the MILO Initiatives. They were also involved in school visits where the MILO Cricket Skills Awareness Lessons were demonstrated (Astle, 2001h) (see Image XXVII). The latter emphasised the need to plan visits and run structured sessions with a specific purpose. Many sports visit schools and use

coaches and/or high profile players to run ad hoc sessions to profile their code. These were known in the ND Programme as 'Father Christmas' visits, because although the children had fun, this soon dissipated as there was no ongoing involvement by the code to harness the interest created.

It was essential for cricket

that such taster visits were linked with active recruitment if they were to be effective and have a positive cost-benefit effect for the sport.

Image XXVII

Training session for the Canterbury MILO Summer Squad at St Joseph's School, Ashburton



Source: Alec Astle

Most of the CCCs' orientation and training was undertaken by their MA CDM (see Appendix XIII). The CDMs learned about the ND Programme from the 'Road Show' presentations in 2000; the annual ND Conferences which commenced in 2000; the District Forums which were run in conjunction with the NZC Annual General Meeting (AGM); and regular contact and discussions with me. It was their responsibility to provide their CCCs with training and mentoring, including an explanation of the programme and its objectives, in-field demonstrations of the delivery of the MILO and Community Cricket Initiatives, and opportunities to network with the other CCCs in their MA, especially through season preview and review meetings (see Image XXVIII). Each CCC received two operational manuals which detailed the MILO and Community Cricket Initiatives (Astle, 2000c, 2001j). This was to ensure that their efforts were planned and standardised, and did not require each CCC to re-invent their own wheel. The CCCs were also supplied with an array of NZC coaching and development resources to support their marketing and delivery of the various initiatives (see Chapter 6, especially Table XIII). These resources were designed to assist them package and present the ND Programme.

Image XXVIII

CDM and CCCs at Central Districts' season preview meeting in Palmerston North



Source: Alec Astle

Each year, where possible, I attended the season preview and review meetings in each MA to brief the CDM and CCCs on the targets and intended programme direction for the upcoming season or the progress made during the past season. These provided opportunities for me to meet with each CDM and their CCCs to discuss the impact of the ND Programme; update and educate them on the introduction and use of new initiatives, resources and concepts; discuss any issues and exchange ideas on possible solutions.

From 2000 annual ND Conferences were held each May in Christchurch to review the ND Programme, examine the targets achieved and their impact on the game in each MA, and provide the chance for development personnel to network and share information (see Image XXIX). The conference catered for all the CDMs and a selection of CCCs from each MA. The latter were rotated each year so most CCCs would attend a national conference at least once every two years. As the programme evolved, the function of the conference changed from initially being one where I informed, educated and reinforced strategic direction, to one where the CDMs and CCCs played a more significant role in sharing their development experiences and best practice solutions (see Tables XIX and XX in Chapter 8).

Image XXIX

CDMs and CCCs at the 2008 National Development Conference in Christchurch



Source: Alec Astle

For each conference I produced a detailed report for all CDMs and CCCs, including those not in attendance, and for the NZC CEO, Board and MA CEOs (Astle, 2008b). A summary of this report was also shared with the wider cricket community through a regular ND newsletter '*From the Boundary*' that I compiled and distributed three times a year between 2000 and 2008 (Astle, 2005a). The newsletter also included updates on the national school development tournaments, regular reports from each MA on their progress, and accounts of best practice and innovation from the CDMs and CCCs. The newsletters were disseminated to the NZC Board and staff, CDMs and CCCs, MAs and DAs, RSTs, SPARC, ECB, Cricket Australia and the ICC.

Another opportunity to inform and educate those involved with district cricket, namely the CDMs, CCCs, DA chairmen and administrators, was the annual District Forum. In the early

2000s, this concentrated on constitutional matters, funding and representative cricket. As the ND Programme evolved and began to impact the DAs, the forum agendas became more an opportunity to provide updates on the programme's impact, and its new and proposed resources and initiatives (Astle, 2007o); to challenge the DAs to balance their representative programme focus with a more proactive role in the delivery of the ND Programme in their clubs and schools (Astle and Murdoch, 2006); and for select CDMs and CCCs to present their development insights and innovations (see Tables XIX and XX in Chapter 8).

6. Their Personnel

When the programme got underway in 2000/01, attracting and appointing appropriate CCCs was not easy. This was because of a lack of awareness by administrators of the best type of person to appoint, despite the availability of CCC guidelines, position descriptions and competencies; the moderate salary level on offer (\$30,000-\$40,000); and there being no repository of trained SDOs in NZ, let alone in cricket. The early tendency was to employ someone in the service of a DA, without taking heed of whether they had the capacity to do the job. As such personnel working in locally funded coaching and player development programmes were the first hired. While most were equipped to deliver the MILO Initiatives, few had the attributes to set up and run a comprehensive school to club development programme involving health checks, strategic planning, partnership contracts and SLAs. Most had been part-time, seasonal employees used to running ad hoc coaching programmes in schools. Coaching was one thing, development was a far more complex proposition requiring a coordinated emphasis on recruiting and retaining players.

Because cricket, like other sports, is player-centred it was obvious that if they were to fulfil their needs then those facilitating opportunities for them to achieve these – the CCCs, must have the requisite people skills. While it was essential that the CCCs were passionate about the game, they also required the personality and ability to impart this to current and prospective players, their parents and teachers, and school and club administrators and coaches. Their enthusiasm for the game had to be infectious.

Initially, where personnel were not available, advertising saw some experienced individuals employed. They were experienced more in work and life rather than cricket development, but many brought with them a strong work ethic, passion for cricket, and impressive people skills acquired from occupations, such as Milk Vendor, Stock Agent, Teacher, Work and Income Officer, Hotelier, Bank Officer, Real Estate Agent and Lawyer (see Table XV). Invariably all had a

voluntary involvement in sport, and some also had part-time employment in coaching in cricket and/or other codes. As Pat Malcon (CDM, Northern Districts) noted:

Northern Districts has been lucky to have high quality, highly qualified CCCs in place in all six District Associations. They have provided a vast range of business, management, and coaching skills. They have made a significant impact on cricket in our region. (Quoted in Astle, 2008a, p.8)

Table XV

A selection of Community Cricket Coordinators: Career origins and destinations

Pre-CCC Careers	Post-CCC Careers
Teachers	NZC National Cricket Development Officers
Health employee	NZC National Coaches
Work and Income employee	MA CEO
Lawyer	MA Cricket Development Managers
Stock Agent	MA Operational Managers
Hotelier	MA CoachForce Directors
Real Estate Agent	MA First Class Coaches
Milkman	MA First Class Manager
Bank employees	Regional Cricket Development Manager for ICC
Insurance employee	Cricket Development Officers overseas
Financial Management Advisor	National Development Managers for other NSOs
Glazier	Glazier
SDOs (coaches) from other sports	Bank Manager
SDOs from cricket overseas	Sports Store Owner
Ex-professional cricketers from New Zealand and overseas	Teachers
Recent graduates with law, teaching, business, sport administration, sport and recreation, coaching or physical education degrees	Real Estate Agents
Recent graduate from New Zealand Institute of Sport	University study

Gradually as the CDMs and metropolitan club and DA administrators came to better understand the programme's requirements and requisite CCC skills, they were more considered in their choice of personnel. The involvement of MA CDMs provided better guidance and a more professional approach to CCC identification and selection. In some cases, the CDMs shoulder-tapped quality people, in others, individuals in their mid to late twenties increasingly with tertiary or sport-related qualifications, began to come into contention. While they lacked the experience of the original CCC recruits, they brought many academic qualities to the role and with these the capabilities associated with their various disciplines, such as business management, law, coaching, physical education, sport and recreation, teaching and sports administration. Although they had very good academic credentials, they still needed to be immersed in cricket development to understand the objectives and principles of the various

initiatives, learn to deal with a diverse range of stakeholders, be able to effectively sell and deliver the programme to them, and build credibility in their cricket communities.

The CCC network grew steadily from 2000, and from 2004-2008 was very stable with few individuals leaving their positions. This differed, for example, from the part-time, seasonal SCC positions, where there was a 33 per cent turnover during 2008 and 2009 (Astle, 2009d). Having a stable CCC base was critical to achieving high levels of success in the programme. Job satisfaction, flexible working hours, the availability of vehicles, improved pay rates and community recognition all contributed to this stability.

The increasing number of CCCs in cricket (see Figure XXIX), and recent setting up of national and regional delivery networks in other sports (Astle, 2011a), has begun to create a potential career pathway for SDOs in NZ. For those in cricket who have moved into other employment, their SD skill sets and competencies have provided a strong foundation for their advancement (Nesti, 2001). Many CCCs have gained senior management, operational or coaching roles in MAs, NZC and the ICC, or in SD within other NSOs in NZ or overseas (see Table XV).

7. Their Constraints

The success of the ND Programme, and effectiveness of the CCCs in implementing it, are outlined in Chapter 8. Similar to the UK, where the role of local authority SDOs has been constrained by increasing demands by central government for them to use sport to achieve social and welfare goals, and consequently resulted in the relative neglect of their hands-on delivery of sport-specific outcomes, particularly the provision of sporting opportunities (Bloyce et al., 2008; Bloyce and Green, 2011), there were a number of constraints that limited individual CCCs and their ability to influence change in cricket in NZ. These included: the gatekeeper mentality of some administrators and volunteers and their 'permafrost' effect on the diffusion of the development programme; the lack of comprehension in some districts, clubs and schools of the CCC's role and ND Programme objectives which saw many CCCs overburdened with an amalgam of tasks; the inability of the CCCs, because of a combination of workload, reluctance and/or capability to tackle the issues confronting secondary school and club cricket; and their remuneration levels.

The effective operation of the CCCs was often dependent upon the support and understanding of MA and DA administrators and club and school volunteers. Some of these administrators and volunteers, however, struggled to grasp the specificity of the CCC's role, so acted as gatekeepers to the effective spread of the programme. This arose from a mix of: reluctance to

change; lack of understanding of the objectives and benefits of the programme; strong preference for short-term HP goals; and belief that the CCCs were at the MAs and DAs disposal to use as they saw fit rather than as they were funded by NZC to achieve agreed development targets. Many mistakenly perceived the CCC's role as being just 'MILO and coaching'. 'MILO' because of the CCCs' association with these high profile initiatives and their impact on the growth of primary/junior player numbers, and 'coaching' because the CCCs often felt obliged to coach the best of these young players to ensure they were retained in the game.

To overcome this constraint and create a more receptive attitude by some administrators and volunteers required an ongoing educative process. It was essential for the wellbeing of the CCCs, that the MA CDMs and the CCCs themselves, 'sold' the development message to all levels of the community game. Every opportunity needed to be taken to inform administrators, management committees, club and school volunteers, teachers and parents of the value and benefits of the ND Programme, and the role and responsibilities of the CCCs in implementing these. In addition, regular visits by myself as NDM to the MAs; meetings with the MA CEOs, both collectively and individually; presentations at the annual District Forum to showcase the programme's initiatives and resources, and demonstrate the proven worth of select CCCs in transforming the community game in their DAs; and the widespread distribution of the development newsletter '*From the Boundary*' to update progress; were all used to communicate the development message and impact of the CCCs on the sustainable growth of the community game.

This educative process had to be continuous because of the turnover of administrators and volunteers. A recent review of Canterbury's DAs indicated the need for the MA to 'educate district leadership and management, especially Boards and key stakeholders, about the development programme, the roles and responsibilities of the CCC, their need to appraise and provide regular feedback for their CCC, and their financial commitment to the role' (Astle et al., 2013, p.7). This confirmed similar findings from previous reviews of individual DAs (Astle and Dellaca, 2005, 2006, 2008; Astle and Brooke, 2008).

Initially, many of the CCCs were the only full-time employees in their DAs and metropolitan clubs. As paid cricket operatives, the expectation by many administrators and volunteers, was that they were available to do 'all things cricket' in their communities, including tasks previously done on a voluntary basis. For this reason, CCCs were often 'hijacked' by the encroachment of administration, coaching and HP responsibilities. The intrusion of these into their core development role caused a number of issues, not the least being their expanded

workload, especially in summer, and the impact of this on their ability to effectively deliver the full complement of initiatives. This saw the CCCs become 'a 'dumping ground' for problems or areas or work which do not fit neatly into the remit of other departments' (Eady, 1993, p.70), and an easy, inexpensive option to fill gaps in coaching and representative programmes. A review of cricket in Dunedin revealed only 40 per cent of their CCCs' time was being spent on core development business (Astle and Dellaca, 2005). Pope and Whitinui (2009) in a study of a Sport Waikato SportsForce SDO found this figure to be as low as 30 per cent, the rest (70 per cent) being filled with communication, administration and travel. Where this became obvious, as NDM, I informed the MA CEO and CDM that NZC would withdraw its funding if the CCC did not re-direct their attention to their development role.

The main imposition on the CCCs was invariably HP. This situation was indicative of some MAs and DAs being over-consumed by their representative programmes, and NZC's HP expectations, despite them applying little planning and investment outside their professional players. While some MAs set up their own programmes to deal with this national deficiency, there was no nationally coordinated plan for the development of young talented players (11-17 years), equivalent to the 'Perform' stage in SPARC's pathway (SPARC, 2009b, 2009c) (see Chapter 2). For this reason considerable talent development fell on the CCCs' shoulders, who were often drawn into organising representative programmes, and taking on coaching and/or managing roles with age-group teams. While most CCCs enjoyed this involvement, they frequently became overloaded during the summer, which negatively impacted their development work, especially with secondary schools and clubs.

This was highlighted by Pat Malcon (2007, p.1), in his review on 'District Cricket', when he indicated 'the development programme has carried the largely unfunded player development programmes on its back'. He went on to say in his summative 2007/08 Development Report:

New Zealand Cricket must invest in coaching and high performance programmes so that the CCCs can specialise in their cricket development roles. Current underinvestment in coaching and high performance means that CCCs have to fill the gap or there are retention issues. (Astle, 2008a, p.12 drawing on Malcon, 2008)

Mike Harvey, the Canterbury CDM, expressed similar views, when he stated:

there is a trend emerging that is seeing those employed as CCC's beginning to become involved in tasks outside this area, the main example being representative programmes. It is important that the funding allocated to CCC programmes is used as such. (Astle, 2008a, p.12 quoting Harvey, 2008).

The need to unclutter the CCCs' role, spend the development funding for the purpose it was allocated by NZC, and improve the balance between HP and development of community cricket, were also regularly discussed with the MA CEOs, CDMs and CCCs, and raised at annual District Forums.

Some CCCs were reluctant to involve themselves in the more complex, qualitative aspects of secondary school and club cricket. This was a function of their reticence to persuade clubs and secondary schools to undertake health checks and the follow-up planning process, and their facilitation and administration skills (or lack thereof) to complete such capability work. No longer could cricket be complacent about the long-term organisational health of its game providers – clubs and schools. The CCCs needed to be proactive in using the Club Assist and School Support tools to address the fragility and fragmentation of clubs and schools by improving their organisation, infrastructure and services to effectively develop and sustainably deliver the game. Most CCCs successfully utilised these tools with their clubs and secondary schools (e.g. Manawatu) (see Appendix XII) or engaged the assistance of RST personnel with the expertise to facilitate the health checks and planning process (e.g. Taranaki).

Although the salary levels offered to the CCCs, were within the affordable range of NZC, they often mitigated against the MAs being able to attract the most appropriately qualified personnel. The original CCCs in 2000/01 were paid \$30,000-\$40,000, which by 2007/08 had increased to \$40,000-\$50,000. NZC did not set a standard salary rate, but as NDM I had to insist in some cases that the best performing CCCs received the full amount of NZC's contribution to the role, instead of it being channelled by MAs and DAs into other areas of their business. Although these modest salary levels were comparable to other similar sports positions in NZ, they certainly did not compensate for the long and irregular hours, especially in the summer, and diversity of tasks that the CCCs were required to complete. This was compounded by the success of many CCCs, with more stakeholders keen to secure their services and assistance, which began to implode their effectiveness. Nesti (2001) observed a similar situation for SDOs in the UK. The NZC Board's acceptance of the proven value of the CCCs and importance of recruiting and retaining quality personnel, saw them increase both the funding for, and number of, CCC positions (Astle, 2007m, 2008f). These two measures of increasing remuneration and spreading the workload had a favourable impact on both CCC retention and quality of prospective applicants.

Implementation Process

'Successful practice in sports development means careful planning and work programming ensuring SDOs work towards specific, achievable, measurable objectives' (Eady, 1993, p.39). Indeed, planning was essential at all levels of the game in the implementation of the ND Programme if its objectives were to be achieved. This process was hierarchical. It was driven 'top-down' by NZC through its ND Plan and associated systematic procedures to ensure there were clear responsibilities and accountabilities for the MAs (and their DAs and metropolitan clubs) in their Regional Development Plans and Annual Operational Plans with respect to the effective use of funding and delivery of expected outputs and outcomes. This reflected the claim by Bradbury and Inkson (2006, p.140) that 'broad plans at the top of the organisation are translated downwards to more specific plans for subsidiary units until, if the process is carried to its logical conclusion, each person has a plan for his or her work'.

Because of my experience in education where funding was tight and always accountable, as NDM, I adopted a similar prudent and prescriptive approach to the funding allocated by NZC to implement the ND Programme. Simply defined 'accountability' referred to the need to attain the agreed development targets (outputs and outcomes) commensurate with the funding invested by NZC into MAs, DAs, clubs and schools. The advent of the ND Programme was instrumental in requiring specific accountability with respect to the effective management and delivery of the programme's initiatives to achieve agreed specified targets. This was not the case across other areas of NZC's business, where there was only a professional expectation that funding provided by NZC would be used to best effect, there was no specificity as to what, where and how it should be done.

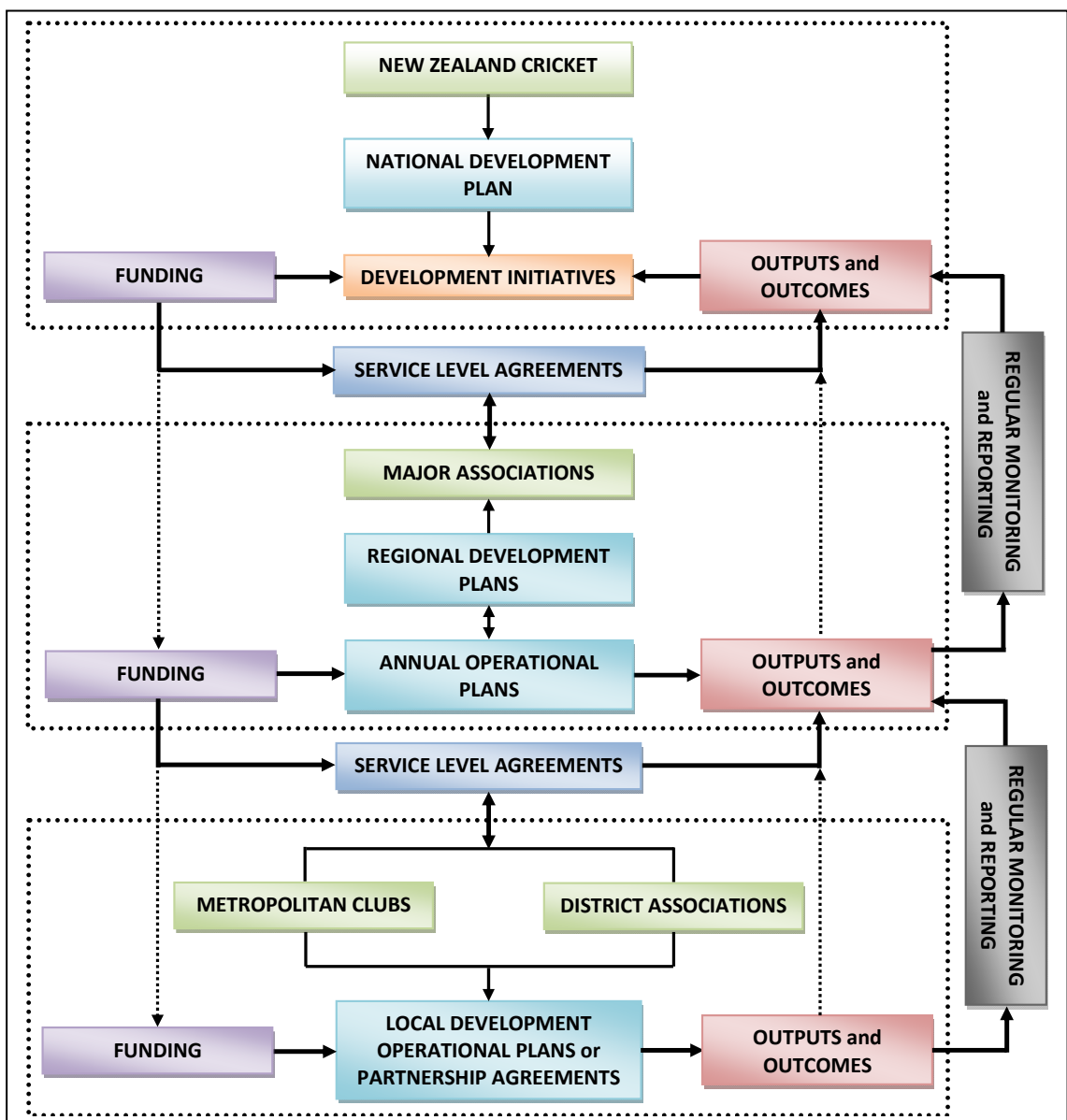
In June each year, after the reviews of the programme were complete and the budget approved for the following season by the NZC Board, I informed each MA CEO about the level of their development funding and expected targets for the next 12 months. The latter having already been negotiated between myself and each of the MA CDMs to ensure their subsequent planning was strategically focused.

At the commencement of the financial year (July 1), before the development funding was distributed, each MA CDM had to formulate and/or refresh a Regional Development Plan outlining how they would implement the ND Programme in their region to achieve its objectives and agreed targets, and then translate these annually into an Annual Operational Plan (see Figure XXXIV). Integral to this process, the CDMs visited their constituent DAs and metropolitan clubs to discuss with their CCCs, administrators and chairmen the delivery of

the programme and how the MA targets would be disaggregated and apportioned to each DA and club. The CCCs then incorporated these targets into their Annual Operational Plans and identified exactly how, where and when they were going to achieve these. Once completed the MA CDM signed off SLAs with them. As Nigel Brooke (CDM, Central Districts) indicated these SLAs 'with related targets and outcome plans entered into with the Districts enable monthly monitoring of the various initiatives and give accountability to the overall programme and the associated funding' (quoted in Astle, 2008a, p.11). This confirmed Eady's (1993, p.18) contention that 'in many organisations it is the advent of sports development which has provided the impetus for the production of clearly stated objectives and targets'. This was certainly the case at NZC.

Figure XXXIV

Planning, implementation and reporting process



Source: Modified Astle (2001j, p.20)

The completed MA Annual Operational Plans were submitted to me by the CDMs in August each year. They comprised an overview of the MA's development operations, and the subsidiary Operational Plans of each of their CCCs. Once the MA plans were signed off by me, I prepared a SLA for each MA (see Appendix XIV). The SLAs outlined the roles and responsibilities of both NZC and the MA, the development funding allocation from NZC and the expected funding required to be invested from the MA and its constituent DAs and/or metropolitan clubs. Once the SLA was signed off by the MA CEO and myself in September, the first instalment of development funding (60 per cent) was released to the MA to fund their CCCs and programme. The other instalments were dispersed in January (30 per cent) and April (10 per cent). The latter was only released once I had received the annual summative development report from their CDM in April.

An annual reporting schedule was established, and every month each CDM had to collate and forward me a MA report (see Appendix XV) on their progress in delivering the agreed targets. The MA reports were based on monthly feedback from their CCCs. The CDMs used these to produce their end-of-season summative development report.

At the end of each season, I undertook a thorough evaluation process and prepared a report for the NZC Board. This was not completed until I had received all the MA summative reports; attended post-season CDM and CCC regional forums in each MA; and led the annual ND Conference. This evaluation process allowed me to monitor the impact of the ND Programme and its specific initiatives in each MA; gauge the effectiveness of individual CDMs and CCCs; and from this reinforce or, if necessary, adjust the programme's direction, identify areas needing improvement and/or those that would benefit from additional resources; and set targets for the following season.

The planning process provided a structure through which the objectives and initiatives of the ND Programme were clearly identified, development funding was appropriately allocated and directed, and accountabilities defined with respect to expected targets. This was a two way, interactive process between NZC and the MAs. It delineated and integrated the work programmes of the CDMs and CCCs and prescribed a constant flow of feedback on performance, progress and best practice between them, and with NZC.

This chapter examined the sequence of phases in the introduction of the ND Programme. Integral to this was the formation of a professional delivery structure that spanned the national, regional and local levels of the sport's organisation and comprised a network of paid SDOs who worked in tandem with the game's volunteers. Most attention was focused on the

role of the CCCs, their key features and constraints, and the resources, standardised planning, funding, reporting and monitoring procedures designed to support their performance. Through their personalities and skills they marketed the programme's benefits, affected the required positive change, and facilitated the implementation of its initiatives within clubs and schools. The impact of this change and its associated innovation on community cricket is discussed in Chapter 8.

CHAPTER 8

THE CHANGE PROCESS: ITS IMPACT ON COMMUNITY CRICKET

The intentional 'development of sport' by a NSO inevitably involves major organisational change. By 2008, NZC had registered a profound impact on the future sustainability of the game following the decision to involve itself in community cricket in 1998. Chapters 5, 6 and 7 explored why, what and how NZC introduced such a sequence of change that transformed the nature and formats of cricketing opportunities and how they were delivered and experienced at a community level. The change management process enabling this process and impact of this on the game and its organisation are discussed in this chapter.

Change Management Process

Sports organisations are in a constant state of change (Slack, 1997). Although change is a complex and continuous process, the magnitude, speed and impact of specific changes varies considerably. According to Parent, O'Brien and Slack (2012, p.116) 'throughout the lifecycle of a sport organisation, it will move through long periods of convergent, gradual change that will be punctuated by short periods of frame breaking, radical organisational change'. While it is acknowledged that most change in sport is subtle and continual, this research focuses on frame-breaking change, in this case, the planned sequence of changes that arose from the systematic intervention by NZC to revitalise and integrate the development and delivery of cricket at a community level. The effect of this series of integrated incremental changes lead to substantial overall change in the sport's delivery system over a prolonged period. 'The pressure for such change may be generated externally in the sport organisation's environment or they may originate from within the organisation itself' (Slack, 1997, p.213). The organisational change arising from the design and introduction of NZC's ND Programme was a response to the concurrence of a collection of external and internal challenges (Grey and Gilbertson, 1998).

To be effective, the scale of such significant change has to be accepted by most, and pervade the entire sporting organisation from top to bottom. 'All parts of the organisation need to be involved and committed to the process of change' (Eady, 1993, p.10). For this to be successful, there must be a clearly articulated and agreed vision of the change and its intended objectives, outputs and outcomes; capable and credible leadership; sufficient resources; a coordinated plan and implementation schedule; and an understanding of the value proposition for volunteers in clubs and schools (Gryphon Governance Consultants, 2010). These need to be

regularly communicated to ensure engagement and collaboration at all levels of a sport organisation. Because of the whole-of-sport magnitude of such organisational change and its pervasive intent, the timeframe for its progressive implementation needs to be long-term (see Chapter 9).

According to Slack (1997), organisational change is an alteration or modification in a sport organisation's technology; strategies, structures and systems; people, including their mindsets and behaviours; and/or products and services. The scale and complexity of the change introduced by NZC saw all these areas positively impacted by its intervention. These were evident in the creation of a coordinated set of national playing, coaching and capability development pathways, initiatives and resources (products and services); deployment and training of regional CDOs to facilitate their delivery in conjunction with volunteers in clubs and schools (people); utilisation of laptops, mobile phones, internet and websites to communicate easily and regularly within the delivery network, facilitate reporting, gather data, and disseminate information about the objectives, content and value of the new products and services (technology); and establishment of a more vertically integrated and collaborative sport organisation that was collectively engaged in achieving an agreed set of clearly defined development objectives, outputs and outcomes to improve the delivery of cricket in clubs and schools (structures and systems).

The Theory

The increasing interest in understanding and explaining organisational change within sports organisations has seen a growth in academic literature on the topic and within it new theoretical perspectives on change (Slack, 1997; Lyras, 2008). Most of these address the transformation of small volunteer-based NSOs into large professional institutions (Slack and Hinings, 1992; O'Brien and Slack, 2003; Cousens and Slack, 2005). For example, they look to account for the complex nature of organisational change and suggest this is best accomplished using a combination of theoretical approaches (Slack and Hinings, 1992; Slack, 1997; Lyras, 2008; Lyras and Welty Peachey, 2011); or identify the directions of change within organisations and recommend the maintenance of a balance between 'top-down' structural change and incremental 'bottom-up' improvements in organisational culture and capabilities (Beer and Nohria, 2000). Slack and Hinings (1992) highlight the role and importance of change agents in organisational change, that is, individuals who lead and implement the change, and their need to commit to the vision, overcome inertia and have the energy and enthusiasm to drive it and develop a new culture within the organisation. The transformational leadership provided by

change agents within NZC and its associations, as identified in Chapter 5, was critical to the success of its intervention. This was not a case of coming in, making sweeping changes, then leaving. It was about introducing and managing ongoing innovation and change, to ensure over a ten year period, it was internalised in the game and its organisation.

While these theoretical perspectives on organisational change provide new ways of looking at change they offer limited practical solutions to the process. That is, present an understanding of the sequence of practical steps that a NSO needs to take account of, to successfully implement a major change down through its organisation, to impact on its sport at a community level. Several researchers have considered the latter and designed models that conceptualise change as a series of stages (Lewin, 1951; Lussier and Kimball, 2004). Essentially change 'is conceptualised as a linear process in which organisations clearly move from one phase to the next' (Slack, 1997, p.224). While these appeal to practitioners as a means of explaining the process of change, they have drawn criticism from researchers because 'there is no provision in these models to capture the temporal dynamic of change, or to address the fact that change is rarely a smooth or sequential process' (Slack, 1997, p.224).

A well established model of the change process comprises three stages, namely unfreezing, changing and freezing (Lewin, 1951). The first stage of 'unfreezing' involves preparing an organisation to accept that existing ways are not working, recognise that change is necessary and understand the nature of the change. 'Changing' represents the second stage in which the identified change is planned and implemented. Time and communication are both crucial during this stage for change to occur and an organisation to adapt to the change. 'Refreezing' is the third stage in which the change is embraced by an organisation and becomes embedded in its culture as the new normality. Refreezing does not represent the end point of change for an organisation, but the stage where a specific change is internalised and institutionalised, within the broader context of continuous improvement.

Lussier and Kimball (2004) expanded Lewin's representation into a more comprehensive change model and identify five steps in the process, including:

1. Recognising the need to change as well as determining what the change is, its objectives and its sought outcomes.
2. Identifying possible resistance to the change and plan how to overcome it.
3. Planning the change intervention, that is the strategy required to implement a specific change.

4. Implementing the change intervention to bring about the intended change.
5. Overseeing the change to ensure the change is implemented, its objectives met and its outcomes attained.

New Zealand Cricket Model of Change

Change in a traditional, conservative sport, such as cricket, is not easily achieved, even if the change is perceived as advantageous. Cricket is defined by its traditions, values and etiquette, changing these is to alter the fabric of the sport (Astle and Clinton, 2008). The introduction of the amalgam of change, associated with the ND Programme, challenged the status quo. Such change required: better alignment, communication and collaboration through cricket as a sporting organisation; improvement in the capability and capacity of associations, clubs and schools to implement the programme's initiatives and new opportunities they presented; and alteration of the mindsets and behaviours of community stakeholders to accept and deliver these to participants.

The process of change and how NZC planned and lead the revitalisation of community cricket in New Zealand over a decade, involved a sequence of phases and responses that began in the NSO, and then diffused through the sporting organisation. As a practitioner-manager, I incorporated these into a model to illustrate this change management process (see Figure XXXV). The model was conceived independently of any reference to academic research.

Subsequently, as part of this research, a survey of organisational literature revealed the above mentioned similar sequence of change proposed by Lewin (1951) and later expanded by Lussier and Kimball (2004). The 'development of sport' change process undertaken by NZC, while incorporating similar concepts to the models of both Lewin and Lussier and Kimball, represents more an extension of the latter model. The main difference is that the Lussier and Kimball model assumes that change is imposed and must be right to avoid stakeholder resistance, while the NZC model recognises that if change is to be pervasive and long-term, it must first be discussed with, and broadly accepted by, key stakeholders if it is to be successful. The latter also indicates the need to continuously 'sell' the value of change, this is because of personnel turnover, especially among volunteers, and the exposure of new clubs and schools to the programme.

The NZC model proposed in Figure XXXV identifies seven phases of change, together with a series of responses that represent specific actions. The latter of necessity underpin and contribute to the effective implementation of the projected change. The phases comprise:

1. Understanding the need for, and having a willingness, to change
2. Readiness for change
3. Planning and preparation for change
4. Stakeholder acceptance of change
5. Selling change
6. Implementing change
7. Evaluating change

The phases were not perceived as linear, but more circular in that they provide ongoing feedback and positive reinforcement of the change becoming accepted as new practice. All the stages needed to be addressed by NZC in planning and introducing its community SD programme. Evidence from my experiences as a SPARC consultant/facilitator suggested that the speed NSOs moved through the phases and sequence of these can be variable, especially at the beginning of the process (Astle, 2011a). This variability is dependent upon such factors as: NSO commitment and time frame; available investment; degree of vertical alignment within a sport; current level of capability and capacity; timeliness and quality of planning; programme design completion; relevancy and appeal of initiatives; receptivity by the volunteer base; coverage and skills of the delivery network; and effectiveness of national and regional partnerships. Collins (2010b) indicates such major change in multi-level sports organisations is inevitably slow and incremental, especially as it diffuses down through the loosely linked, volunteer-based, community levels.

The Practice

NZC's response to each change phase in Figure XXXV is elaborated upon in Table XVI. It also identifies the chapters in which each of NZC's responses is detailed.

While the change management process was influenced by NZC and guided by the ND Programme's objectives, strategies and initiatives, in practice it was the regional delivery network of CDOs who promoted and facilitated the actual change. It was they who informed and persuaded volunteers in clubs and schools to accept and institute the proposed initiatives, overcame obstacles to their introduction, and where necessary, devised practical solutions to achieve the desired change.

Figure XXXV

Model of the change management process underlying the development of community cricket in New Zealand

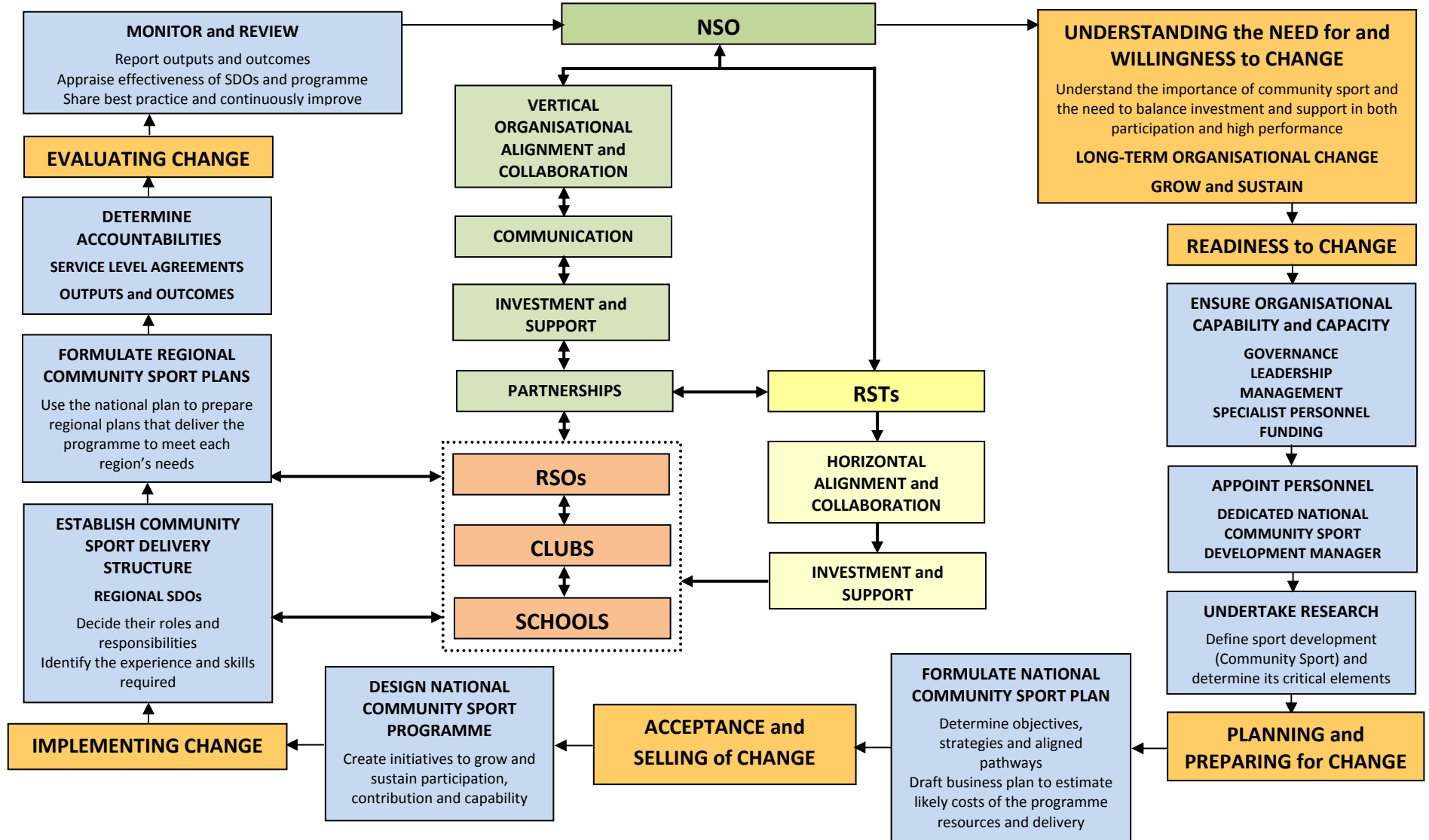


Table XVI

The change management process associated with New Zealand Cricket's intervention into community cricket in New Zealand:
The change phases and responses

PHASES	RESPONSES
<p>1. Understanding the need for, and having a willingness, to change (see Chapter 5)</p>	<p style="text-align: center;">Strategic Plan</p> <p>This was NZC's plan devised for itself as the national body. While it reflected its vision for cricket in NZ, it was not necessarily subscribed to by the MAs and DAs in their regional plans. It did, however, indicate:</p> <ul style="list-style-type: none"> a. An understanding of the need for change NZC's first strategic plans in the 1990s (NZC, 1992, 1996) recognised 'why' it needed to influence cricket in NZ. Initially, this was to increase participation and involvement in the game, primarily to expand its pool of talented players. There was no clear indication of 'what' this required and 'how' it would be accomplished. b. A willingness to change After the 'Hood Report' in 1995 (NZC Review Committee, 1995) the appointment at NZC of a new Board, CEO and Cricket Operations Manager provided the leadership to adopt a more holistic view of the sport. This recognised the interdependence of community cricket (participation) and representative cricket (HP) and need to try and balance the development of both for the long-term organisational health of the game, rather than previously just HP. They acknowledged that this would require a comprehensive community cricket development plan and programme (the 'what') and appointment of national and regional personnel to formulate and deliver these (the 'how'). <hr style="border-top: 1px dashed black;"/> <p style="text-align: center;">NSO Capability and Capacity</p> <p>This was the response to the 'how' at the national level. It signified for the first time, NZC's acknowledgement of the importance of community cricket and involved my appointment as NDM in 1998 to lead, design and manage the process, and subsequently assemble a Development Department, with responsibility for influencing the development and delivery of cricket in clubs and schools.</p>
<p>2. Readiness for change (see Chapters 5 and 6)</p>	<p style="text-align: center;">Research, Whole-of-Sport Overview, Pathways</p> <p>This represented the move by NZC beyond rhetoric, as they overcame the intervening obstacles to change (e.g. lack of capability, availability of funding, degree of vertical alignment and collaboration with the MAs and DAs), to turn their 'development of sport' vision into action. Recent reference to academic literature reveals studies on the concept of 'organisational readiness for change'. A study by Weiner (2009) in relation to healthcare settings, identified readiness for change as a critical precursor to its successful implementation. According to Weiner (2009, p.1), readiness for change within an organisation refers to 'shared resolve to implement change (change commitment) and shared belief in their collective capability to do so (change efficacy)'. This aptly described NZC's situation, where, drawing on Lewin's (1951) three stage model of change, readiness had been created by 'unfreezing' existing mindsets through fomenting dissatisfaction with the status quo in which participation in community cricket was declining, and promulgating an appealing vision for the future development of the game in clubs and schools.</p>

	<p>This readiness included the NZC Board's commitment to support change to the community game through a ND Plan, my appointment as NDM and the opportunity for me to create a 'big picture' overview of the sport through consultation, observation and research. This provided a whole-of-sport context in which to define 'development', identify its scope (i.e. community cricket in clubs and schools), determine its objectives, devise integrated and aligned player and coach development pathways (Astle, 1999a, 2000d), and ascertain the sequence of change and resources (e.g. financial, human and informational) required to effectively implement it. These presented NZC with a framework for change.</p>
<p>3. Planning and preparation for change (see Chapters 5 and 6)</p>	<p style="text-align: center;">National Development Plan</p> <p>The above research, inclusive of the scope, objectives and pathways, was incorporated into a comprehensive ND Plan. It was underpinned by an integrated series of development strategies (i.e. the 7 'Rs') with linked sets of initiatives designed to grow and sustain community cricket. A 'top-to-bottom' organisational delivery structure was propounded to implement these strategies and initiatives. Each initiative was supported by standardised implementation procedures and resources.</p>
<p>4. Stakeholder acceptance of change (see Chapter 6)</p>	<p style="text-align: center;">National Development Programme</p> <p>Although the plan was initially stalled by the availability of funding, sponsorship from MILO (NZ Nestlé) in 1999, underwrote its introduction. The plan was presented to the MA CEOs, who despite initial reservations about the extra work involved, and the tagging of the funding by NZC to engage CDMs to facilitate the development of community cricket, accepted the plan and its emergent ND Programme. This began with the MILO Initiatives and was later followed by the Community Cricket Initiatives, which together spanned the community levels of the game. They also agreed to divide the MILO funding equally between the six MAs and supplement it with their own funds to each appoint a full-time CDM to begin the implementation of the plan in their associations.</p>
<p>5. Selling change (see Chapter 7)</p>	<p style="text-align: center;">Collaboration with National and Regional Partners</p> <p>Once the plan and its proposed programme had been accepted by the MA CEOs, there was then a need to 'sell' their potential value and benefits for the future sustainable growth of community cricket to the administrators and committees of DAs and metropolitan clubs. They had to be convinced of the value proposition as NZC required them to commit 25 per cent of their funding to employ a CCC or equivalent to facilitate the programme's delivery in their clubs and schools. As the programme evolved and its impact became apparent, initially through pilots, and then more generally, it became easier to market the mutual benefits to possible partners. In addition to the regional cricket partners, namely the MAs, DAs and metropolitan clubs, support for the programme was forthcoming regionally from many of the RSTs and nationally from MILO, SPARC, NZCT, NZCF, Gillette, Pasgaards, and until 2003 Yoplait.</p>
<p>6. Implementing change (see Chapter 7)</p>	<p style="text-align: center;">Regional Delivery Structure</p> <p>Most of the funding from NZC and its national partners was used to set up a sizeable regional delivery network of CDMs, CCCs, MSS and SCCs between 2000-2008 to implement the programme. The number of personnel was dependent upon the availability of sufficient funding and identification of suitable candidates. While the process to get nationwide coverage was slowed by a tightening of NZC's finances in the early 2000s, it was more than compensated by investment from regional and national partners, which saw the network grow to almost double that anticipated by NZC by 2008.</p>

	<p style="text-align: center;">Regional Development Plans</p> <p>Once the programme commenced in 2000, each MA CDM was required to formulate a Regional Development Plan that addressed the delivery of its initiatives, inclusive of how and where their outputs and outcomes were to be achieved. Attached to these regional plans were the contributory plans of the CCCs in each of their constituent DAs and/or metropolitan clubs.</p> <hr/> <p style="text-align: center;">Service Level Agreements</p> <p>After the Regional Development Plans were signed off by me as NDM, SLAs were negotiated with each MA. These outlined the role and responsibilities of both NZC and the MAs to the delivery of the programme, level of development funding to be invested by NZC and each MA's contribution, and expected targets to be attained in terms of agreed outputs and outcomes. In turn each MA apportioned these responsibilities, funding and targets amongst its DAs and/or metropolitan clubs through subsidiary SLAs.</p> <hr/> <p style="text-align: center;">Delivering National Development Programme</p> <p>The CDMs, CCCs, MSS and SCCs were the primary agents of change at a community level. It was they who were responsible for marketing the ND Programme and its initiatives, persuading volunteers of their merits, and facilitating their introduction into clubs and schools. Overall they were successful in achieving the desired change in community cricket through the introduction of the new initiatives and their concomitant modernising concepts (e.g. modification, flexibility, adaptability). This saw the community game grow sustainably, although not always without obstacles. These are discussed in Chapters 7 and 8.</p>
<p>7. Evaluating change (see Chapters 7 and 8)</p>	<p style="text-align: center;">Monitoring and Reviewing for Improvement</p> <p>Once underway, the programme evolved as a result of the annual collection and collation of participation data through the NZC Census to gauge trends and identify areas requiring further attention, and regular feedback from the regional delivery network through the monthly and annual summative reports of the MA CDMs. Increasingly as the CDMs and CCCs, gained experience and confidence in their roles, a number were keen to exchange ideas and practical solutions at the annual ND Conferences, and contribute to the design of new initiatives and accompanying resources at NZC instigated workshops (Astle, 2003h, 2006d, 2006f, 2009c). These opportunities to measure, evaluate and reflect on the programme and its effectiveness provided a constant impetus for further innovation, change and continuous improvement in both the programme and scope of its impact.</p>

The programme challenged the status quo of existing practices and promoted change to the community game and its providers. The status quo, however, was not an option as player numbers were declining (NZC, 2009a). The programme was going to create extra work, as a more 'hands-on', direct approach was required to: recruit and retain players, restructure and resource clubs and schools, and build school-club links. No longer was the previous laissez-faire approach of volunteers appropriate. Many sports were competing for players, especially primary/junior players (Shilbury and Kellett, 2011), cricket had to be proactive, adapt and be more organised in its pursuit of expanding its base. Being complacent was not an option (Purdon, 2000).

The programme offered an innovative, national approach to the provision of more contemporary sporting opportunities and experiences, and every occasion was used to interest and enthuse administrators and volunteers with this new approach to ensure they could see the benefits (Watt, 2003). To convince people of the need for change required a convincing argument as to the programme's advantages and a guarantee that NZC would underwrite it. Any change had to be integrated, progressive and add value as it required a local 'buy-in' and contribution of funding to support the proposed delivery structure. Although most accepted the programme and its CCCs, there were still misunderstandings and gatekeepers which constrained progress.

The Obstacles

According to Watt (2003) SD is:

a new concept to many people involved in sport. The traditionalists have tended to see sport as just existing rather than needing to be promoted, developed and enhanced in an active way, but today this is necessary and this is a difficult concept for some to grasp . . . and any desire to expand and bring innovation can sometimes be resisted. (p. 72)

While resistance to the ND Programme frustrated and slowed its diffusion, it did not thwart its introduction. To circumvent this required perseverance, enthusiastic marketing and regular communications by me as NDM with the MA CDMs and their CCCs, and they in turn with administrators and volunteers in DAs, clubs and schools. The piloting of the CCC role and programme initiatives; the knowledge acquired from this to train CCCs and MSS and inform volunteers; and the regular collection of evidence, review of performance and continuous enhancement of existing initiatives complemented by new ones, helped mitigate any major disruption to the programme. Having successful working exemplars of the role of the CCC, the programme and its initiatives; and a growing number of local advocates for the programme, its

resources, delivery structure and ultimately its impact; provided very persuasive advertisements of their benefit. They demonstrated what was achievable, how it could be accomplished, and what was required in terms of commitment, effort and funding. As Pat Malcon (CDM, Northern Districts) observed:

New Zealand Cricket should be assured of the value of the Community Cricket Initiatives. Our CCCs are highly qualified, highly motivated, hard working and effective people. In my travels throughout the region local people are effusive in their praise of the work of the CCCs. (Quoted in Astle, 2006m, p.5)

The obstacles that frustrated the change process could be grouped into three categories. First, customer resistance to the newness, different focus and requirements of the MILO Initiatives. Second, the unwillingness of some secondary schools and clubs to undertake the Community Cricket Initiatives health checks, planning and improvements. Third, the suitability and turnover of the MSS and SCCs; the capability and effectiveness of the CDOs, especially the CCCs, to fully understand the initiatives, and persuade volunteers to adopt them in clubs and schools; and the limitations placed on some CCCs by conservative administrators unwilling to change. The first two categories are discussed below, category three was covered in Chapter 7.

1. MILO Initiatives

The first set of obstacles were associated with the MILO Initiatives and the contrasting changes in emphasis that they infused into primary/junior cricket. First, was the emphasis on 'participation' and skill development in MILO Have-A-Go Cricket, and second, the promotion of 'competition' in the MILO National Primary Schools' Competitions (see Chapter 6). MILO Have-A-Go Cricket was designed for 5-7 year old children who were on the first rung of the newly identified Player Development Pathway (Astle, 2000a, 2000e). My own experiences (see Chapter 3), and that of subsequent researchers (Côté, 1999; Bayli, 2001, 2002; Davis, 2004; Bailey and Ross, 2009), suggested that this entry level initiative should be 'appropriate to the age and stage of development of the young people who were involved' (Davis, 2004, p.22). Increasingly, sports like cricket are marketing their games to 5-7 year olds as parents seek to involve their children earlier in organised sport (Hotene, 2008; Gilchrist, 2011). Because most younger children lack 'the sporting and social skills which generations before them would learn in the park or backyard' (Lammers, 2011, p.14), MILO Have-A-Go Cricket addressed this by teaching them fundamental movement and cricket specific skills within a safe, structured environment, and engaged their parents and teachers as coaches (SPARC, 2011d). At this beginning stage it was not about organised matches and results, it was about children playing

and having fun (Hotene, 2008; Alderson, Cleaver and Leggat, 2012b). Indeed, research shows that 'having fun' is the most important reason for children participating and staying in sport (Kirk, 2000; TNS, 2005; North, 2007) (see Image XXX).

For most parents MILO Have-A-Go Cricket proved to be a very attractive

programme for their children, but for some clubs, coaches and parents, not playing a game was something they struggled to comprehend. They preferred 'kids sport to be the same as adult games' (Gilchrist, 2011, p.45) where the emphasis was on teams, matches, structured competitions, winning and development of talent. Indeed, for some, the very term 'participation' conjured up images of 'politically-correct' non-competitive sport (Lammers, 2011). They perceived not playing a game meant no 'winning'. MILO Have-A-Go Cricket was so different from how they learned to play cricket in the backyard and/or playground against kids of all ages. In this latter environment, young ones mimicked the skills displayed by siblings or school mates. There was little involvement of parents, especially fathers, as coaches. Indeed, cricket was notable for its lack of a 'culture of coaches'.

This, however, is now a thing of the past. Risk averse parents, community demand for greater supervision, and 'time-poor' parents who usually both work, means there is now a desire by parents to seek organised 'quality time' opportunities with their children. MILO Have-A-Go Cricket is a structured and safe 'kid-friendly experience' for beginners which is focused on fun, skill development and equal opportunity of participation (Baker, 2002). It has removed many of the 'barriers' to the involvement of children, and their parents and teachers, and offered all a quality first experience of the game. As McConnell (2000, p.1) noted early in the programme, 'not only is the MILO-sponsored scheme attracting school children to cricket, it is providing an easily workable coaching scheme for parents'. This was reinforced by the following two comments.

Image XXX

MILO Have-A-Go Cricket kids having fun at Western Park MILO Cricket Centre, New Plymouth



Source: Jamie Watkins, CCC, Taranaki

I have been involved in primary school cricket for many years and pleased to see that this game and skill enhancement programme is being introduced around the country to cater for younger children. This will ensure that we will have an enthusiastic group of children who will continue to enjoy the game in the future. (MILO Cricket Centre Coordinator A quoted in Astle, 2008h, p.4)

New Zealand Cricket's ongoing support is invaluable to me, as I can't say I am a particularly skilled cricket player. However, 2 years ago my cricket knowledge could have been written on one quarter of a postage stamp and now I feel I may be getting a handle on the rudiments of the sport. (MILO Cricket Coordinator C quoted in Astle, 2008h, p.5)

While fun and skill development were prime motives for involvement in MILO Have-A-Go Cricket, at the exit end of the MILO Initiatives players needed to be given opportunities to test their skills through performance. The MILO National Primary Schools' Competitions for 11-13 year old boys and girls provided such a competitive challenge and experience. A few teachers, with broad concerns about participation and not pressurising children with results, raised the question 'What was cricket doing starting competitions?' Many schools, however, saw it as an exciting opportunity for their youngsters to play in a national event. These were not exclusive representative competitions for elite players, but inclusive development competitions for school teams. The response was overwhelmingly positive as indicated by the rising number of school entries (see Figures XLV and XLVI). The matches were shortened version formats, and were played on a knockout basis locally, then regionally, before the two top schools, then from 2003, four schools, in each competition, contested the national finals. These competitions reinvigorated interest in cricket in primary and intermediate schools, and provided opportunities for youngsters to experience the fun of playing for their schools. The early triumphs and subsequent media coverage of Eketahuna Primary School (see inset account and Image XXXI) and the all Pacific Island team from Viscount School, Mangere (see Image XXXII) in the 2000 and 2001 MILO Shield finals respectively, provided a wealth of compelling evidence for the MILO school competitions.

As mentioned in Chapter 6, the popularity and success of these national competitions spawned other midweek school competitions. These ranged from rural based contests, between country schools using a MILO Kiwi Cricket format (e.g. Wairarapa), or country schools being transported to a central location (e.g. Gisborne) to play in a 'Cricket Carnival Day' (e.g. Poverty Bay), through to the large, Friday afternoon, 10 a-side, Years 5/6 MILO League (boys) and MILO Trophy (girls) competitions in Christchurch involving over 120 primary school teams.

Eketahuna School: A Tale of Triumph

In the first MILO Shield final in 2000 Eketahuna Primary School beat Rosedale Intermediate from Invercargill at Melville Park in Auckland. The amazing run of the tiny Eketahuna school's team, who had only 22 girls to choose from, but won a succession of matches to become national champions was documented in the New Zealand Listener by Joseph Romanos in 2001. The success of the girls galvanised the support of the entire Eketahuna community. A mayoral reception was held before they flew to the finals in Auckland, carloads of supporters drove up to Auckland to cheer them on, and they were welcomed home by a crowd of 250 people, nearly half the town's population. Later signposts were put up at each end of the town saying 'Welcome to MILO Country'. Indeed, it was even suggested that their story of triumph against the odds could become an inspirational sports movie - the New Zealand version of 'The Mighty Ducks'.

Source: Joseph Romanos, (2005, pp.162-163, drawing on three of his New Zealand Listener articles published on January 13, February 10 and May 19, 2001)

The obstacle of cost emanated from some metropolitan areas (e.g. Auckland), where junior clubs already charged young players \$50-\$90 to fund their club operating costs, and a few rural based DAs (e.g. Mid Canterbury, North Otago, Southland) where previously there had been no cost for playing cricket. The cost for

children to register in MILO Have-A-Go or Kiwi Cricket was \$20 or \$15 per player respectively. This modest fee provided a sense of personal investment in the programmes, and helped offset the price of the promotional giveaways used in the MILO Cricket Skills Awareness Lessons within schools (see Image XV); programme giveaways for each registered player (see Image V); donation of a starter kit of equipment for each centre (see Images VIII and XXXIII);

Image XXXI

Eketahuna Primary School girl's cricket team: Winners of the inaugural MILO Shield, 2000



Source: Alec Astle

Postscript: Sadly Mike Monaghan the above inspiring coach of the team and the school's caretaker was tragically killed in an accident on his farm in April, 2001

Image XXXII

Viscount Primary School girl's cricket team: Winners of the MILO Shield, 2001



Source: Alec Astle

and training of parent and teacher coaches, inclusive of their receipt of coaching manuals, caps and certificates (see Image XIII) (these images, except Image XXXIII, are in Chapter 6). As MILO Cricket Coordinator C noted 'the \$20 fee for this course is extremely generous. The wonderful giveaways supporting each session brought huge smiles to the children's faces!' (quoted in Astle 2008h, p.10).

To initially counter these costs, some areas (e.g. North Otago) subsidised them using local trust funding. More recently, the new KiwiSport funding has been more widely used to subsidise such entry fees for children to register in MILO Have-A-Go or Kiwi Cricket because they offer fundamental skill development opportunities (SPARC, 2011d) (see Chapter 4). While such funding sources have enabled more children to play the game, when the funding ceases, it still requires the cost benefits of these initiatives to be justified to parents and teachers, fortunately cricket has accumulated ample evidence of their overall value. MILO Have-A-Go Cricket at \$1.50 per session and \$2.50 for MILO Kiwi Cricket represented excellent value for money compared to the cost of many other sport and recreation activities. As these initiatives expanded, clubs, schools, parents and teachers became more aware of their worth, so most of the concern about cost dissipated. Indeed, it was only in 2011 that the cost of each programme was raised to \$25 as a cricket bat was added to the giveaways. This compared more than favourably with the fees for children registering in five winter codes surveyed in Christchurch, which ranged from \$30-\$60 for rugby through to \$150-\$300 for hockey (Greenhill, 2013).

Image XXXIII

MILO Cricket equipment donation to MILO Cricket Centres

MILO Have-A-Go Cricket initially, and then MILO Kiwi Cricket, have both lead to a growth in player numbers. In some centres, these increases were substantial and created pressure on playing equipment and facilities. To assist with the equipment, NZC provided all MILO Cricket Centres with a starter kit of plastic cricket gear (see Image XXXIII). The amount was dependent upon the size of the centre. The equipment went some way to supporting primary schools, junior



Source: Alec Astle

clubs and communities run these introductory programmes.

The issue of facilities was initially ground space, and later as the number of players swelled junior ranks, the demand for pitches. The impact of expanding player numbers on grounds was relatively easy to counter, but it took some MAs, DAs and clubs to adjust their thinking that cricket did not need to be played on a Saturday. In promoting the flexibility and adaptability of the MILO programmes, the CDOs suggested these initiatives should be run when the majority of the children's parents and teachers were available, which was often midweek evenings. This freed up parents from weekend commitments and allowed them to be part of centres that operated midweek in the early evening. These centres were run at various venues on a range of: grassed surfaces (e.g. school fields, local parks, club grounds), hard surfaces (e.g. tennis courts, hockey turfs) and indoors (e.g. gymnasiums). Centres with grassed surfaces, operating midweek, encouraged the multi-use of their grounds, taking pressure off the weekends, especially Saturdays. Running MILO Cricket Centres at a time convenient to most parents, meant more parents were amenable to their youngsters playing cricket, and them offering their time as coaches. A win for cricket and also their children.

The need for more grounds, particularly pitches, became a concern once the burgeoning number of MILO Kiwi cricketers moved up into conventional junior cricket, and as interest in the game in primary and intermediate schools was revived by the advent and expansion of midweek national, regional and local competitions. To help clubs and schools, NZC encouraged

them to access funding from the NZCF to subsidise the installation of artificial cricket pitches (Astle, 2002c) (see Image XXXIV and Figure XLIX). I also recommended the MA CDMs and CCCs undertake facility audits to ascertain the location of cricket grounds and pitches in their associations, and use this

Image XXXIV
Artificial pitch installed at Roslyn Intermediate School, Palmerston North



Source: Alec Astle

information to create regional facility maps to identify and fill gaps in their infrastructure with artificial pitches (Astle, 2009a). These were mainly sited on school grounds, where they provided quality, low maintenance surfaces to be used by schools during the week and local

clubs in the evenings and weekends. Otago set up a facility map for Dunedin, and fostered the installation of artificial pitches on primary school fields. While the Christchurch Junior Cricket Association (CJCA), through its 'Artificial Pitch Plan', acquired Community and Gaming Trust funding to install 35 artificial pitches on school grounds in the greater Christchurch area (<http://www.canterburycricket.org.nz/uncategorized/boost-for-junior-cricket-in-canterbury/>).

Two studies have been completed on the MILO Initiatives by Nolen (2001) and Ferguson (2010). Nolen's research was based on his MSS experience undertaking school recruitment visits, and organising a MILO Have-A-Go Cricket Centre in Hamilton in the first full season of the programme's introduction. Nolen (2001) noted the need for: the MSS to be well trained so they fully understood MILO Have-Go Cricket's objectives and their role in its delivery; the MILO Cricket Skills Awareness Lessons to be conducted pre-season (August/September) in primary schools to recruit players; the parents to be properly trained as coaches and delegated responsibility to run the MILO Cricket Centres; the more appropriate use of the giveaways, which he termed 'prizes', so the main focus of the programme was children enjoying playing cricket rather than receiving prizes; and the programme, which was run as a block of six sessions before Christmas, to be followed-up with a holiday programme to maintain the children's interest in cricket. This truncated interpretation of MILO Have-A-Go Cricket was not ideal. The programme was intended to be run over 12 sessions spread throughout the season in which 'each session builds on the skills learnt in the previous session, until by the final session the children had a good grasp of all skills required to play cricket' (Nolen, 2001, p.7). While Nolen's comments applied to the preliminary stage of the programme, they highlighted the importance of the CCCs and MSS needing to fully comprehend the programme and how it works, so they delivered it as prescribed, thereby not compromising its objectives or the quality of the cricket experience.

Ferguson's study was conducted in his capacity as a NDO at NZC and included an online survey of 120 parents, coaches and MSS and interviews with six CCCs. His summary of their responses highlighted the success of MILO Have-A-Go and Kiwi Cricket in terms of their positive impact on player and coach numbers; quality of resources and coaching courses to support these initiatives, in particular their structured content, flexibility and ease of use; and overall value for money. Most saw the giveaways as beneficial in selling the initiatives, although some suggested they be reduced in number and replaced with substantial items, such as a cricket bat. The responses also identified a number of issues, namely: the cost of the initiatives, especially in low decile communities, and difficulty of accessing Gaming Trust funding to subsidise these; the struggle to recruit parent volunteers as coaches; and the perennial lack of

understanding of the programmes and their importance in the Player Development Pathway. The latter was more prevalent in metropolitan areas, especially Auckland, where clubs preferred to continue offering conventional cricket rather than fundamental skill development opportunities to beginning cricketers (Hotene, 2008).

2. Community Cricket Initiatives

The second category of obstacles pertained to the Community Cricket Initiatives and the reluctance of secondary schools and clubs to undertake health checks and the related planning needed to make organisational improvements in their capability. This was a consequence of partly the apathy of individual CCCs to persuade them to undertake such tasks because of their own workload, skills and/or priorities, and partly the barriers put up by secondary schools and clubs. The latter arose from the perceived value and/or time required to complete such tasks, despite new abbreviated health checks being designed in 2007 (Astle, 2007d, 2007f); and the fragility of many secondary schools and clubs, whose survival frequently depended on one or two volunteers who did not have the time or desire to take on another task, and/or were not convinced of its need (Astle and Dellaca, 2006, 2008; Astle and Brooke, 2008; Astle et al., 2013). This lack of attention to capability and development has already seen the demise of clubs in some MAs and DAs which has threatened the integrity of their competitions, and in a smaller DA, such as the West Coast, entirely decimate its competition (Astle et al., 2013).

The health checks provided a systematic audit of the organisation and performance of a secondary school or club as a prelude to prioritising those areas most requiring improvement. These were incorporated into strategic plans that directed their attention and available resources into improving their organisation, infrastructure and services to ensure their sustainable growth. For clubs, the health checks identified four main areas requiring improvement, namely: strategic planning, financial management, coaching and practice planning and club-school links. Some clubs needed to develop just one area, others several, if not all the areas. The major metropolitan clubs in Auckland, Wellington and Christchurch undertook health checks and/or were subject to agreements with their MAs to meet a range of capability and development criteria. These emphasised capability compliance with respect to administration (e.g. active committee, strategic plan, budget, annual report and financial statements, membership database), operations (e.g. clubrooms, facilities), and development expectations (e.g. minimum number of adult and junior teams, coaching and development programme, links to schools). Such criteria needed to be met to maintain their principal or premier club status and qualify for the receipt of development funding from their MAs

(Bidwell, 2012). The latter ranged from \$3,000-\$10,000 for most metropolitan clubs, except in Auckland where \$30,000 was provided to each Principal Club to engage Club Managers.

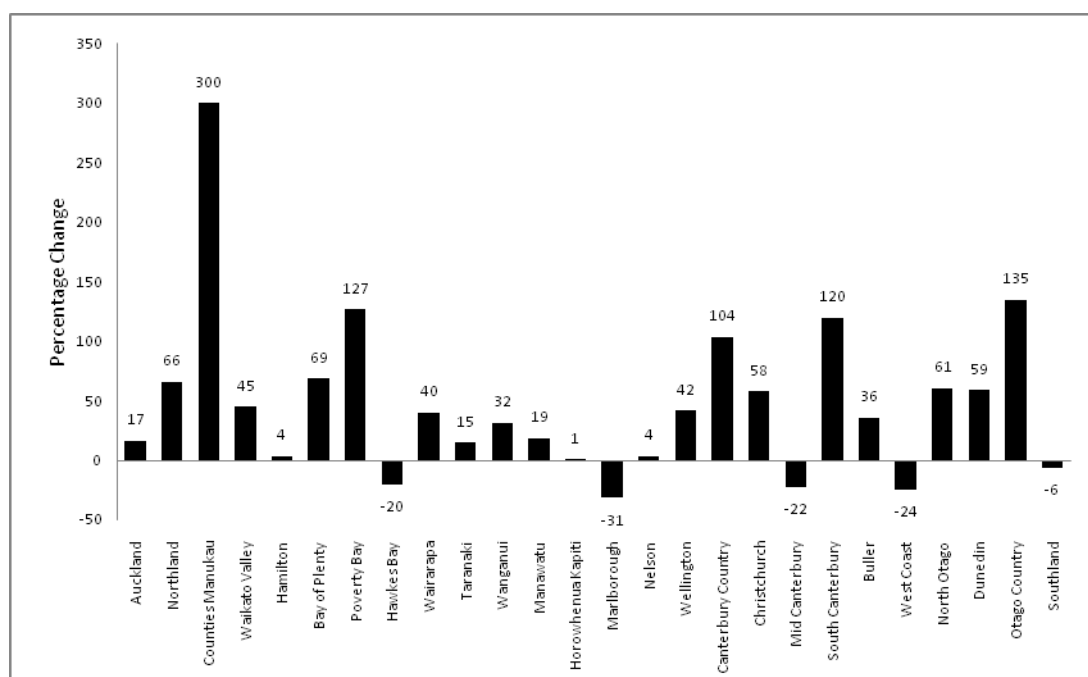
In some DAs, where the structure of their secondary schools and clubs was fragile, and at best held together by a few passionate volunteers, CCCs got schools and/or club representatives together and completed a health check of the overall state of secondary school and/or club cricket in their community. This highlighted broad issues and allowed the DA to prioritise the improvement of: recruiting and retaining youth and adult players, school-club links, competition formats and scheduling, pitch preparation, cost of equipment and funding applications to Gaming Trusts. This enabled CCCs to plan and provide appropriate support, coordination and assistance (Astle and Dellaca, 2006; Astle et al., 2013). As Blair Franklin (CCC, Canterbury Country) noted 'the Development Programme is now providing a meaningful pathway from MILO through to the senior levels. The challenge now is to ensure that clubs and schools are sufficiently robust to cater for the growth that is occurring' (Quoted in Astle, 2007b, p.17).

Despite the challenge of these obstacles and the constant need to seek solutions, they did not halt the introduction of the ND Programme. They did, however, influence the speed and spread of the programme across the country and its overall impact. While the impact, which is discussed later in chapter, was multivariate and significant, there were differential performances and contributions by the various MAs and DAs that affected the rate of progress as the programme was not applied evenly across the country. While regional variations occurred because of differing local needs and issues (e.g. demographics, geography, funding), they also were a consequence of the focus and willingness of administrators to embrace change, support the efforts of their CCCs, and fill CCC vacancies promptly and with suitably qualified personnel; and/or the capability, energy and commitment of individual CCCs.

While such change needs to be interpreted carefully, the percentage change in the player numbers in metropolitan areas and DAs between 2000/01-2008/09, gives one measure of this regional variability (see Figure XXXVI). It indicates how 21 of the 26 regions embraced the development initiatives and recorded increases in player numbers. Of these 13 exceeded the national average increase for the period of 38.95 per cent (NZC, 2009a), some significantly, with increases ranging from 104-300 per cent (e.g. Counties Manukau, Poverty Bay, Canterbury Country, South Canterbury, Otago Country). Eight other regions also recorded increases, but below the national average, with three of these being marginal (e.g. Hamilton, Horowhenua Kapiti, Nelson). The player numbers in the remaining five DAs showed a decline.

Two of these, Marlborough and Mid Canterbury, had by 2011/12 reversed this trend, recording nine and 55 per cent increases respectively over this longer period, while Hawke's Bay and the West Coast had slowed their decline (NZC, 2012). Only Southland has continued to slowly decline. Some of these slow growing or declining regions have struggled to grasp the value of implementing the development initiatives to grow and sustain the community game in their regions. This is attributable to the conservatism and/or reluctance to change by their administrators whose focus was more on representative cricket, and/or to CCC turnover combined with procrastination in appointing quality CCCs to fill vacancies in these regions.

Figure XXXVI
Percentage change in player numbers by Metropolitan Areas and District Associations
2000/01 to 2008/09



Source: NZC (2001, 2009a)

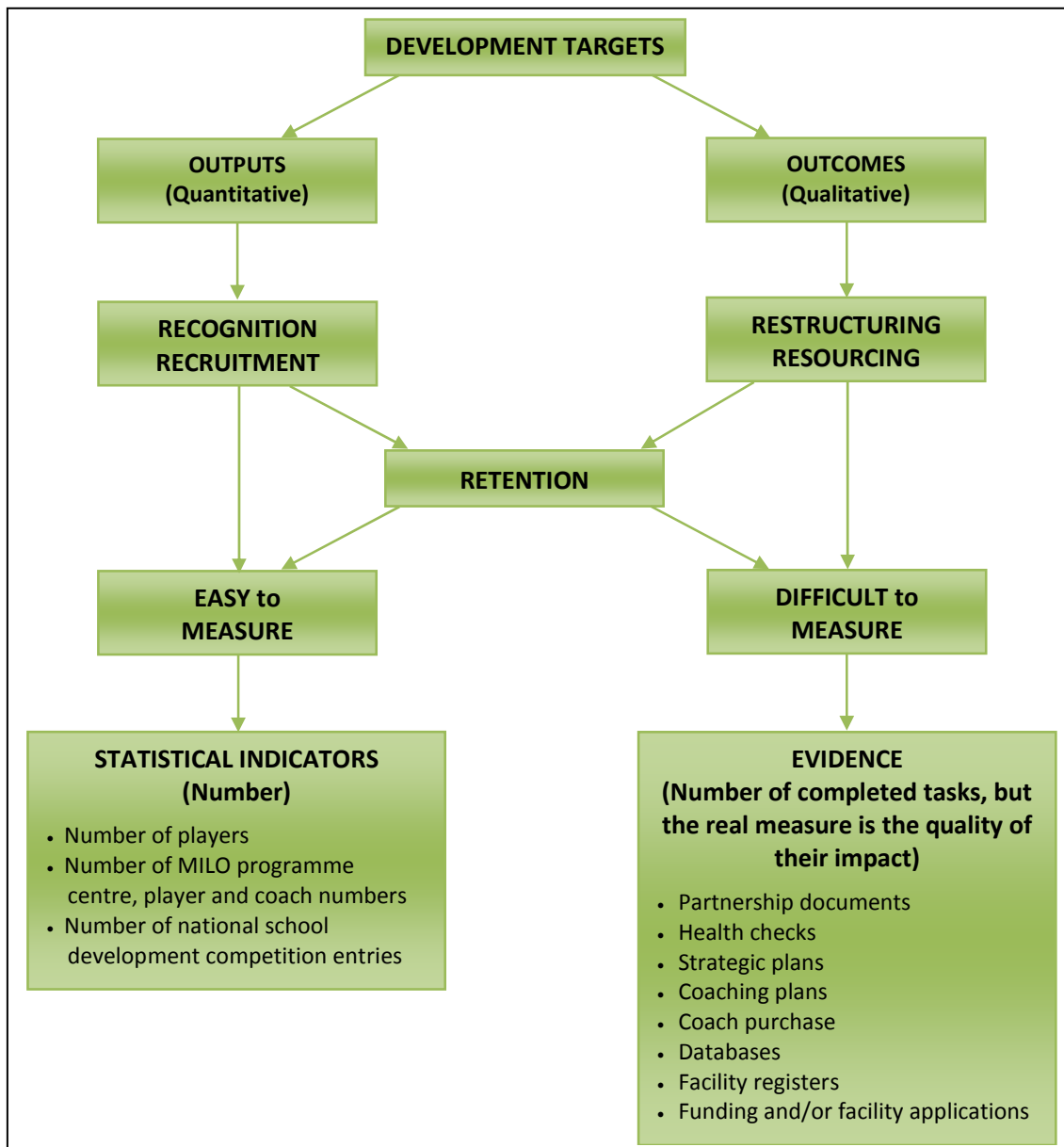
Outputs and Outcomes

One way of looking at the overall effectiveness of a sports development programme is to examine . . . outputs and outcomes. Sports development is about positive change. In order to progress, to achieve this change, there must be a degree of clarity about exactly what it is we are trying to achieve so that the extent to which progress has been made can be evaluated. (Eady, 1993, p. 37) (see Table XVII)

The ND Programme was measured by the attainment of agreed targets with its MAs. These comprised quantitative outputs (e.g. numbers of players and coaches) and/or qualitative outcomes (evidence of tasks completed that lead to improvements, such as in provider

capability e.g. school and club health checks, strategic plans) (see Figure XXXVII). The quantitative measures were usually statistical indicators of performance, and in most cases were counted annually in the NZC Census.

Figure XXXVII
Recording and measuring development progress



Source: Astle (2009a, p.62)

As Eady (1993, p.38) noted, when collecting SD statistics 'outputs are relatively easy to define and measure, outcomes are more difficult to pin down'. This has meant there is usually a much greater reliance on quantitative variables, but using these as absolute measures of progress in community sport is not without its difficulties. These arise from variable definitions of participation, which reflect the purpose for collecting sport

participation data, and inconsistent methods of collection (Houlihan, 2011a; Sam, 2011; Nicholson et al., 2011c). Both these issues have been apparent in NZC Census figures, although since 2001/02 a more consistent system has improved the reliability and accuracy of the data.

The key measure of success of the ND Programme was the growth of the game as measured by annual incremental changes in player numbers. For over 30 years, NZC has conducted an annual census of participation. Prior to 2001/02, this was based upon returns collected in November/December by MA and DA administrators from clubs and schools. Unfortunately, there was no formal collection procedure in place, and because some administrators had limited involvement with clubs and schools, they saw the census as a low priority at a time of the year when their focus was on representative cricket. This often led to inaccuracies that NZC needed to follow-up, and attempt to correct. The 2000/01 NZC Census (2001, p.5) noted it was 'very disappointing to conclude that associations appear to have very little interest in accurately determining a key measure of the state of the game within their boundaries'.

In 2002, a more systematic method of collection was introduced that used a clearly defined set of procedures, definitions and multipliers. The 2001/02 NZC Census (2002, p.4) indicated that 'with the commencement of the ... Community Cricket Initiatives, there was a need to develop a format that would give an accurate measure of the effectiveness of the programme'. This saw the census date moved to February/March; the collection of information became the responsibility of the MA CDMs and CCCs because of their more detailed knowledge of community cricket; and the use of NZC generated standardised enumeration forms for each MA and its DAs. Instead of counting individual cricketers from each club and school, many of whom had limited or inaccurate databases, data was obtained by counting the number of teams in each club and school, and corroborating this for each association through competition entries. A multiplier, based on research conducted by the ACB, was applied to these team statistics to calculate player numbers (NZC, 2002). For example, a player multiplier of 15 was used for each team. While this multiplier may overestimate player numbers in 'competitive' teams in larger clubs and schools, it tended to underestimate those in 'social' teams and smaller rural clubs and schools whose player base could range from 20-30 players over a season. Lesser multipliers were used for 6 a-side (8) and 8 a-side modified cricket (10), while MILO Have-A-Go and Kiwi Cricket numbers were based on registrations made annually with NZC. To determine which players were eligible participants, 'participation' required a player to play at least six games during a season.

The use of the same multipliers through the study period provided a consistent measure of player numbers and an accurate indicator of progress. For this reason the census became a valuable document used at all levels of the organisation to analyse trends, gauge the effectiveness of existing development initiatives, offer evidence for the design of new initiatives, and underpin strategic planning and resource allocation. Overall it provided 'a more comprehensive and more robust profile of participation and . . . [formed] . . . a more secure foundation for tracking change' (Houlihan, 2011a, p.15). NZC, like several other NSOs, has tried without success, to improve its collection of statistics using a national web-based player database. Only the NZRU has had the resources to establish a comprehensive national registration system for rugby players, coaches, officials and administrators (http://www.nzrugby.co.nz/rugby_registration).

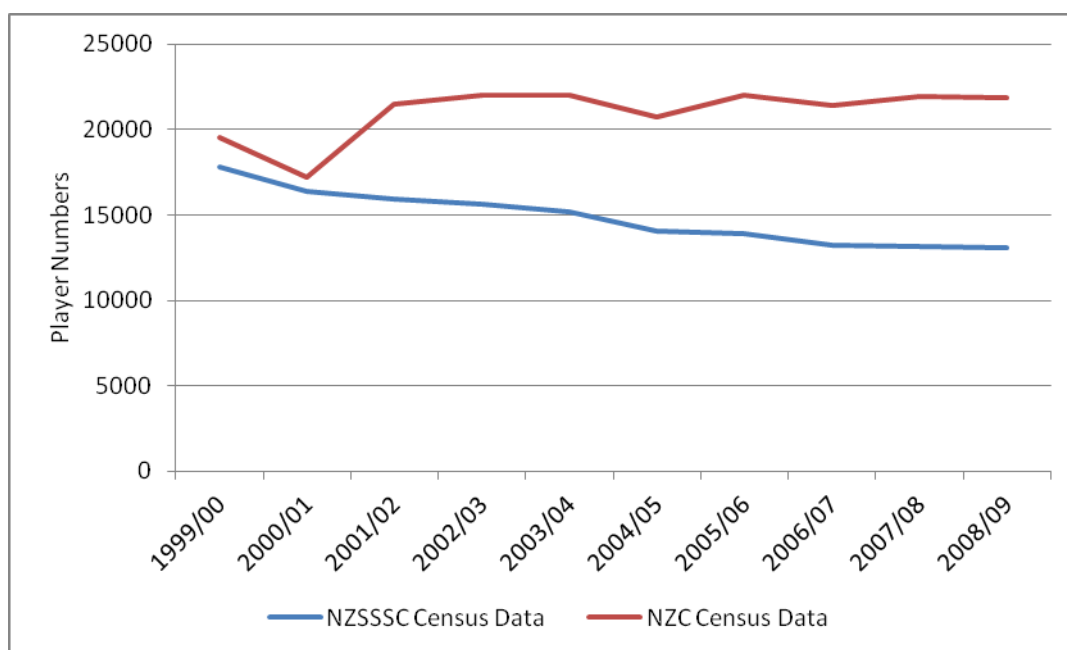
Undoubtedly the overall reliability of the NZC Census figures can be contested because they are based on teams and a multiplier system. Although they do not preclude the double counting of players who may play in both Saturday and midweek competitions, the ongoing application of the same multipliers, while not negating this, did provide NZC with a consistent method of measure. To further improve their accuracy, NZC also addressed an historical anomaly in its collection of player numbers. The accuracy of 8,000 Kiwi Cricket players submitted annually by Auckland since 1992/93 had been questioned by NZC. In 2004/05, Auckland removed these from their census returns as there was no evidence of such players registered in regular competitions (NZC, 2005). This saw Auckland's player numbers drop from 25,732 in 2003/04, to 17,033 in 2004/05. Because this anomaly had inflated the overall census numbers, NZC removed these and reduced its total player numbers accordingly each year back to 1992/93. For example, NZC's total player numbers for 2003/04 were reduced from 99,253 to 91,413, which effectively lowered Auckland's numbers for that season to 17,892. These adjusted figures, which have become NZC's official figures, are used in Figure XXXIX, and throughout this study (NZC, 2009a).

Alternative measures of cricket 'participation' to those used in the NZC Census are employed by SPARC and New Zealand Secondary Schools' Sports Council (NZSSSC) in their surveys of sport participation. SPARC regularly undertakes an 'Active New Zealand Survey' of adults (16 years and over) who have participated in various sports at least once in the previous 12 months. Its most recent 2007/08 survey indicated participation in cricket had increased to 237,965, and was only exceeded by golf and tennis (SPARC, 2008). While SPARC's broad definition of 'participation' highlights the popularity of cricket as a sport, it does not meet NZC's tighter definition, which required individuals to play at least six games during a season

for a club or school team. For this reason, the comparative level of participation recorded by the NZC Census in 2007/08 was 100,348 players (NZC, 2009a) (see Figure XXXIX), with SPARC's figure being seen as more of a reflection of adults having an 'exposure' to the sport.

Figure XXXVIII

Secondary school cricket player numbers 1999/00 to 2008/09 according to the New Zealand Cricket Census and New Zealand Secondary School Sports' Council Census



Source: New Zealand Cricket (2001, 2003b, 2005, 2007b, 2009a);
New Zealand Secondary School Sports' Council (2014)

Conversely, the opposite trend in participation is apparent when comparing the data for secondary school cricketers by the NZC Census with the NZSSSC annual survey. Instead of a gradual rise of 11.8 per cent between 1999/00 and 2008/09, the NZSSSC survey records a steady decline with a drop of 26.5 per cent (see Figure XXXVIII) (Sam, 2011). These differences can be attributed to a mix of factors:

1. The more restricted definition of 'participation' used in the NZSSSC survey which focuses only on competitive conventional cricket players in each school, with no account taken of those involved in intra or interschool social competitions (e.g. on average, between 2000/01 and 2008/09, this represented 3,302 cricketers per year according to the NZC Census), and/or secondary school cricketers participating under a club banner in youth or adult teams (e.g. there were 65 teams of secondary school students in the Christchurch Metropolitan Cricket Association weekly draw in March 2014, of which 22 teams, or 330 out of 975 players using the NZC multiplier, played for 'club youth teams', and as such

would not be included in the NZSSSC survey). If NZC only included the data from conventional secondary school teams this would equate to 14,760 players which is only 1,689 more than the NZSSSC survey. The difference between these two figures may arise from a combination of the following three factors.

- I. The collection of the NZSSSC figures is undertaken by School Sports' Coordinators, many of whom are part-time generalists, have a high turnover rate, and often limited direct involvement in, and/or knowledge of, cricket in their schools (NZSSSC, 2013).
- II. The possible over-estimative effects of the use of the NZC multiplier of 15.
- III. The different collection times of the NZC Census and NZSSSC survey, with the former being in February/March and latter in November, when cricket player numbers are at their lowest, having been depleted in many schools by students withdrawing from teams to concentrate on external examinations.

The collection and analysis of good quality sport participation data is a perennial issue for most sports. According to Nicholson et al., (2011c, p.300) this 'lack of longitudinal data has meant that it is very difficult to determine the efficacy of policies and programmes focused on increasing sport participation'. While there are limitations to the longitudinal participation data collected by NZC through its annual census, the systematic and coordinated collection procedure, clear definition of 'participation' and use of consistent multipliers have ensured data collected can be utilised with some degree of confidence in the ND Programme to demonstrate trends over time.

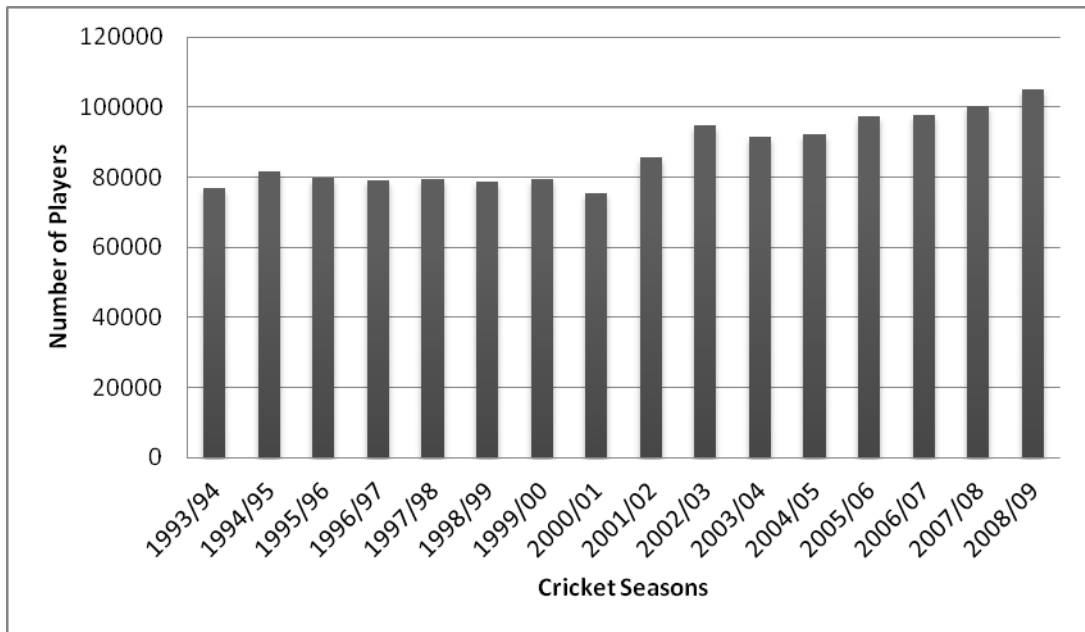
The Impact

Although the impact of the ND Programme was considerable between 2000/01 and 2008/09, other factors may have contributed to the noticeable growth and improvement in the game during this period. These included: ongoing 'development in sport' innovations, especially new formats, such as Twenty20; performance of the Black Caps and White Ferns; television coverage of international and domestic cricket; and conduciveness of the weather at the start of summer when youngsters register in the game. Nevertheless, the trend in player numbers which had declined from the mid-1990s until 2000/01 when the ND Programme was phased in, has since its introduction, witnessed a steady increase. From 2000/01 to 2008/09 player numbers expanded from 75,479 to 104,880 or by 29,401 (see Figure XXXIX) (NZC, 2009a). This represented a 38.95 per cent increase over this period at an annual average growth rate of 4.87 per cent. This trend has subsequently continued so by 2011/12 player numbers had

reached 111,829, an increase of 36,350 players or 48.16 per cent since 2000/01, although the overall annual average growth rate had slowed slightly to 4.38 per cent (NZC, 2012).

Figure XXXIX

Total cricket player numbers in New Zealand 1993/94 to 2008/09



Source: NZC (2009a)

When cricket's growth rate was compared with those of other sports with over 25,000 participants in 2000/01, its rate was more than double the nearest sport which was hockey with 15.2 per cent (see Figure VII in Chapter 4). Interestingly, of the 11 sports compared, those that registered increases were all sports that had prior to, or during the period (2000-2008), engaged SDOs and/or introduced flexible, modified, game formats. The SDOs in hockey, softball and football, however, operated regionally rather than implementing a national programme, while in rugby, and some extent netball, although their SDOs were provincially focused, they did in rugby's case, have direction from the NZRU 'Community Rugby Plan' (NZRU, 2008). Since 2008, SPARC and Sport NZ have assisted hockey, football and tennis, and to a lesser degree netball, devise whole-of-sport plans, and from these set up ND Programmes and SDO delivery networks to grow their sports in clubs and schools (Astle, 2011a). Those sports that have not reacted to change, and not created integrated programmes and delivery structures, have tended to decline. Again with SPARC and Sport NZ's encouragement and funding, rugby league, athletics, tennis and golf, have begun to focus on reinvigorating their community games to reverse their declines in participation (Astle, 2011a, 2011d).

This comparatively high rate of growth in participation for cricket, suggested the presence and impact of its emergent regional CDO delivery network in facilitating the ND Programme, was significant in increasing and sustaining this growth in cricket between 2000-2008. While other factors may have contributed, the constant influence of a cohesive regional delivery network was instrumental in using the programme to increase the game's appeal, secure volunteers, and enhance the organisation of clubs and schools to support this growth in player numbers. As the Poverty Bay Administrator indicated:

the perceived value to date of the CCC is that player numbers have increased. The game has been able to grow as we have had somebody dedicated to growth and supporting it. The position has provided much valued support for volunteers . . . and enabled the game to move forward in areas of facilities, funding, coaching and maintaining and increasing our player and coaching base. (Quoted in Astle, 2003i, p.8)

The increase in player numbers was not the only significant indicator of growth in the game between 2000-2008 (see Tables XVII and XVIII). Another major output was the growth in coach numbers. Since the formulation of the Coach Development Pathway in 2000 (Astle, 2000d, 2000f), and the inclusion of the introductory, non-examinable, MILO Have-A-Go Cricket, MILO Kiwi Cricket and Getting Started in Coaching a Cricket Team coaching courses, there has been a dramatic increase in the involvement of teachers and parents as coaches. During this period 14,814 coaches, 40 per cent female, completed one or more of these three courses. These coaches have frequently become so engrossed in the game, initially through their children, they have also volunteered their services for a range of other vital organisational roles – scorers, umpires and administrators. Their contribution has been considerable to growing the game, and sustaining this growth, by ensuring schools and clubs are better organised and administered and their children better supported through effective coaching, umpiring and scoring (Hopkinson, 2014). While increasing player and coach numbers as outputs are measures of growth, their obvious connectivity was a strong factor in sustaining the growth recorded in the game (see Figure XXXIX).

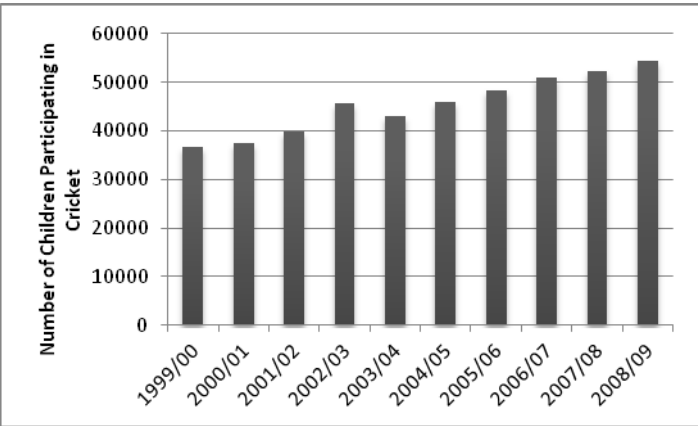
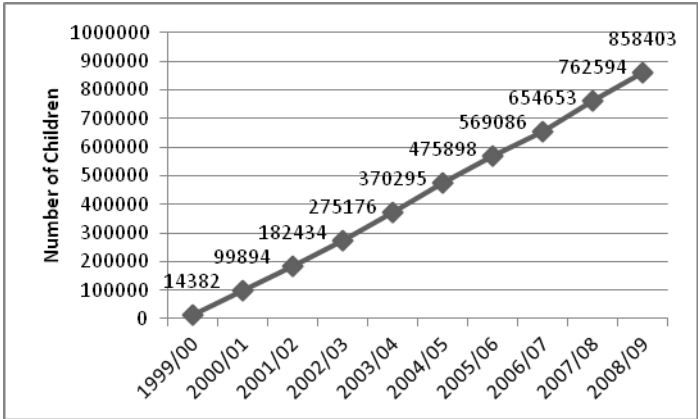
The impact of the ND Programme on community cricket was widespread. While Figure XXXIX, and Figure VII in Chapter 4, depict the sustained growth in participation and magnitude of that growth relative to other large sized sports, this was symptomatic of many other underlying growth indicators that contributed to this overall impact of the programme. Table XVII outlines the various measures that were used to monitor and evaluate the ND Programme's performance. It summarises the key objectives of the programme, which were listed in Chapter 6, for each of the three levels of community cricket - primary/junior, secondary/youth

Table XVII

Development programme objectives, outputs and outcomes (2000-2008)

PRIMARY/JUNIOR LEVEL		SECONDARY/YOUTH LEVEL		CLUB/ADULT LEVEL	
OBJECTIVES	OUTPUTS/OUTCOMES	OBJECTIVES	OUTPUTS/OUTCOMES	OBJECTIVES	OUTPUTS/OUTCOMES
<ul style="list-style-type: none"> • More children playing cricket 	<ul style="list-style-type: none"> • Number of children playing 	<ul style="list-style-type: none"> • Maintain broad base of young people playing cricket 	<ul style="list-style-type: none"> • Number of young people playing 	<ul style="list-style-type: none"> • Maintain broad base of adults people playing cricket 	<ul style="list-style-type: none"> • Number of adults playing
<ul style="list-style-type: none"> • Positive experience - fun and skill development 	<ul style="list-style-type: none"> • Number of students attending MILO Cricket Skills Awareness Lessons and Holiday Clinics • Number of MILO Cricket Centres • Number of MILO participants • Proportion of MILO participants to overall NZC participants • Number of schools entering MILO competitions • Number of students in MILO competitions 	<ul style="list-style-type: none"> • Offer a range of versions of the game to cater for different needs, interests and abilities 	<ul style="list-style-type: none"> • Promotion and support for shorter versions of the game 	<ul style="list-style-type: none"> • Offer a range of versions of the game to cater for different needs, interests and abilities 	<ul style="list-style-type: none"> • Promotion and support for shorter versions of the game
		<ul style="list-style-type: none"> • More parents and teachers as volunteers, especially trained as coaches 	<ul style="list-style-type: none"> • Number of coaches trained • Volunteers acknowledged 	<ul style="list-style-type: none"> • More volunteers, especially trained as coaches, and the acknowledgement of their contribution 	<ul style="list-style-type: none"> • Number of coaches trained • Volunteers acknowledged
		<ul style="list-style-type: none"> • More opportunities for skill development, leadership and advancement 	<ul style="list-style-type: none"> • Establishment and maintenance of national secondary school competitions • Number of schools entered in competitions • Number of students in competitions • Evidence of school coaching and practice plans • Availability of cricket leadership course 	<ul style="list-style-type: none"> • More opportunities for skill development, leadership and advancement 	<ul style="list-style-type: none"> • Maintenance of national club competition • Evidence of club coaching and practice plans
<ul style="list-style-type: none"> • More parents and teachers trained as coaches and supported with resources 	<ul style="list-style-type: none"> • Number of coaches trained • List of coaching resources • List of specific initiatives and resources for teachers • Equipment donations • Number of facilities supported with funding 	<ul style="list-style-type: none"> • Improved capability - organisation, infrastructure and services 	<ul style="list-style-type: none"> • Number of School Support health checks • Number of strategic plans formulated • List of resources • Number of facilities supported with funding 	<ul style="list-style-type: none"> • Improved capability - organisation, infrastructure and services 	<ul style="list-style-type: none"> • Number of Club Assist health checks • Number of strategic plans formulated • List of resources • Number of facilities supported with funding
				<ul style="list-style-type: none"> • Establishment of club-school links 	<ul style="list-style-type: none"> • Evidence of club-school links

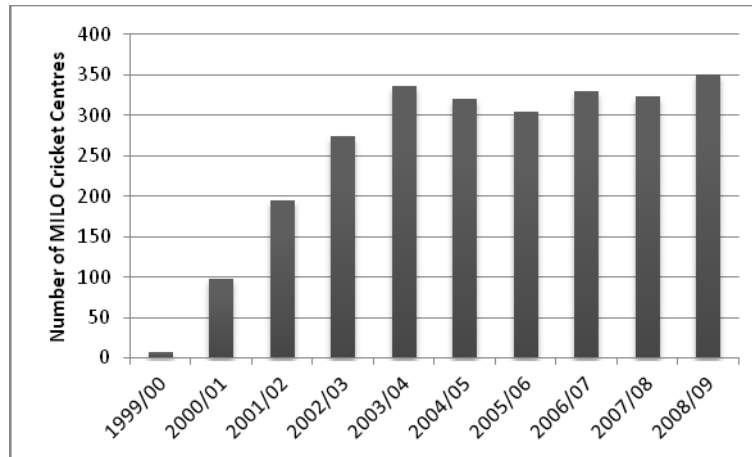
Table XVIII The impact of the National Development Programme on community cricket in New Zealand 2000-2008

OUTPUTS/OUTCOMES 2000-2008	TRENDS	ENDORSEMENTS and SUPPORTING EVIDENCE
<p>PRIMARY/JUNIOR LEVEL (MILO Initiatives)</p> <p>1. The total number of children playing cricket increased over the period by 17,708 or 48.3%.</p>	<p>Figure XL Number of children playing cricket each year</p>  <p>Source: NZC (2001, 2003b, 2005, 2007b, 2009a)</p>	<p><i>'I'm taking this early opportunity to say 'Thank You' for a great concept. The beauty of it is that it is giving every player of a particular young age bracket the opportunity to learn the skills. This grassroots approach is to me going to produce a strength and depth in New Zealand cricket, from about ten years time, that we have never seen before'.</i></p> <p>Source: MILO Cricket Coach A quoted in Astle (2006m, p.2)</p>
<p>2. The total number of students attending MILO Cricket Skills Awareness Lessons and Holiday Camps over the period was 858,403.</p> <p>NB: The annual average attendance was 85,840 students, or without the 1999/00 pilot figure, 93,780.</p>	<p>Figure XLI Cumulative total of children attending MILO lessons and holiday camps</p>  <p>Source: Ferguson (2010, p.5)</p>	<p><i>'The MILO Skills Awareness Lessons were again the driving force behind the increase in numbers and this is reflected in the rise in the MILO Have-A-Go and MILO Kiwi participants'.</i></p> <p>Source: Carl McKenzie, CDM, Cricket Wellington quoted in Astle (2007h, p.4)</p> <p><i>'The future of kids' cricket in Auckland looks rosy.... [Andrew Eade from Auckland Cricket] puts this down to more cricket development officers visiting primary schools giving MILO cricket awareness lessons in the pre-season recruitment period'.</i></p> <p>Source: South (2011, p.D15)</p>

3. The total number of MILO Cricket Centres set up over the period was 2,543 which were spread all over New Zealand.

NB: The annual average was 254 centres, or without the 1999/00 pilot figure, 282. From 2000/01 they increased over the period from 98 to 351 centres or by 258.2%.

Figure XLII
Number of MILO Cricket Centres each year



Source: Ferguson (2010, p.5)

Image XXXV

MILO Have-A-Go Cricket Centres 1999/00 - 2004/05

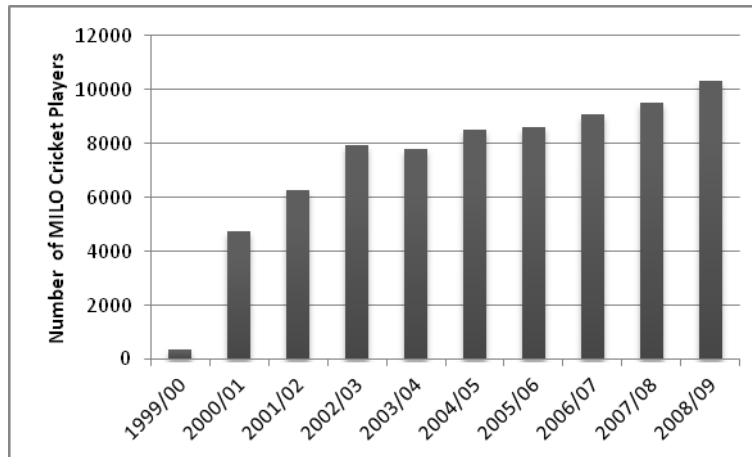


Source: Alec Astle

4. The total number of children participating in MILO Have-A-Go Cricket and MILO Kiwi Cricket over the period was 73,150.

NB: The annual average was 7,310 MILO participants, or without the 1999/00 pilot figure, 8,085. From 2000/01 they increased over the period from 4,741 to 10,348 or by 118.3%.

Figure XLIII
Number of MILO cricket players each year



Source: Ferguson (2010, p.5)

'The popularity of the MILO Have-A-Go Cricket programme has generated a pool of cricket interest which we hope to be able to tap and incorporate into our competition programmes which follow on at older age-groups..... We appreciate both the direct and consequential benefits of the MILO initiative in advancing participation and the standard of junior cricket'.

Source: MILO Cricket Coach B quoted in Astle (2000g, p.2)

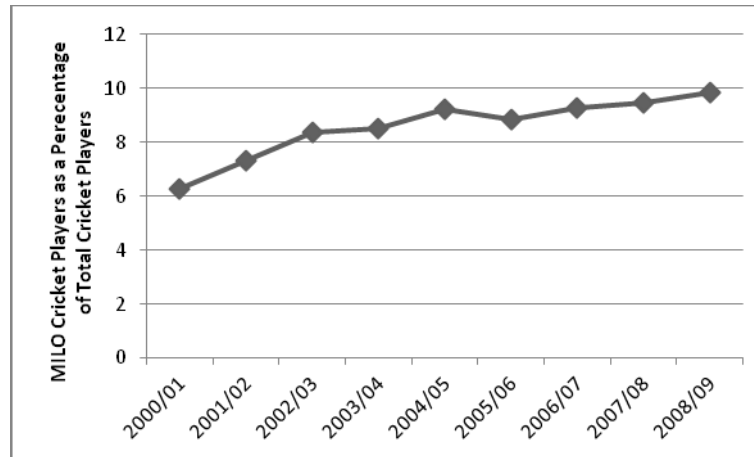
'We are having a grand time with the programme overall. The manual is laid out so clearly, building skill levels in a fun manner. The giveaways are so well received. Our community is just starting to put together a cricket club, and our young cricketers have been instrumental in encouraging the adults to get up and get playing!!'

Source: Jo-Lynne Jack, MILO Cricket Centre Coordinator, Takaka Primary School (Fax 18-11-05)

5. The average number of MILO cricketers as a proportion of all New Zealand cricketers per annum was 8.66%.

NB: If the pilot figures for 1999/00 are included the average drops to 7.95%.

Figure XLIV
MILO cricket players as a percentage of total cricket players each year



Source: NZC (2001, 2003b, 2005, 2007b, 2009a)

'The MILO Have-A-Go Cricket programme strengthened our junior numbers for the club which we needed.'

Source: MILO Cricket Coach C quoted in Astle (2006m, p.2)

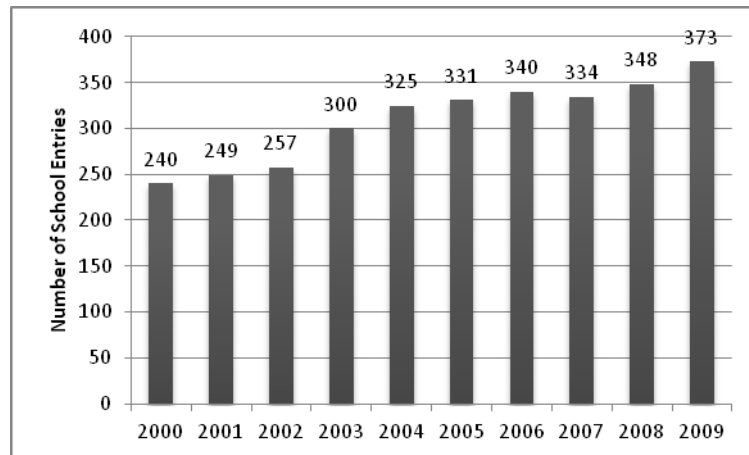
'A bushfire is burning through the lower age groups of New Zealand cricket and apart from tapping a vast reservoir of support for the game, it is providing a foundation of great significance for the future of the game here.'

Source: McConnell (2000, p.1)

6. The total number of school entries in the MILO national primary schools' competitions over the period was 3,097.

NB: The number of school entries increased over the period by 55.4%.

Figure XLV
Number of primary school entries in the MILO competitions each year



Source: Astle (2009e), Bishop (2009a)

'Our girl's cricket team would like to say a huge thank you for organising the MILO Shield competition. We loved the tension, drama and excitement generated by the games we were involved in and appreciate the amount of work NZC put in to ensure the tournament goes smoothly.'

Source: School Cricket Coach A quoted in Astle (2006m, p.3)

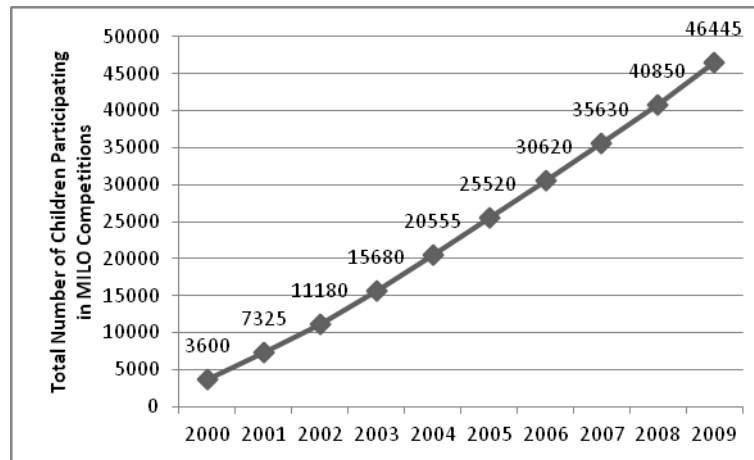
'On behalf of Waimea Intermediate I would like to thank yourself, NZC and MILO for the efforts put into this cricket tournament. Without this input inter-school cricket would lack the interest and anticipation that has been created. Our boys thoroughly enjoyed themselves and were very thankful of the opportunity presented to them.'

Source: Nathan Gestro, Sports Coordinator (Email 30-10-06) in Astle (2007q, p.244)

7. The total number of students participating in the MILO national primary schools' competitions over the period was 46,445.

NB: The number of participants increased over the period by 55.4%.

Figure XLVI
Cumulative number of students participating in the MILO competitions



Source: Astle (2009e)

'We are really into cricket at this school and we are now taking great joy playing on Saturday and in the MILO Cup and Shield. We are lucky enough to have great coaches who help us develop numerous skills. Each year more and more people want to play. We won our first game this season'.

Source: Tim Finlay (Pupil), Grantlea Downs School, Timaru (Letter) in Astle (2006h, p.224)

'Our whole school community was delighted that our team won the 2005 [MILO Cup] competition and we will certainly be trying to retain the magnificent trophy in our cabinet this year. Interest in cricket is currently high in our school'.

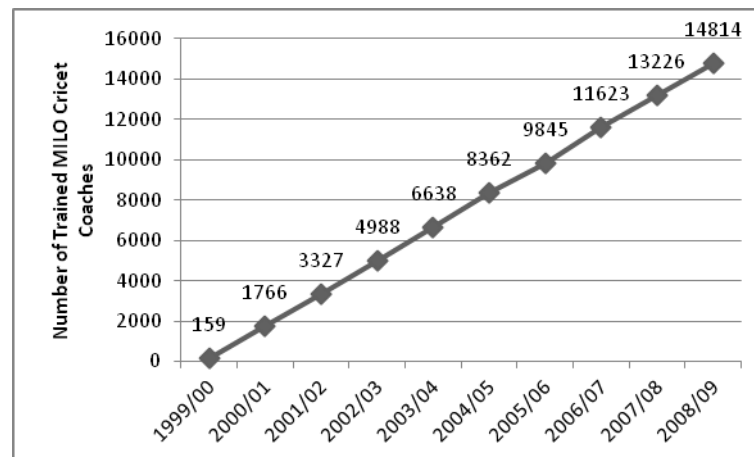
Source: Trevor Beatson, Principal, Cobham Intermediate, Christchurch (Email 14-02-06) in Astle (2006h, p.158)

8. The total number of teachers and parents trained as coaches over the period was 14,814.

NB: The annual average was 1,481 trained coaches, or without the 1999/00 pilot figure, 1628.

From 2004/05 the annual totals also included Getting Started in Coaching a Cricket Team Coaches who were mostly involved in coaching junior/primary cricket.

Figure XLVII
Cumulative number of trained MILO cricket coaches



Source: Ferguson (2010, p.5)

'We had 180 children register for the new MILO Have-A-Go Cricket programme and 36 parents participate in the associated coaching course..... Thanks to all the Saturday morning and Wednesday evening coaches for doing a marvellous job and for keeping 'MILO Have-A-Go Cricket' humming. Without all the parental help, cricket wouldn't be as strong as it is'.

Source: Club Administrator A quoted in Astle (2000g, p.3)

'My wife is a first time cricket coach this year - and one of the things that persuaded her to take this step was the MILO training opportunities for her supported by the great handbook'.

Source: Parent A quoted in Astle (2000g, p.6)

9. The list of coaching resources for teachers and parents included:

- Coaching manuals (Astle, 2000a, 2000b, 2004a)
- Coaching videos (now DVDs) (Astle, 2000k, 2002a)
- Caps and certificates
- Player giveaways
- Information and administration manuals (Astle, 2000g, 2000h, 2000i, 2000j)
- MILO Cricket Skills Test Series (2009c)

Image XXXVI
Selection of coaching resources for teachers and parents



Source: Alec Astle

Image XXXVII

Parents training as MILO coaches with caps and coaching manuals

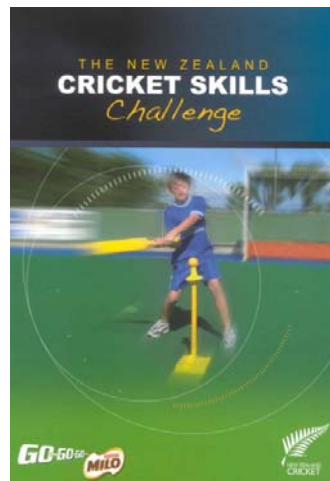


Source: Nigel Brooke, CDM, Central Districts

10. The list of initiatives and resources for teachers included:

- MILO Cricket Skills Awareness Lessons
- MILO Cup and Shield school competitions
- Coaching manuals (2000a, 2000b, 2004a)
- Coaching videos (now DVDs) (2000k, 2002a)
- Backyard Cricket Fun (Astle, 2006a)
- The New Zealand Cricket Skills Challenge (Astle, 2006f)

Image XXXVIII
The New Zealand Cricket Skills Challenge



Source: Astle (2006f)

Image XXXIX

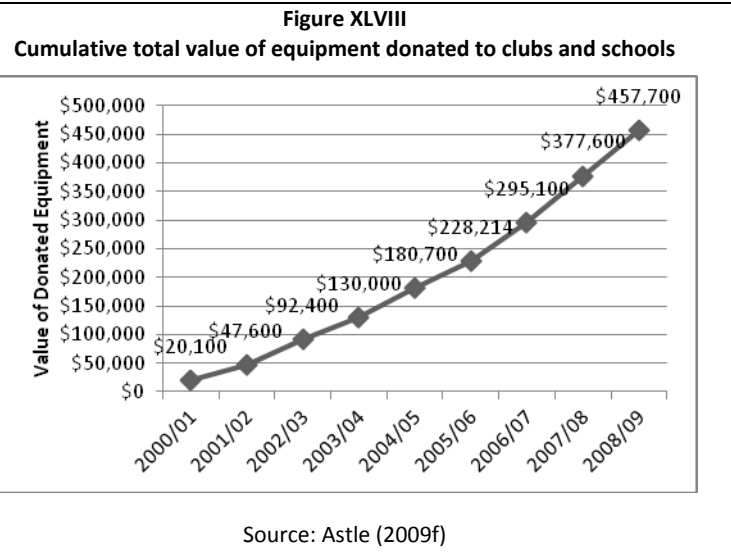
MILO Cricket Skills Awareness Lesson at a primary school in South Auckland



Source: Alec Astle

11. The total value of MILO equipment donated to clubs and schools who set up MILO Cricket Centres over the period was \$457,700.

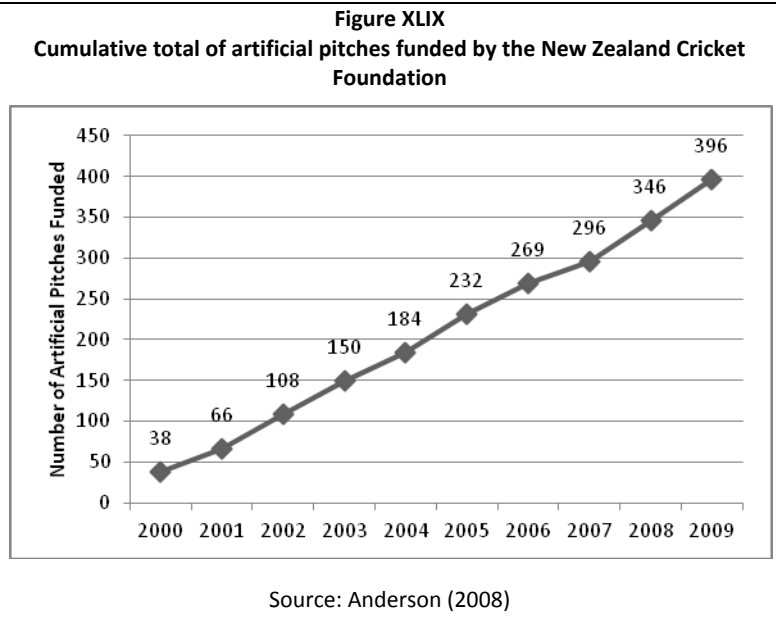
NB: The annual average donation of equipment was \$50,856.



'We would like to express our thanks for the recently received equipment package donated by New Zealand Cricket and MILO. The equipment package received is much appreciated by the children and has spared the club the expense of having to purchase more MILO Kiwi Cricket gear'.

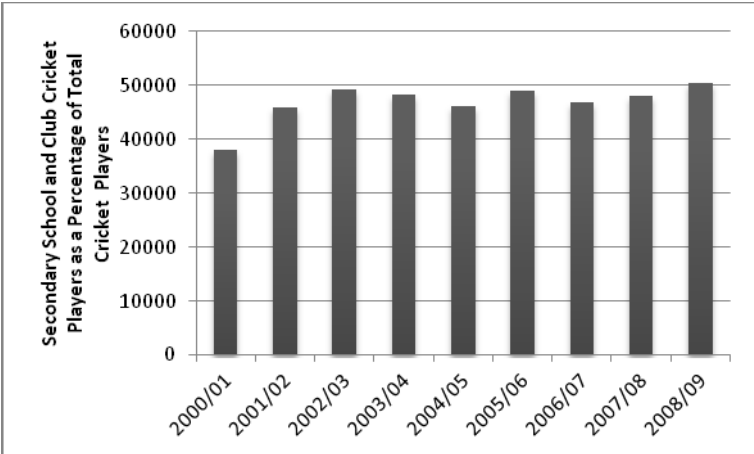
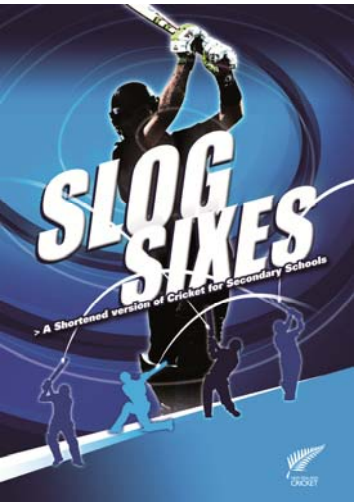
Source: MILO Cricket Coach D quoted in Astle (2006m, p.3)

12. The total number of artificial pitches installed in clubs and schools that received funding from the New Zealand Cricket Foundation over the period was 396.



'Alongside the need for coaching, we've identified the quality of the playing surface as the biggest opportunity to help develop player skills..... As artificial pitches are very long lasting, this investment will have high value for tens of thousands of young players for many years. Primary and intermediate schools have struggled over recent years to prepare anything close to a good turf pitch. We believe the new pitches will make a big difference'.

Source: Brent McConchie, Chairman, Christchurch Junior Cricket Association, commenting on their Artificial Pitch Plan, in Astle (2007q, p.112)

<p>SECONDARY/YOUTH and CLUB/ADULT LEVELS (Community Cricket Initiatives - School Support and Club Assist)</p> <p>1. The total number of young people and adults playing cricket, while fluctuating, has increased over the period by 12,553 or 33.06%.</p>	<p>Figure L Number of young people and adults playing cricket each year</p>  <p>Source: NZC (2001, 2003b, 2005, 2007b, 2009a)</p>	<p><i>'The further the programme evolves, the more it becomes evident that strengthening the grass roots of the game – the clubs and the schools – is the key to cricket's survival and growth as a sport. It has also become clear that many clubs and schools are doing things better than others and are reaping the rewards. It is up to our cricket association to learn from the information gathered and experiences gained and provide clubs and schools with the opportunity to present cricket in a way that attracts people and keeps them involved in the game'.</i></p> <p>Source: CCC A quoted in Astle (2006m, p.5)</p>
<p>2. The promotion and support for shorter versions of the game.</p> <p>These were introduced to cater particularly for specific groups e.g. social youth and adult, girls and women, ethnic groups, and business houses.</p> <ul style="list-style-type: none"> - 6 a-side (e.g. Slog Sixes) - 8 a-side (e.g. Super 8s, Quikhit) - Twenty20 (see Astle, 2003e, 2005b, 2006e, 2007j) 	<p>Image XL Slog Sixes: Shortened version game for secondary schools</p>  <p>Source: NZC/Astle (2007j)</p>	<p><i>'We live in a society where time is a precious commodity and any leisure or recreation activities need to provide a quick fix if they are to be attractive options. We must embrace and develop alternative formats of the game, whether they are played on indoor courts, on the beach, at the local reserve or in modified formats. Whilst players involved in such alternative formats are not growing the base of players within the traditional player development pyramid we are growing the number of people enjoying and supporting the game'.</i></p> <p>Source: Kieran McMillan, CDM, Auckland Cricket Association, quoted in Astle (2008a, p.10).</p>

3. The total number of coaches trained increased (see Figure XLVII).

Image XLI
MILO cricket coaches' training session in Palmerston North



Source: Nigel Brooke, CDM, Central Districts

'The programme has achieved many of the goals and beyond. When I wander across the grounds on a Saturday morning and see the number of kids playing cricket and being coached and umpired by educated people it confirms the success of the programme. I have received feedback from numerous people that cricket people 'know what they are doing' and the parents are enjoying having a knowledge base to pass on. From a club perspective, organised practices are more enjoyable and meaningful through the structure that has been taught to coaches. Before the Community Cricket Initiatives were introduced there was no organisation around club practices'.

Source: Club Administrator B quoted in Astle (2006m, p.5)

4. Volunteers acknowledged.

This included thank you letters, plus:

- Gifts to MILO Cricket Centre Coordinators
- Certificates to all coaches as well as caps to MILO coaches
- NZC 'Certificates of Appreciation' and/or international match tickets to volunteers nominated by the MAs
- Certificates and attendance at the NZC Annual Awards Dinner for recipients of the National Development Volunteer Awards

Image XLII
Volunteers assisting at junior cricket in Gisborne



Source: David McDonald, CCC, Poverty Bay

'If volunteers in your cricket club are to be used to best effect remember to acknowledge their efforts, value their achievements and reward their performance. They are the backbone of our game'.

Source: Astle and Astle (2004, p.21)

'Important benefits that have been realised include clubs now functioning over 12 months of the year, the revitalisation of long suffering volunteers who now have time to devote to things other than administrative work, a greater profile for cricket in far-flung communities and probably, most importantly, a point of contact when problems arise, allowing a much speedier, and often less hassled, resolution of problems'.

Source: McConnell (2003, p.2)

5. The establishment and maintenance of the national secondary school and club competitions.

- Gillette Cup established 1990
- NZCT Cup for girls (previously Yoplait Cup) established 1994
- National Club Cricket Championship (Cornwall Cricket Club) established 1995
- NZCT Cup for boys established 2004



'At a personal level, can I say how impressed I was with the organisation of the Gillette Cup tournament. Congratulations to you and your team on the great job you do in developing cricket in our country'.

Source: School Cricket Coach B quoted in Astle (2006m, p.3)

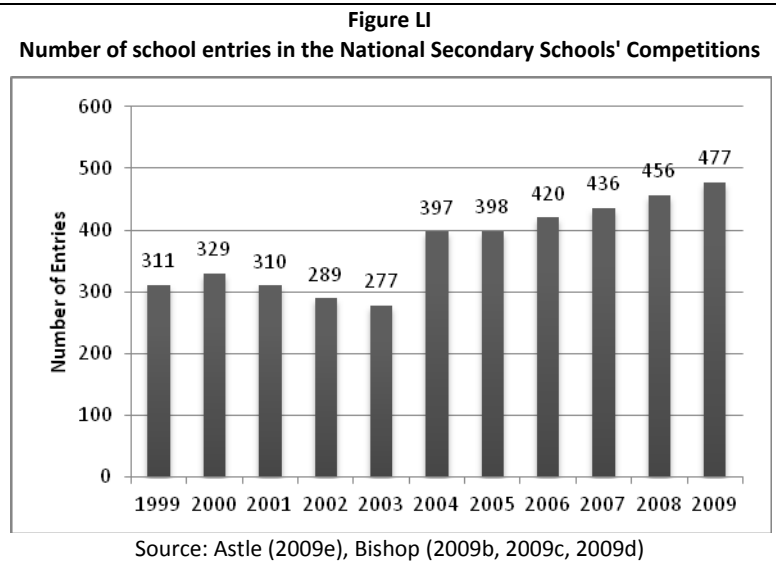
'Just a big thanks for all your organisation for the recent Gillette Cup tournament. It was fantastic to be part of this prestigious tournament again'.

Source: Mike O'Leary, Director of Sport, St Patrick's College, Silverstream (Email 21-12-06) in Astle (2007r, p.21)

6. The total number of schools entered the national secondary schools' competitions (Gillette Cup, NZCT Cups) over the period was 4,100.

NB: The number of school entries increased over the period by 53.4%.

All cricket clubs were eligible for the club competition with the winner from each MA contesting the annual finals in Auckland.



'The junior boys' cricket competition has proved to be a fantastic initiative from New Zealand Cricket'.

Source: School Cricket Coach C quoted in Astle (2006m, p.3)

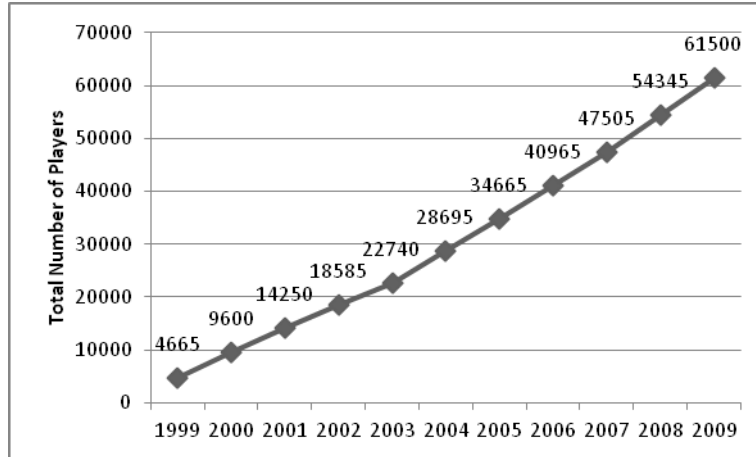
'The New Zealand Community Trust Girls' Cup and MILO Shield competitions are now an integral aspect of the girls' cricket pathway and are an important reason for the establishment of girls' teams and competitions'.

Source: Astle (2006g, p.15)

7. The total number of students participating in the three national secondary schools' competitions (Gillette Cup, NZCT Girls' Cup, NZCT Boys' Cup) over the period was 61,500.

NB: The number of participants increased over the period by 53.4%.

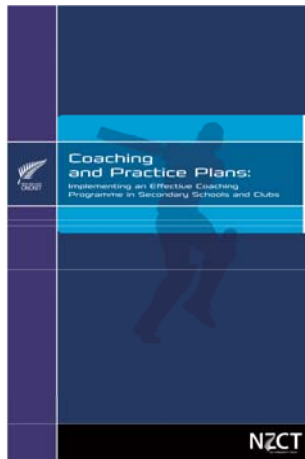
Figure LII
Number of students participating in the National Secondary Schools' Competitions



Source: Astle (2009e)

8. Evidence of coaching and practice plans.

Image XLV
School Support and Club Assist resource to assist secondary schools and clubs design coaching and practice plans



Source: NZC/Astle (2003h)

Image XLIV
Gillette Cup finals tournament in Palmerston North, 2005

Feast of school cricket at Fitzherbert Park

CRICKET
FITZHERBERT Park will once again host the national secondary school Gillette Cup finals, starting on Friday.

The annual three-day tournament is regarded as the country's premier one-day competition for schoolboy cricketers.

This year 159 schools attempted to reach the four-team final, with Christchurch Boys' High School, Auckland's Howick College, Tauranga Boys' College and Masterton's Rathkeale College successful.

Defending co-champion Palmerston North Boys' High School suffered a shock round one exit in October when it was beaten by central region rival Rathkeale College.

It was the first time since 1997 that the eight-time finalist and three-time champion has been eliminated in the opening round.

Although Boys' High's absence will diminish local interest, there should still be plenty of quality cricket for purists to enjoy.

Since the cup was introduced in 1990, it has helped produce nine New Zealand representatives and at least 40 State Championship first-class players.

New Zealand Cricket development manager Alec Astle said the tournament continues to strengthen from year to year.

"The Gillette Cup has become an important component in the development of New Zealand's cricketing talent," Astle said.

"The tournament is the primary national focus for secondary school teams now each year. The standard of cricket in the finals weekend is usually excellent. The players themselves thrive on the atmosphere and the added pressure of trying to become the top school side in New Zealand."

Past players at the tournament who have gone on to earn national honours include Manawatu's current Black Cap Jacob Oram, plus Brendon McCullum, Scott Styris and the Marshall twins, Hamish and James.

One player to watch out for this week is Christchurch Boys' High School captain Ben Langrope. He is in outstanding form with the bat, having scored more than 900 runs and taken 70 wickets this year.

He will face an interesting head-to-head clash with Rathkeale College bowler Dougie Bracewell, who is the 15-year-old son of former test bowler Brendan Bracewell.

Howick College is only the second co-ed school to ever make the Gillette Cup final.

Its passage to the final was led by Thomas Powell and Michael Davis, who have been bordering on selection for Auckland rep teams this past year.

As usual, the four finalists this week will play each other in a round robin over the tournament's three days.

If the top teams finish with the same number of wins, they will share the Gillette Cup.

This happened last year when Auckland's King's College, Wanganui Collegiate (2) and Hamilton Boys' High School (2).

Source: Manawatu Standard, in Astle (2006i, p.32)

Image XLVI
Organised net practice at Christchurch Boys' High School



Source: Alec Astle

9. Availability of cricket leadership course.

The leadership course provided the chance to profile the game in secondary schools and offer students coaching and umpiring leadership opportunities and qualifications.

Image XLVII
Linwood College student running a coaching session at Linwood Avenue Primary School as part of the Cricket Leadership Course



Source: Alec Astle

10. Number of School Support and Club Assist health checks undertaken was 199.

Image XLIX
School club undertaking School Support Health Check



Source: Alec Astle

ImageXLVIII

Cricket Leadership Course run by Richard Davidson, CCC, South Canterbury, at Craighead Diocesan School in Timaru

Cricket leadership course gets under way

Craighead is the venue for the first community cricket leadership skills course to be held in South Canterbury. At the invitation of Craighead teacher Kate Dillon, South Canterbury community cricket officer Richard Davidson introduced the 16-week course for year 12 and year 13 students. The course was first trialled at Christ's College in 2001 and its success saw it branch out into 20 secondary schools. The original concept has evolved as new ideas were put into the frame and recently Linwood College trialled a new version which meets the criteria for Year 12 physical education achievements standards. The 16 lessons cover all aspects of leadership and coaching both practical and theoretical. Davidson was thrilled with the way the course had been received. "It is run in term two and three," he said. "And going for 16 weeks it takes a fair commitment but Craighead has been an exceptional school." Davidson said he would like to run two or three courses next year. "Because of the commitment we cannot get out to every school," he said. "As much as we would like to



FIRST CAD OFF THE RANK: Craighead was the venue for the first 16-week cricket leadership course run by Richard Davidson from South Canterbury Cricket. From left, Elizabeth Hambleton, Samantha Laucite, Richard Davidson and Natalie Donovan go through the rudiments of catching. — Photo: John Fraser. "They have an umpiring test shown good skills and are good were capable of taking teams...this week, which will be interest- to deal with because they are ing," he said. "But they have prepared to listen."

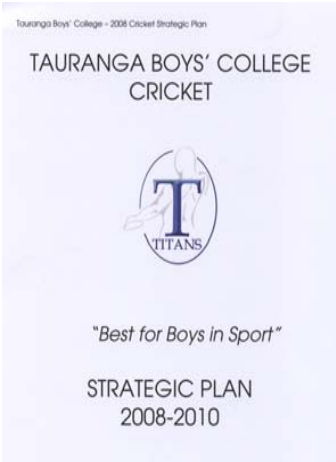

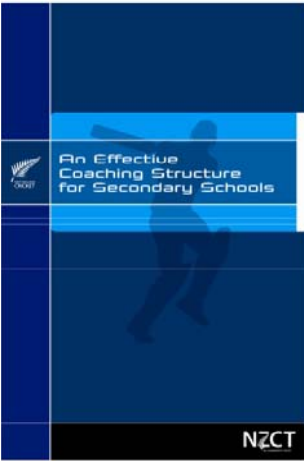
Source: Timaru Herald (August 12, 2004, p.10)

'The health check has been an integral document used in the formation of St Bede's College Cricket Club to identify and prioritise areas that require attention and has been the basis for our initial strategic planning and goal setting',

School Cricket Coordinator, St Bede's College quoted in Astle, (2009d, p.7)

'School Support health checks have recently been completed with Logan Park and St Hilda's. Logan Park has started their strategic planning process with the view to forming a cricket club within the school. St Hilda's will soon follow suit with their strategic plan'.

Source: Craig Radford, CDM, Otago Cricket Association, from OCA newsletter 'Flourishing Willow' quoted in Astle (2006k, p.27)

<p>11. Number of strategic plans completed by secondary schools and clubs was 119.</p>	<p style="text-align: center;">Image L Samples of school and club strategic plans</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p style="text-align: center;">Source: Alec Astle</p>	<p style="text-align: center;"><i>'University Grange has just completed a strategic plan. The club is now focused on issues leading into the season and has a calendar of events to help them organise themselves in the best way possible'.</i></p> <p style="text-align: center;">Source: Craig Radford, CDM, Otago Cricket Association, from OCA newsletter 'Flourishing Willow' quoted in Astle (2006k, p.28)</p> <p style="text-align: center;"><i>'The national development programme has helped to revitalise, and in some cases save the game and cricket clubs'.</i></p> <p style="text-align: center;">Source: CCC B quoted in Astle (2006m, p.6)</p>
<p>12. List of resources to provide advice and guidance to secondary schools and clubs to improve their leadership, administration and capability.</p> <p>NB: See full list of School Support and Club Assist resources in Table XIII in Chapter 6.</p>	<p style="text-align: center;">Image LI School Support resource</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Source: NZC/Astle (2003g)</p>	<p style="text-align: center;"><i>'Clubs and schools are becoming aware of these resources through their work with the local CCCs. Health checks, strategic plans, recruitment and retention of volunteers and players, financial management, funding, leadership course, coaching plans - these are some of the resources that CCCs deliver to clubs and schools'.</i></p> <p style="text-align: center;">Source: Craig Radford, CDM, Otago Cricket Association, from OCA newsletter 'Flourishing Willow' quoted in Astle (2006k p.28)</p>

13. Number of facilities supported with funding.

NB: See facilities graph (Figure XLIX) under the primary/junior level of the game.

Image LII
Practice net complex with artificial surfaces at Palmerston North Boys' High School



Source: Paul Gibbs, PNBHS

'The expansion of the game has seen increasing demands by schools and clubs for playing and practice facilities. The high cost of installing, preparing and maintaining high quality turf facilities is often beyond their financial or expertise capabilities. As a consequence artificial cricket wickets and practice facilities provide excellent practical and affordable options'.

Source: Astle (2002c, p.1)

14. Evidence of club-school links.

Image LIII
High profile Old Boys' Collegians Cricket Club player (Shane Bond) talking to school cricketers at Christchurch Boys' High School



Source: Alec Astle

'Significant increase in the level of interest in cricket in schools and the communication between schools and the club has increased tenfold. The attitude and response from the teachers and coaches towards this initiative has been totally positive and very much appreciated'.

Source: CCC C quoted in Astle (2006m, p.5)

and club/adult, and identifies for each objective the expected outputs and/or outcomes. These were used to formulate the delivery targets that were included annually in the SLAs signed off with each of the MAs.

While the performance against each of these outputs and/or outcomes is a reflection of the success of the programme, taken together they are indicative of its impact which is best summed up by the overall growth in participation (see Figure XXXIX). Table XVIII provides an overview of this collective impact by portraying the trends for each output and/or outcome, together with endorsements of their effect on the community game.

As the ND Programme matured, its method of delivery was adjusted to accommodate regional variances. This saw the emergence of a 'learning culture' (Schein, 2010), in which there was an increasing tendency for a number of CDMs and CCCs to use their specific knowledge and experience to create innovative solutions to local development issues (see Table XIX), and contribute to the design, compilation and piloting of national programme resources (Astle, 2003h, 2006d, 2006f, 2009c; Astle and Clinton, 2008). The national CDOs at NZC were also encouraged to research, plan and prepare resources (Lane, 2002; Astle, Lane and Fahey, 2003; Astle and Astle, 2004; Astle and Ferguson, 2007; McGlashan, 2008; Ferguson, 2008; Ferguson and Astle, 2008; Ferguson and McMillan, 2009; Sullivan and Lane, 2002, 2003). This 'learning culture' fostered a 'commitment to continuous learning and the development of individual problem-solving' (Johnson, 2014, p.240) within the ND Programme, which enhanced its impact. Ideas and solutions were shared by the CDMs and/or CCCs regionally at the MA review meetings and nationally at the annual ND Conferences and District Forums (see Table XX).

Ongoing Challenges

While the overall impact of the ND Programme on the continuous improvement and sustainable growth at a community level was positive, there still remained areas of concern. Two such areas that presented challenges were adult women's club cricket and balancing the development of cricket within both clubs and schools.

Adult women's cricket is one area of the game that did not respond to the attention of the CCCs or Women CDOs. Initiatives were tried, but there is no magic 'one size fits all answer'. The relatively small base of adult women cricketers declined between 2000-2008 by 32.03 per cent, this was despite an increase of 26.4 per cent in girls playing primary/junior and secondary/youth cricket (see Figure LIII). The main issue was retention of girls post-secondary school. In most associations there was a limited player development pathway for females, with

Table XIX

Innovative solutions designed and adopted by individual CCCs



Table XX

Examples of innovative solutions presentations by CDMs and CCCs

Annual National Development Conference, Christchurch - May, 2006		Annual District Forums, Wellington (September, 2004) and Christchurch (September, 2005)	
CDO Contributor	Conference Presentation	CDO Contributor	Forum Presentation
Peter Clinton, CDM, Auckland	Dorchester 'Country of Origin' Twenty20	Geoff Rodden, CCC, Dunedin	Otago Club Assist: Strategic Planning - Process and Plan
Kieran McMillan, CDO, Auckland	Auckland Cricket Association Volunteer Awards	David McDonald, CCC, Poverty Bay	The Impact of Development within a District (Poverty Bay)
Craig Radford, CDM, Otago	Otago Volts Road Show	Jamie Watkins, CCC, Taranaki	Club Coaching Programme in Taranaki
Jamie Tong, CCC, Wellington	Club Handbooks	Ricky Bartlett, CCC, Horowhenua Kapiti	Resurrecting Local Junior Cricket in a District (Horowhenua Kapiti)
Nigel Brooke, CDM, Central Districts	Primary Teacher Cricket In-Service in Horowhenua Kapiti	Nigel Marsh, CCC, Christchurch	Recruitment and Retention Initiatives (Christchurch)
Jamie Watkins, CCC, Taranaki	Junior Cricket Registrations in Taranaki	Grant Bradburn, CCC, Waikato Valley	Sustaining and Growing Cricket within a District (Waikato Valley)
Pat Malcon, CDM, Northern Districts	Strategic Planning: The Process in Northern Districts		

Source: Astle (2006g) and Murdoch (2004, 2005)

few having adult women's club teams or competitions for girls to transition into on leaving school (McGlashan, 2008).

A number of MAs (Northern Districts, Auckland, Canterbury and Otago) have reviewed the women's game and formulated plans to try and alleviate this situation. In 2008, NZC again appointed a Women's NDO (Sara McGlashan) to take responsibility for girls and women's cricket which in 2008/09 accounted for 11 per cent of total player numbers (NZC, 2009a). Her first task was to devise a national strategy to target a limited number of identifiable growth centres for women's club cricket which had a sufficient critical mass to allow the maintenance or establishment of women's competitions (Campbell, McGlashan and Stead, 2010). A broader brush approach of trying to grow adult women's cricket everywhere had not worked, there

was a need to be more selective. It was decided to initially concentrate on existing competitions in Auckland, Hawke's Bay, Wellington, Christchurch and South Canterbury, before adding further competitions in the Manawatu, Dunedin and Hamilton.

To support the Women's NDO, four of the six MAs within their CCC networks had a Women's CDO in place (Auckland, Northern Districts, Canterbury and Otago), three were full-time, one part-time. Wellington had previously had a position which needed to be re-filled, while in Central Districts two of its DAs (Hawke's Bay and Manawatu) have part-time Women CDOs. NZC needs to use this support to progressively extend the women's player development pathway into its targeted eight areas. As McGlashan stated at the 2008 ND Conference:

women's cricket needs to be considered differently from men's cricket and associations are able to do cost effectively many 'small things to make a difference' to the profile, growth and quality of the women's game..... It is about taking 'small steps towards long term goals'. (Astle, 2008b, p.14)

Figure LIII
Comparison of growth trends for women club/adult cricket players versus primary/junior and secondary/youth girl cricket players



Source: NZC (2001, 2003b, 2005, 2007b, 2009a)

The effect of these recent strategic and personnel changes has seen the number of women's players increase slightly by 6.6 per cent since 2008/09 to 1,167 by 2011/12. In the meantime the number of girls playing has continued to escalate, increasing in the same period by 4,383

or 42 per cent to 14,826 in 2011/12 (Personal communication with Elaine Nolan, Amateur Player Development Manager, NZC, 2014).

There was also a need for a more balanced approach to developing the game in clubs and schools as both are critical to its long-term future. Each of these providers caters for about 50 per cent of NZ's cricket players, so whatever the combination of cricket delivery through schools and clubs is within each association, they are inevitably linked, and need to be developed concurrently, not one at the expense of the other. In some associations and clubs, however, there was, and still remains a strong belief, that all cricketers should play for clubs and not schools. This was contested by Patrizia Torelli (Participation Services Manager, Cricket Australia), who in the mid-2000s was tasked by Cricket Australia to re-introduce cricket into schools, when she stated at the NZC ND Conference in 2006:

I was most surprised to learn that some... [in New Zealand]... support the move to shift cricket from schools to clubs... I caution all to think carefully about this. Once the 'schools' market is excluded from any form of development then it is virtually impossible to infiltrate again. Consider that the one constant in a child's life cycle is that they all must go to school, then it is the one point you can guarantee access. Clubs are not able to access new participants in the same way. (Personal correspondence quoted in Astle, 2006l, p.13)

Evidence showed the need for all associations to develop strategies that tapped into both the club and school markets. For example, those metropolitan areas which focused mainly on clubs, while maintaining their club player numbers, have seen their school numbers slowly decline (e.g. Auckland by 14.5 per cent, Dunedin by 15.53 per cent) (see Figure LIV). In contrast, Christchurch and Wellington implemented school initiatives, despite their cricket traditionally being club-based, and recorded rapid growth (81.52 per cent and 19.67 per cent respectively), particularly in primary school numbers. Kieran McMillan (CDM, Auckland) noted that in Auckland:

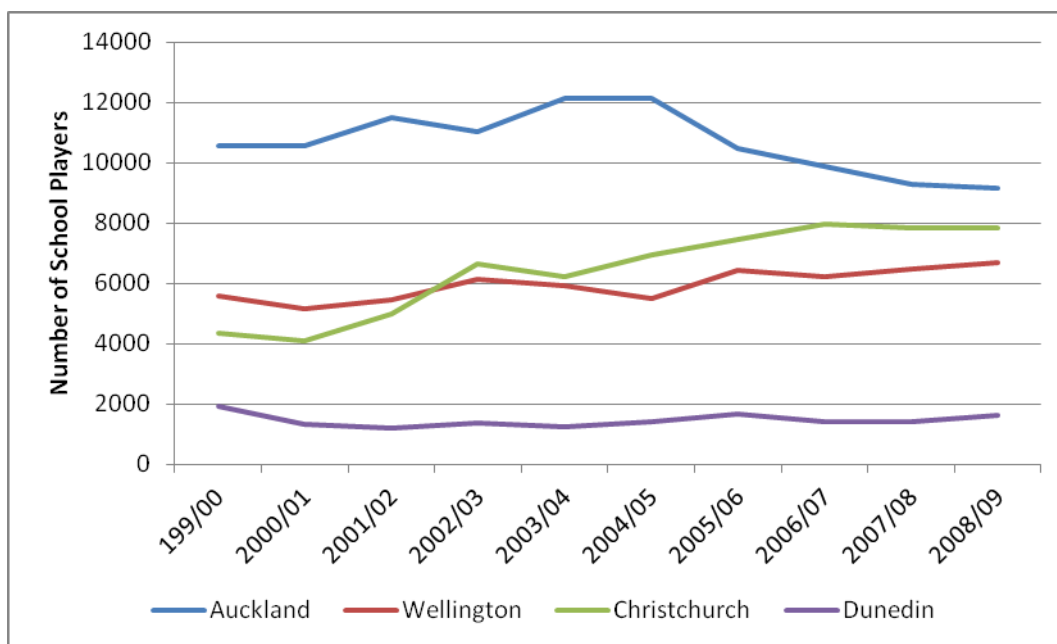
clubs are seen as the major delivery arm of junior cricket and schools as merely providing recruitment opportunities... [Auckland's]... Club is the Hub model has not been a successful way of establishing cricket in primary schools, merely seeing the primary schools as a market to tap into for recruitment into junior club programmes. (quoted in Astle, 2008a, p.15)

To try and reverse this situation, Otago adopted a goal for 2008/09 to set up a team in every primary school in Dunedin. Mark Bracewell (CDM, Otago) explained:

if we leave it solely up to clubs to provide cricket in an area, a lot of children miss out because clubs do not often take a holistic view of the game. Some clubs can be more interested in forming 'teams' and having extra players is a burden. Clubs do not often take cricket to the children – they ask the children to come to them. (quoted in Astle, 2008a, pp.15-16)

In the case of Auckland, NZC strongly recommended they appoint a full-time CCC to design and implement a strategy to address the school market, and once agreed, provided them with the funding to underwrite the position (Astle, 2008g). These initiatives in both Dunedin and Auckland have seen their school cricket player numbers grow from 2008/09 to 2011/12, the former by 19.6 per cent to 1,920 and the latter benefiting from the introduction of midweek, social formats, especially Super 8s, by 62.2 per cent to 14,826 (Personal communication with Elaine Nolan, Amateur Player Development Manager, NZC, 2014).

Figure LIV
Number of primary, intermediate and secondary school cricket players in the four main Metropolitan Areas



Source: NZC (2001, 2003b, 2005, 2007b, 2009a)

This chapter discussed the widespread impact of the ND Programme on the state of the game in clubs and schools and its prerequisite change management process. A model of this process based on NZC's experience was proposed. It infused the sport and its organisation and underpinned the proactive approach adopted to revitalise cricket at a community level. It did not proceed without obstacles as the programme challenged the status quo of both the community game and its organisation. While these caused frustration and differential rates of

diffusion, they did not prevent its introduction or impact on the game. The main indicator of the impact was the sustainable growth in participation. This did not happen in isolation, however, it was reflective of swathe of innovation and improvement that occurred across the game and its organisation. Despite this, it is acknowledged that there are still areas of the game needing attention. The lessons learned from the process of NZC's planned involvement in its community game, its ensuing impact on its future sustainability, and their wider applicability are discussed in Chapter 9.

CHAPTER 9

DEVELOPMENT LESSONS TO BE SHARED

In instigating the 'development of sport' process in cricket valuable lessons were learned. This chapter identifies these lessons and their applicability is assessed for other NSOs looking to develop and improve their delivery of community sport, and to enhance its appeal, especially for children and young people, and thereby mitigate stagnating or declining participation rates. To effectively adopt these lessons, NSOs must seek innovation and change, and commit resources to achieve this. Indeed, Eady's comments, some two decades earlier, still resonate:

the concept of managing/engineering the process of developing sport is still a relatively recent one. The main requirement for success is strong management commitment, preferably explicitly stated in the form of a . . . sports development strategy along with financial support to ensure that delivery is achievable. (Eady, 1993, p. 76)

This chapter draws on the experience of cricket to outline a series of requisite steps in the process of developing community sport.

Cricket as an Exemplar of the Process

NZC made the enlightened move in 1998 to introduce changes to revitalise its sport by starting a systematic process of developing cricket at a community level. McConnell (2003) referred to these changes as the 'quiet revolution underway in New Zealand cricket.' He indicated that:

'while there are still areas of need and much more that needs to be done, the effort to at least attack the problem and get some altered thinking in place has proved beneficial. . . . Cricket is on the move from the area of its greatest resource - if it can be maintained it could prove to be the most significant happening in New Zealand cricket in modern history. (p. 1)

By 2008, these changes had significantly impacted the game (see Chapter 8). They were not ad hoc changes, but the consequence of a carefully planned SD intervention. As Peter Clinton (CDM, Auckland) and Kieran McMillan (CCC, Auckland) noted in their joint 'Auckland Cricket Development Review 2006/07':

there is a growing sense that many of the philosophies and principles underpinning the National Development Programme are being recognised, understood and adopted by stakeholders. . . . Cricket can move forward with confidence that clubs, schools, coaches and volunteers all understand the framework of cricket, and how the various elements

relate and interact with each other. It is this solid and suitable framework that will drive participation and growth in the future. (Quoted in Astle, 2007b, p.1)

This planning and structure evident in the ND Programme has drawn positive comment, particularly in relation to the MILO Initiatives. McConnell (2000) remarked:

while many sports struggle with how to improve their numbers, how to get parental involvement and how to get coaches for their sport, New Zealand Cricket (NZC) national development manager Alec Astle has master-minded a scheme which has an outstanding hooking rate. (p. 1)

A key reason for this success SPARC indicated was:

each initiative is based on significant research and planning and is structured around a series of clearly defined sessions. This makes the MILO programme a strong example of how a national sporting body can forge initiatives to link with numerous schools and clubs - enthusing, involving and upskilling both participants and parent and teacher helpers. (SPARC, 2010d, p.1)

While SPARC offered a national perspective, the success of the MILO Initiatives in underpinning the game's future sustainability was also acknowledged at a community level by Kelvin Carruthers in the 'Clutha Leader', who stated:

sports that are successful in our current environment use a combination of high-profile stars and competitions combined with a grassroots approach that teaches fundamental skills in a fun and structured environment. New Zealand Cricket runs one of the best programmes I've seen. MILO Cricket Centres teach fundamental skills, the kids love it and seem keen to continue in their sport. If we continue to work with children maybe our senior sides will survive. (Quoted in Astle, 2008a, pp.8-9)

Indeed, the overall impact of the ND Programme and success of the MILO Initiatives in particular, have affected a marked change in attitudes towards SD in NZ. Many of the premises, outlined in SPARC's 'Community Sport Strategy' (SPARC, 2010a), had a strong connectivity to the objectives, strategies, outputs and outcomes of NZC's ND Programme formulated a decade earlier (Astle, 1999a, 2009a). This was confirmed by Sport NZ's (formerly SPARC) Chief Executive, Peter Miskimmin, who stated:

New Zealand Cricket was the 'exemplar' sport when it came to providing grassroots opportunities to take up the sport. Their [NZC] strength is the community sports side of the business pointing to the work done in the past by John F. Reid and Alec Astle. They're doing really well. We'd look at them as one of the best sports in terms of

programme delivery at grassroots level for children and adults. (Alderson, Cleaver and Leggat, 2012a, p.B24)

This acknowledgement of the success of NZC's ND Programme, and its impact on the sustainable growth of cricket in clubs and schools during the research period (1998-2008), was testimony to its value as an example of a planned intervention by a NSO to initiate change and revitalise its sport at a community level. It was coincidental, that at the time of starting this research in 2009, I was appointed Manager, Community Sport at SPARC, to establish a team of community sport specialists to work with NSOs and RSTs to create a collaborative approach to the development of community sport. This essentially replicated the process that I had initiated and lead at NZC. The lessons learned from my NZC experience were directly applicable and easily transferable to other NSOs seeking to influence their sports at a community level. Indeed, the practical knowledge and understanding that I had acquired of the process; the resources and systematic procedures that I had created to support and monitor NZC's programme; and the network of SD contacts that I had established in NZ and overseas, both within cricket, and with other sports, proved to be of considerable worth as exemplars, templates and sources of expertise for other NSOs.

The Process

As mentioned in Chapter 4, SD is a naturally occurring process within sport. Historically, it tended to be a 'bottom-up' process driven by volunteers, initially to introduce their code as a sporting option for participants, and subsequently to keep it relevant to ensure it met their changing needs. There was often considerable variability in this process, with local and regional innovation and change being slow to coalesce and influence thinking nationally across a sport. This was because many NSOs lacked the leadership, vision, capability, resources or organisational integration to either influence the effective delivery of their sport at a community level (SPARC, 2009g; Gryphon, 2010), or adapt to the many changes confronting sport in the last two decades (Ministerial Taskforce, 2001; Edwards and Inkson, 2006; Hindson, 2006; Trenberth and Collins, 2006; Nicholson et al., 2011c) (see Chapter 2). This was exacerbated by many NSOs over-focusing on their HP programmes (SPARC, 2009g). As a consequence many sports have been faced with stagnating or declining participation rates (see Chapters 4 and 8).

Since the 1990s, a small number of large, traditional, organised sports in NZ, beginning with rugby, cricket and netball, countered these changes by initiating a 'top-down', planned intervention process to grow their sports in clubs and schools. They adopted a holistic or whole-of-sport perspective, innovative development programmes and effective regional

delivery systems, inclusive of ongoing training, capacity building and empowerment of SDOs, volunteers and club and school providers, to grow their sports at a community level (SPARC, 2009a). They did this to achieve a better balance between their development of community sport (participation) and elite sport (HP) in order to: increase the number of participants actively involved in their sports, and expand the potential pool of talented players available to ensure greater consistency and success of their elite teams (Green, 2005). While rugby, cricket and netball all intervened into their sports to achieve these objectives, for NZC, its first objective was to grow and sustain participation at a community level in clubs and schools. If this was effective, it was deemed that more talented players would also be developed, thereby satisfying its second objective. Testimony to this approach is evident in the majority of current Black Caps and White Ferns who have graduated through either the MILO programme, and/or Gillette and NZCT competitions.

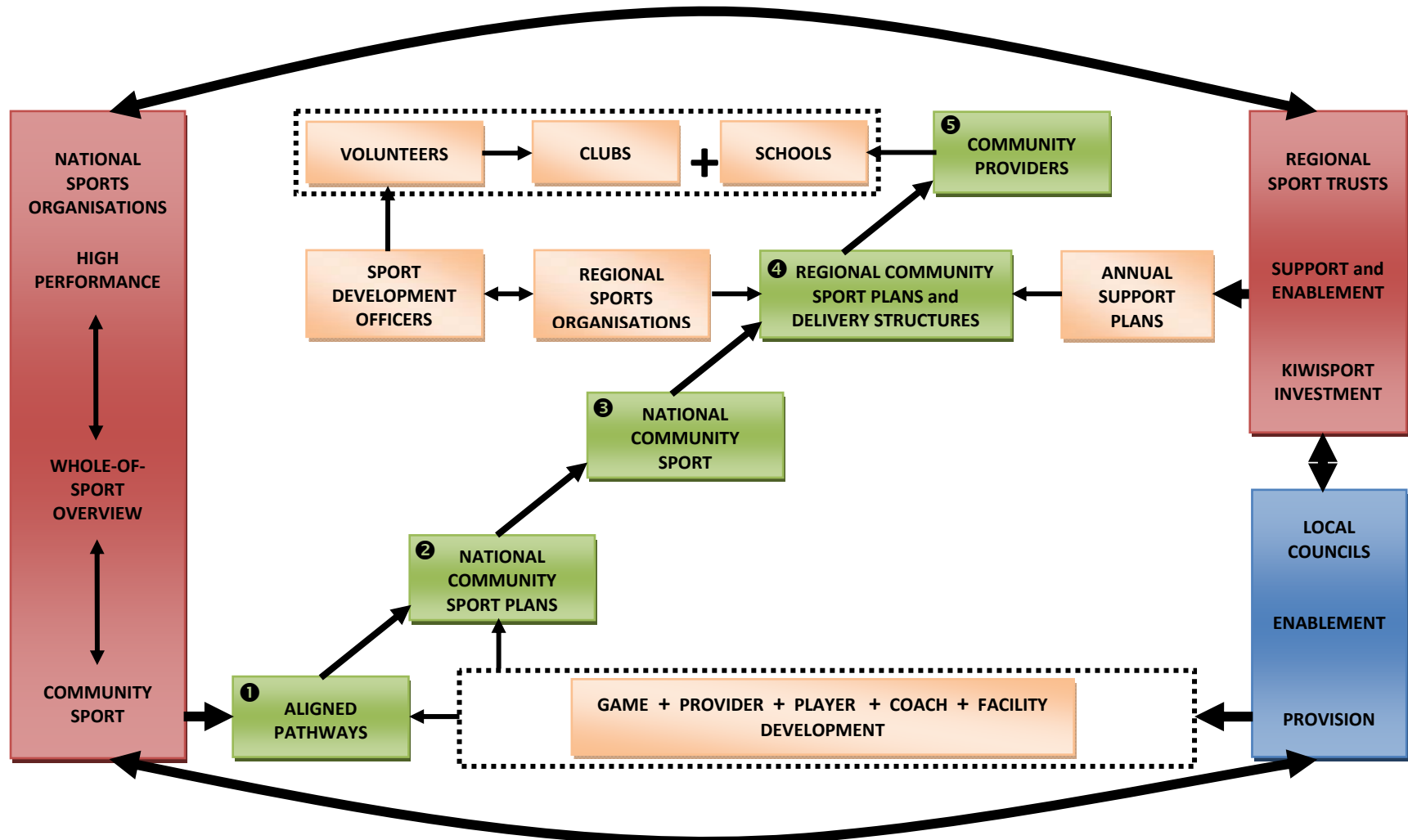
NZC's intervention was intertwined with an accompanying change management process which enabled its development plan and programme to permeate down through the sport and become accepted practice. In Chapter 8, a model of this change management process showing the sequence of change phases and responses that occurred during the programme's conception, design and delivery, was proposed (see Figure XXXV). Subsequently, my involvement as the Manager, Community Sport at SPARC, with the nationally targeted sports of football, hockey and tennis revealed (SPARC, 2010b, 2011c; Astle, 2011a), although each was at a different stage in designing and/or implementing its community sport plans and programmes, how their concomitant change phases and responses authenticated the applicability of the change management model I had formulated for cricket.

The collaborative approach to community SD adopted by SPARC, involved targeted NSOs each devising a whole-of-sport overview of its aligned pathways (see Figure IV in Chapter 2, and Figures LVIII, LIX, LX and LXI which illustrate the whole-of-sport frameworks of New Zealand Football (NZF) and Hockey New Zealand (HNZ)), prior to defining within such a framework the scope of its community sport plan; and engaging with RSTs (and where possible local councils) to seek support for the regional delivery of its derived community sport programme (see Figure LV).

Plans, Pathways and Participation

While it could be suggested that the interrelated processes of SD and change are only relevant to larger, more capable NSOs with the leadership, capability and resources to design and deliver national community sport programmes, that has not been found to be the case. The

Figure LV
Collaborative community sport development model in New Zealand



Source: Modified Astle (2011e, p.19)

lessons learned from NZC's experience, and that of the more recently targeted sports, have applicability across a range of different sized and structured sports.

There is no doubt that those NSOs with full-time, national SDOs have the distinct advantage of being able to focus fully on 'why', 'what' and 'how' they intend to influence the development of their sport, while those that also have regional SDO networks are further advantaged by being able facilitate its delivery in clubs and schools. This, however, does not preclude NSOs without the resources to fund SDOs, from shaping the development of their sport by widening its appeal at a community level to attract and better cater for participants. Indeed, a number of proactive NSOs of small to medium sports (500-15,000 participants) have begun to introduce initiatives to revitalise and grow their sports. For example, Australian Football League New Zealand (AFLNZ) has introduced AFL KiwiKick to engage children aged 5-12 years in their sport and teach them its fundamental movement skills of kicking, catching, passing and bouncing (<http://aflnz.co.nz/afl-kiwikick/>; Cheatley, 2011). Such initiatives have usually been envisioned and driven by an innovative CEO, sometimes in conjunction with staff and/or volunteers. Although they may not have the resources to engage regional SDOs to deliver their development initiatives, because of their smaller size they are often more closely connected with their stakeholders, so face fewer obstacles to the successful spread of change. Furthermore, AFLNZ limited its efforts to its main target market of Auckland, and by concentrating on 'taster' programmes for children, attracted investment support from the new KiwiSport funding (SPARC, 2011b). Other similar sized sports have made effective use of digital media to advertise and influence change. For example, New Zealand Water Polo has created an electronic learning environment which offers their coach education courses online (<http://www.waterpolo.org.nz/>).

Cricket, to some extent rugby and netball, and since 2010, other SPARC targeted sports, such as football and hockey, have introduced integrated community SD programmes. These have been underpinned by aligned pathways and straddled from top-to-bottom and side-to-side with a progression of sequential initiatives. These cater for the recreational and competitive needs of participants and allow them to move up and/or across multiple aligned pathways to define their individual development pathways in accordance with their age, ability, interest and gender.

Instead of creating a network of interconnected pathways and initiatives to cater for their participants' progressive development, some smaller sports (e.g. AFLNZ), and several large sports (e.g. tennis and bowls) have identified, and opted to address gaps in their participatory

base. This has seen AFLNZ and tennis focus specific initiatives on children, while bowls has targeted social adults. In each case, they have designed 'one-off' initiatives or 'products' to meet the needs of specific 'segments' of their market to increase participant numbers (SPARC, 2009f).

In 2007, Tennis New Zealand (TNZ) introduced Grasshoppers, a mini tennis 'taster' initiative, to improve fundamental ball and motor skills of 5-10 year old children in primary schools and increase the number of children playing tennis in clubs (<http://www.tennisnz.com>). Bowls New Zealand (BNZ), also in 2007, implemented Mates in Bowls (MIB), a nationally driven social bowls programme (<https://www.bowlsnz.co.nz/>), to grow the number of people playing bowls. This was because traditional club members were in decline and 80 per cent of the 650 bowls clubs in NZ had less than 100 members (SPARC, 2009f). MIB was introduced to attract casual, non-bowlers to play midweek, twilight bowls in a fun and relaxed environment at their local bowls club (SPARC, 2009h).

By 2011, 62,000 children had sampled Grasshoppers. However, a lack of coaches, cost of participation and limited connectivity with clubs did not translate into junior club memberships, which have decreased by 10 per cent since 2007 (Tong, 2012). In a review of Grasshoppers, Tong (2012) indicated:

it is a programme in isolation with no other national programme with which to continue in either schools or clubs resulting in a lack of continuation in tennis. . . . A more holistic approach needs to be taken and an integrated participation pathway be created with flexible programmes to aid the continued development of young participants. (p. 3)

To rectify this, NZT replaced Grasshoppers in 2013 with Tennis Hot Shots, a package of integrated, modified school and club initiatives for 5-13 year olds to learn tennis skills and encourage their registration in local clubs (<http://www.tennisnz.com>).

By 2013/14, 13.5 per cent of bowls clubs were running MIB (<http://www.matesinbowls.co.nz/>). For these clubs, MIB has increased casual participation, generated revenue thereby improving their financial sustainability, made better use of their facilities, galvanised their volunteers and created a greater awareness of their club in the community. It has, however, not translated into more traditional, regular club participants who decreased by 20.1 per cent.

While the Grasshoppers and MIB modules have given new people a 'one-off' introduction to tennis and bowls, they have not translated into growing the permanent participation in either sport. The lack of pathways, with a progression of attractive initiatives to retain participants

following their experience of the modules, as Tong (2012) noted for Grasshoppers, means there are few opportunities to continue unless they opt into conventional club-based tennis or bowls. Because the modules in both sports are often for only four sessions, many sports, such as cricket, would classify such involvement as more of an 'exposure' to the sport, and therefore would not be counted in a census of sport participation.

The tenuous impact on participation of such 'one-off' initiatives is also evident in the much touted legacy projects associated with major world sporting events. For example, the 2012 London Olympic Games made extravagant claims and provided substantial investment to create a long-lasting impact on sport participation in the UK (Girginov and Hills, 2008; Keech, 2011). These claims were questioned by the likes of Draper (2003, quoted in Charlton, 2010, p.358) who stated 'it is no good having a great Olympics in 2012 and inspiring many people to take up sport if we don't have facilities, coaching and infrastructures to get them involved and keep them in sport'. Interestingly, many legacy projects, were 'one-off', short-term projects, not linked into integrated pathways and progressive initiatives within sports, and have not contributed to sport's sustainable growth, because when they ceased so did the involvement of participants. In the 12 months after the Olympics, only a slight increase was recorded in youth participation, and concern was expressed that not enough grassroots coaches had been recruited and trained, to sustain this increase (Shephard, 2013). This confirmed Houlihan's (2011f, p.213) assessment that community sport 'aspirations are often vague and unrealistic rather than precise and feasible and programmes and initiatives are frequently short-term, badly planned and unevaluated'.

As such, it may be concluded that the effective 'development of sport' requires a planned and systematic approach that is long-term, and integrates all the elements of player, game, coach, provider and facility development together (see Figure II and Chapter 8). Hence, the study notes the necessity to align the development pathways and straddle them with a sequence of appealing opportunities, so players attracted to a sport are nurtured and maintained within a community sport environment that has the services and infrastructure to satisfy their evolving expectations.

Steps in the Process

On the basis of the case study of NZC's intervention experience, and the knowledge acquired from working closely with other NSOs, particularly Football, Hockey and Tennis, this research identifies the value of taking a sequence of steps in the interrelated 'development of sport' and change management processes, if a NSO is to successfully intervene and influence their

sport at a community level. It is suggested that these processes are dynamic, not linear, as they represent 'a circular journey that is never really completed' (Gryphon, 2010, p.24). The nine steps identified by the study (see Figure XXXV in Chapter 8), whose order in the sequence is interchangeable, are listed below:

1. **A NSO has to have the leadership, vision and capability to consider their sport holistically in order to adopt a balanced and integrated approach to the development of their sport.**

Instead of focusing, as many NSOs do almost totally on HP, this requires them to take a 'big picture' view of their sport that recognises the interdependence of HP and community sport, and the importance of participation at a community level (Collins, 2011b) (see Figure LVI).

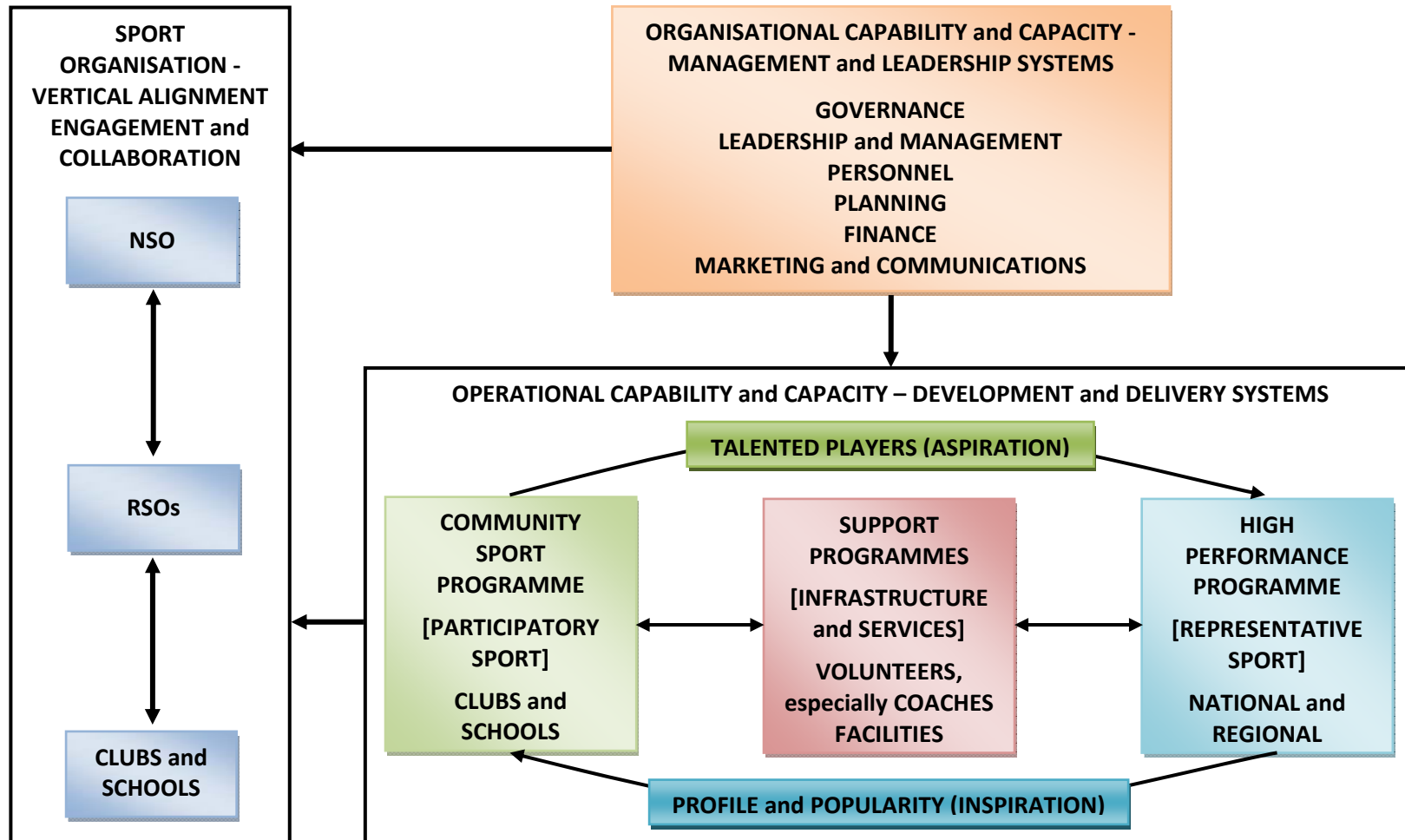
My SPARC experience showed it was of little value to provide community sport investment to NSOs who lacked leadership and capability (Gryphon, 2010). This was because there was no accountability for investment which was often diverted into other areas of their business. This was the case in 2012, when several major provincial softball associations produced a document 'Rebuilding Our Foundations', demanding change in Softball New Zealand (SNZ) (Smith, 2012a, 2012b). They expressed disquiet about the capability of SNZ, the risk of losing Sport NZ funding, and the precarious position of their sport in terms of its dwindling profile and growth. To tackle these issues they stressed the critical need to address four areas of concern: 'a lack of a clear vision, a lack of strong and objective leadership at the top, a lack of dynamic delivery at both SNZ and regional level and a lack of any innovative recruitment/growth strategies' (Smith, 2012a, p.B15). They were adamant that progress would require a whole-of-sport focus, which concentrated on 'softball in New Zealand not Softball New Zealand' (Smith, 2012a, p.B15).

For community SD programmes to be effective, NSOs must be capable, willing and ready to intervene in the development and delivery of their sport in clubs and schools. This means, as SPARC (2009a, p.6) stated in its Strategic Plan (2009-2015), NSOs need to be 'investment-fit' and able to get on with the job'. Indeed, the NSOs initially targeted, in addition to Rugby, Cricket and Netball, to develop their sports at a community level (e.g. Football, Hockey, Gymsports, Rugby League) had all benefited from major SPARC funded and guided capability building prior to their selection (Gryphon, 2010; Astle, 2011a).

2. **NSO's need to employ a National Development Manager or equivalent to lead, design, manage and advocate for the 'development of sport' process** (see Chapters 5 and 8). For smaller sports, this may require a NSO to contract an experienced SD consultant short-

Figure LVI

Whole-of-sport planning: Key considerations

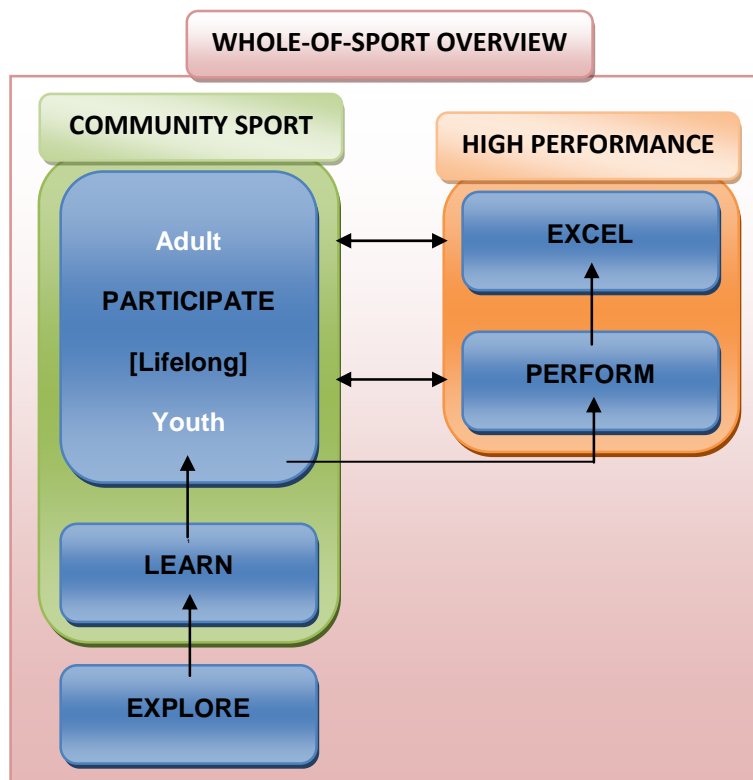


Source: Modified Astle (2011a, p.7)

term or utilise the skills of a knowledgeable volunteer to kickstart and oversee steps 3-5. NSOs need to be aware that to identify and select a suitably qualified person is not an easy task, given the newness of SD in NZ, and lack of tertiary opportunities to train appropriate personnel.

3. **Design a 'whole-of-sport' overview** (see Chapter 2 and Figures LV, LVI and LXII). The 'Sport and Recreation Pathway' (see Figure IV and Chapter 2 for a discussion of the pathway) provides a NSO with a theoretical guide to identify its own sequence of aligned and integrated pathways that span the full spectrum of its operations from community sport to HP (see Figures III and LVII). The Sport and Recreation Pathway identifies five key stages in the process of player development in sport. The first three stages (Explore, Learn and Participate) occupy most players' sporting life span. The latter two stages (Perform and Excel) cover HP and their regional and national representative opportunities for a few talented young people and adults.

Figure LVII
Whole-of-sport overview of cricket underpinned by the Sport and Recreation Pathway



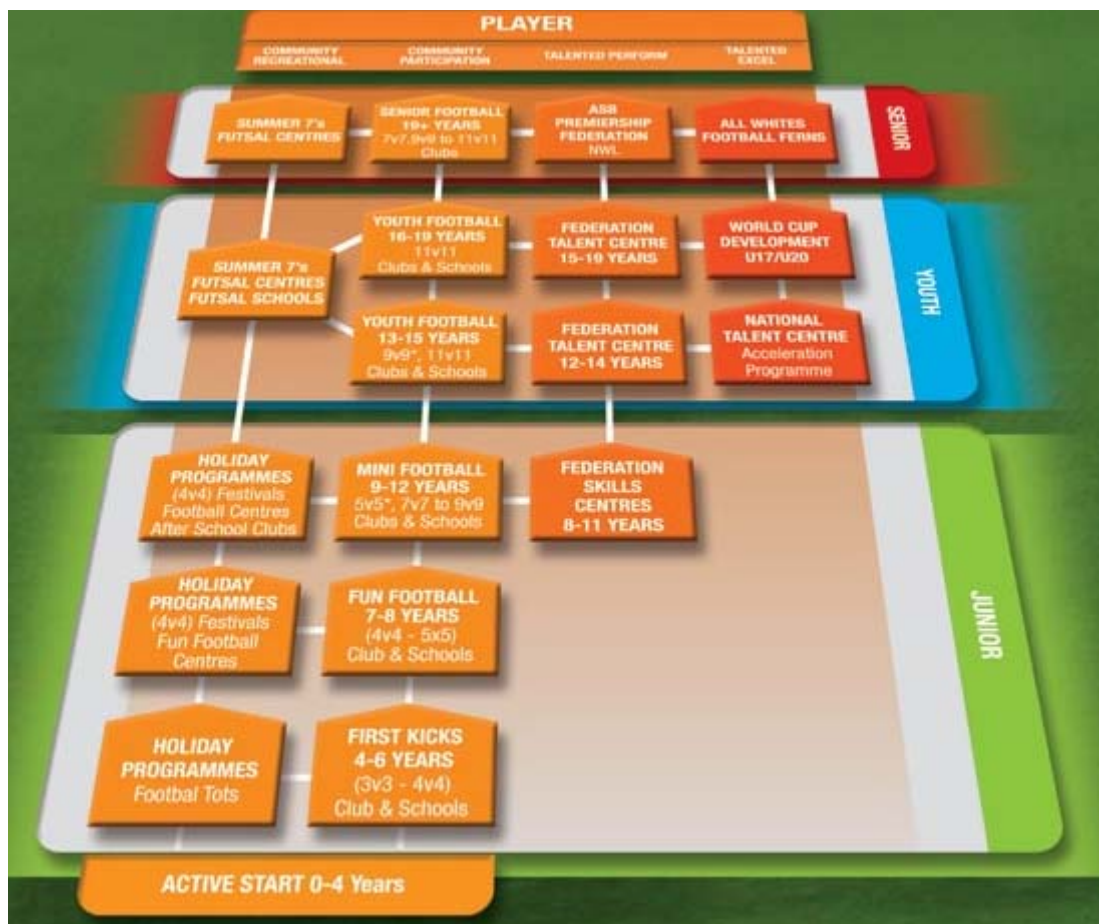
Source: Modified SPARC (2009a, p.17)

The design of a whole-of-sport overview is not complicated, but consideration should be given to research and consultation with key stakeholders in its formulation. It can be

presented diagrammatically as a framework that underlies and binds a sport together. It is best devised by first identifying the bottom-to-top sequence from entry level to elite, of playing programmes and competitions that form its player development pathway (see Figure XV NZC: Player Development Pathway). These provide a progression of opportunities for participants to learn, enjoy and/or excel in their code. The Sport and Recreation Pathway Learn and Participate stages within a sport's player development pathway usually have dual-strands of conventional or 'competitive' playing options and recreational or 'social' opportunities (see Figures XV and XVII for cricket, Figure LVIII for football and Figure LX for hockey). The modification of sports with different formats, player numbers, scheduling, durations, equipment and playing surface dimensions, while more reflected in the recreational strand, is increasingly straddling both strands (e.g. Twenty20 in cricket). These modifications, made to better cater for participants of different ages, abilities and interests, are particularly evident in hockey's player development pathway (see Figure LX) (HNZ, 2013).

Figure LVIII

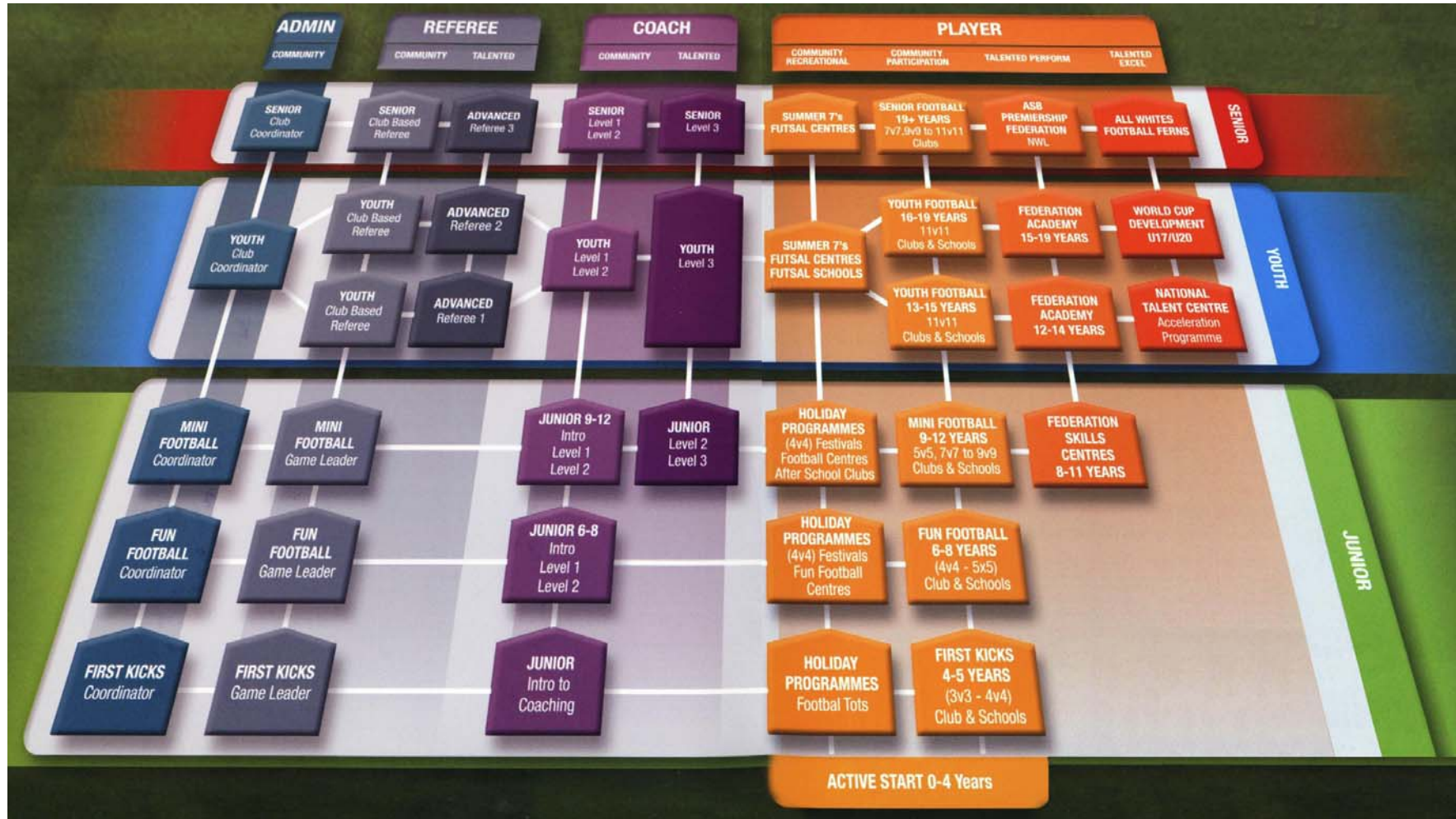
New Zealand Football: Whole-of-sport player development pathway



Source: Meylan et al (2011, p.47)

Figure LIX

New Zealand Football: Whole-of-Football overview



Source: Herdman (2011c, pp.6-7)

Once the player development pathway has been determined, it can be surrounded by similar integrated pathways, designed with comparable progressions of development opportunities for coaches, referees/umpires, administrators/officials, that are aligned to each other and the player pathway. At each step in these support pathways the opportunities for recipients, most of whom are volunteers in clubs and schools, must be appropriate to the stage of development of players, so they are equipped with the necessary knowledge, skills and resources to confidently and effectively service and satisfy player needs, motivations and expectations. For example, in cricket, as mentioned in Chapter 6, the entry level MILO Have-A-Go Cricket initiative for children aged 5-7 years was matched by a similar coach education course that encouraged the involvement of parents and teachers. It provided them with the requisite know-how and resources (Astle, 2000a, 2000g, 2000h, 2000k) (see Images IV, V, VIII and XI in Chapter 6 and Image XXXIII in Chapter 8) to run the programme, teach their children the basic skills of the game, and provide a fun, first experience of cricket.

Figure LX

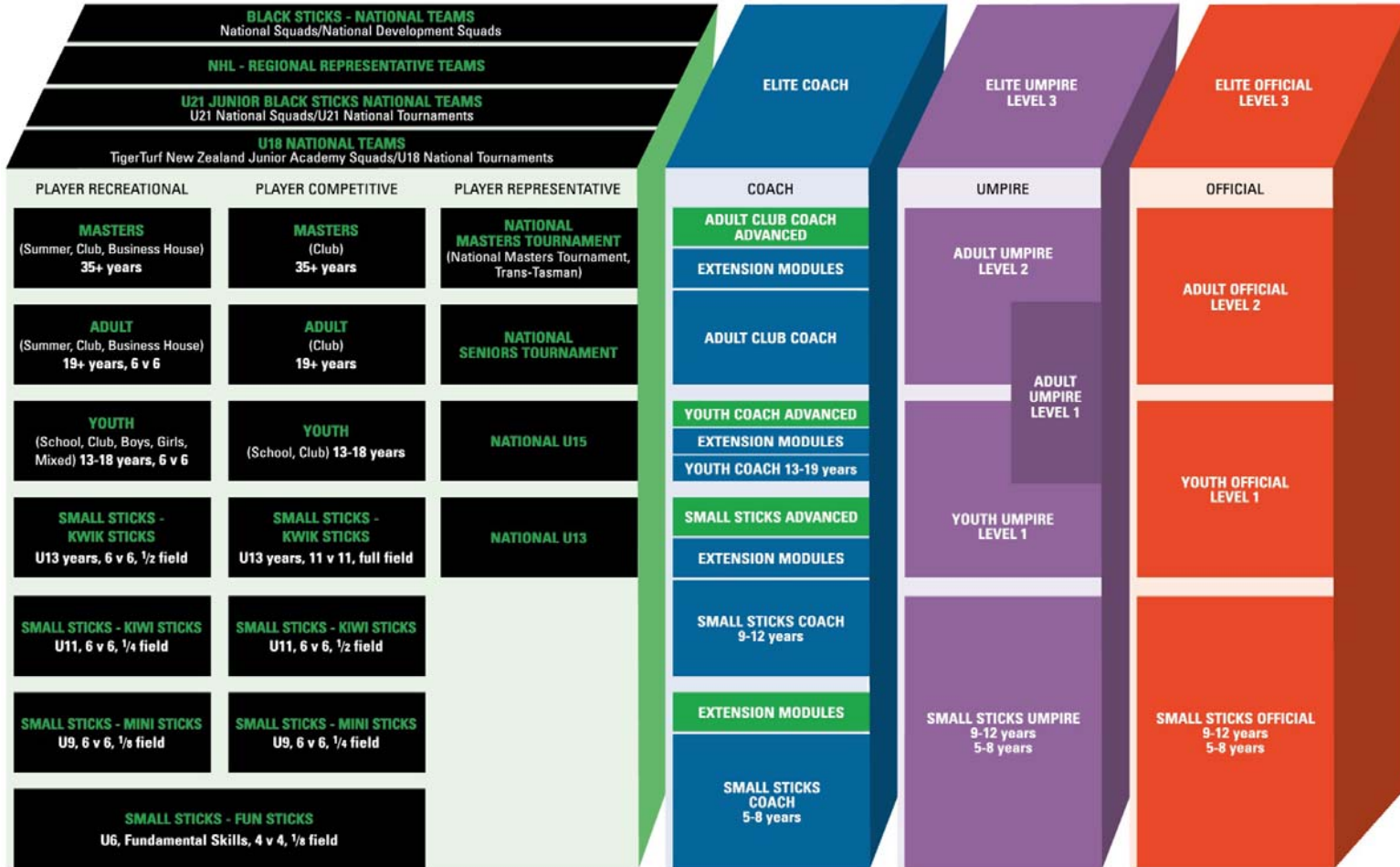
Hockey New Zealand: Whole-of-sport player development pathway



Source: Francis (2011, p.3)

Figure LXI

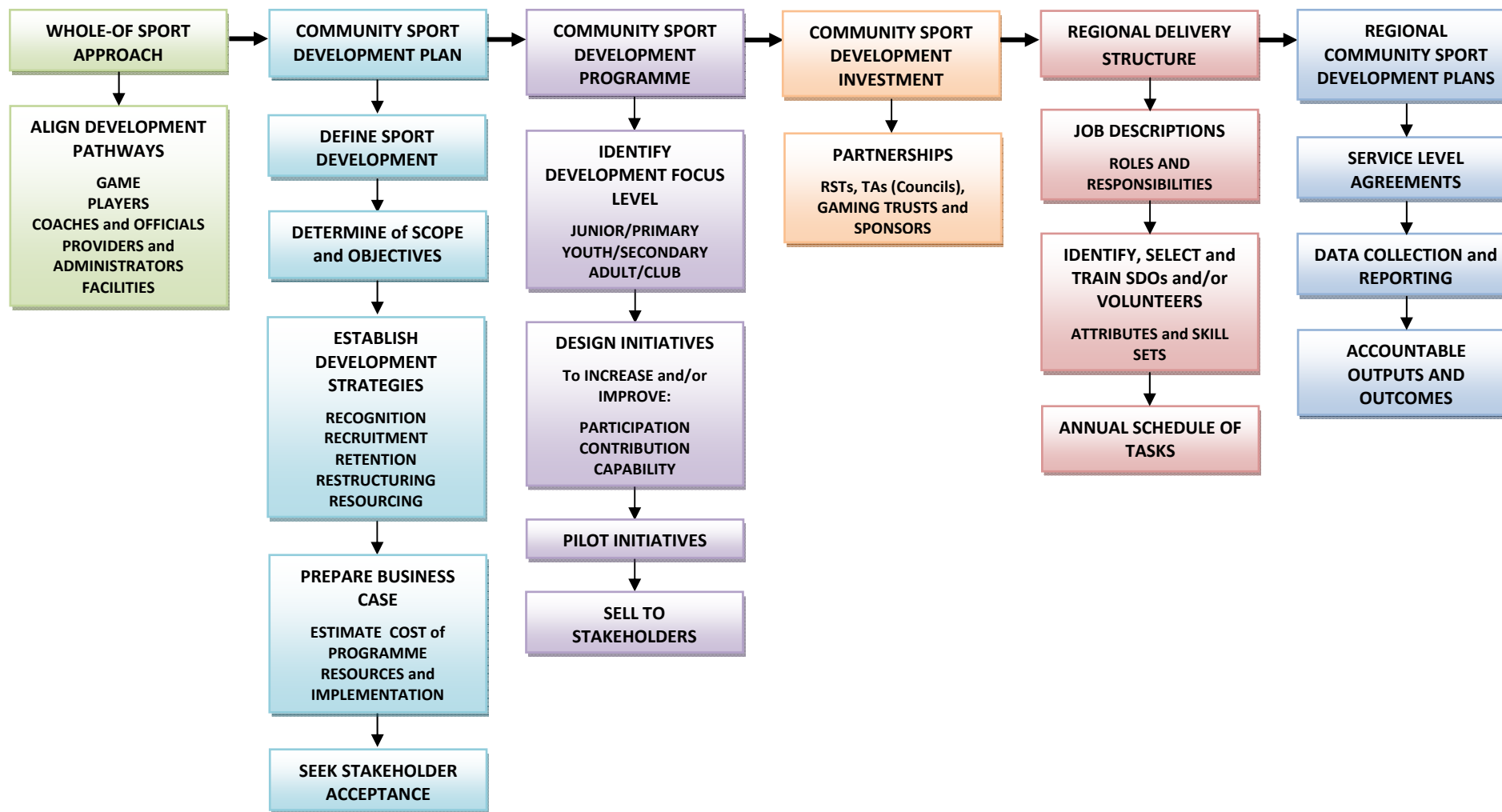
Hockey New Zealand: Whole-of-Hockey Overview



Source: Francis (2011, p.3)

Figure LXII

Designing and implementing a community sport development plan, programme and regional delivery structure: Considerations



The Sport and Recreation Pathway was used by NZF and HNZ as the basis for creating their whole-of-sport overviews (see Figures LIX and LXI). These have provided each sport with an underpinning framework that aligns their player, coach, referee/umpire and administrator/official pathways into one integrated SD system which focuses on players at the centre of the system. This recognises the needs of players of different ages, abilities and interests, and the importance of surrounding them with the appropriate resources, competition grades and formats, coaching and facilities to improve the quality and consistency of their sporting opportunities and experiences (see Figures LIX and LXI). According to NZF their whole-of-sport overview provides a:

road map for the future development of football in New Zealand. It places all stakeholders on the same page with the aim of aligning their thinking and providing the necessary direction to ensure that they can all work together to develop the game in a coherent, effective and efficient manner. (Herdman, 2010a, p.19)

4. **Define the meaning of 'sport development' and determine its scope** (see Figure LXII). This was key to the success of NZC's ND Programme. For this reason, NSOs need to decide the purpose and objectives of SD and how much of their whole-of-sport system will be the subject of a programme to achieve these objectives. Are these objectives to attract new participants (Grow), support and motivate existing participants to keep playing (Sustain), and/or provide enhanced opportunities to nurture talented performers (Talent Development)? (Eady, 1993; Bloyce et al., 2008; Bloyce and Green, 2011). For cricket, the programme concentrated on growing and sustaining the game in clubs and schools which equated to the Sport and Recreation Pathway's Learn and Participate stages. Its scope was 'community cricket' and did not include developing talented players, even in the younger age groups, who were identified and selected into regional and/or national representative teams (see Chapter 6). This was the domain of HP which encompassed the Perform and Excel stages (see Figure LVII). Hockey and Football, however, included the responsibility for the Learn and Participate stages, and most or all of the Perform stage, in their community SD programmes, leaving only Excel for HP (see Figures LVIII, LIX, LX, LXI and LXII). Unfortunately the inclusion of the Perform stage of regional representative teams in community sport, has meant the development work of their SDOs often gets compromised by the intrusion of representative demands. Even despite cricket's tighter delineation of the scope of its programme, this intrusion has still happened, where it has hampered the effective operation of the CCCs, especially in undertaking capability work with clubs and secondary schools (see Chapters 7 and 8).

In cricket, HP has gradually retreated from the Perform stage to focus only on Excel. This has left the former to increasingly be absorbed within its ND Programme. This lack of responsibility by HP for the talent pathway through the Perform stage is a major fracture point in the delivery of sport in NZ. Schools and clubs produce quality players and coaches, but NSOs are reluctant, because of limited resources and/or expertise, to invest time, funding and educative guidelines into the Perform stage of their pathway, resulting in poorly defined and supported pathways to the top echelons of their sports. This is exacerbated by Sport NZ's investment model which earmarks funding only for community sport (i.e. Learn and Participate) and the Excel pinnacle of HP. The Perform gap is considered to be the domain of NSOs, a gap frequently not filled by them, but left to SDOs and volunteers to ensure the best young players in sports are not lost. Their retention and development places unreasonable demands on SDOs and volunteers, with the former often not completing their negotiated community SD tasks (see Chapter 7). To try and address this, High Performance Sport NZ (2013) has recently launched its 'Pathway to Podium' programme that targets, for the first time, the development of a limited number of young, talented athletes across a range of sports. In the UK, to alleviate this situation, Sport England adopted an investment strategy with its NSOs which emphasised both participation and talent (Sport England, 2008). This apportioned investment to increase participation ('Grow' - 15 per cent), maintain participation ('Sustain' - 60 per cent) and nurture talent so more identified performers moved to elite programmes ('Excel' - 25 per cent) (Sport England, 2009; Charlton, 2010a; Collins, 2010b; Keech, 2011; Shilbury and Kellett, 2011). This funded both the SD work of SDOs and legitimised their involvement in talent development, but perversely often to the former's detriment.

5. **Formulate a National Development Plan** (see Figure LXII). This should incorporate the aligned development pathways which identify sequences of integrated existing or proposed initiatives that will comprise its programme, the strategies that will underpin and focus these initiatives, a possible regional delivery structure, and a business case that estimates the likely costs of delivering the programme. An account of this step, pertaining to NZC's ND Plan, is outlined in Chapter 5. Once a plan has been prepared it is essential to seek feedback on the changes it proposes to the development and delivery of community sport. Consultation with key stakeholders (e.g. Board, staff, RSOs, clubs, schools and potential supporters, such as Sport NZ and RSTs) and their broad acceptance of the plan is necessary before a NSO starts the next step of programme design. Although this may require some re-orientation of the plan, this should be minimal if the NSO is well

integrated with its RSOs, and the SD message has been regularly communicated throughout the sport.

6. **Design a coordinated National Development Programme that comprises a progression of deliverable initiatives that meet the objectives and strategies outlined in the plan and create identifiable stages through and across the sport's aligned pathways** (see Figure LXII). Consideration in the design needs to be given to what experiences should be packaged into the different types of initiatives along the sport's pathways, and at what level in the sport these initiatives should be delivered. Most NSOs begin by targeting the primary/junior level with entry level initiatives to attract and recruit 5-7 year old children into their sports. Chapter 6 outlines how NZC's ND Programme was devised with its early emphasis on the MILO Initiatives aimed at the primary/junior level, followed later by the Community Cricket Initiatives directed first at the club/adult level, then the secondary/youth level. It is essential that each initiative and its support resources are piloted prior to its sport-wide introduction. This provides valuable feedback on the versatility and effectiveness of the initiative, its implementation and support resources. For example, in 2011 NZF piloted the Junior Framework of its Whole-of-Football Plan (WOFB) in 100 of its 500 clubs to understand what impact it would have on junior football, how the delivery worked within clubs and what needed to be fine tuned before the national roll-out (Herdman, 2011b). Such testing also reduces the risk of the widespread implementation of a poorly conceived initiative and its possible negative effect on investment, SDO confidence and stakeholder acceptance of change. The understanding acquired from the pilot reaction is crucial to the training of SDOs and their marketing of the initiative to volunteers in clubs and schools. It also provides evidence of the initiative's value and applicability when approaching business sponsors, Gaming Trusts and RSTs for funding and support to assist in its delivery (see Chapter 5). The forming of such partnerships is imperative for NSOs to establish and maintain an effective regional delivery network (see Chapter 7).

7. **Establish a regional delivery structure** (see Figure LXII). Implicit in this step is the setting up of a nationwide team of SDOs to facilitate the implementation of a NSO's development programme (see Chapter 7). Their role is to sell the programme and its initiatives and motivate and train volunteers to deliver these in clubs and schools. As Nigel Brooke (CDM, Central Districts) noted with reference to cricket, 'the role of the CCCs is absolutely indispensable – they have become the key 'drivers' of the game in their districts' (Brooke quoted in Astle, 2006m, p.5). It is ultimately the SDOs who bring the programme alive and

translate it into practice (Herdman, 2011a). For NSOs to identify and appoint suitably qualified personnel is not easy and this has constrained NSOs from effectively and consistently delivering their programmes. NZF found the introduction of its WOFP in 2011 was limited by some of its Football Development Managers and Officers (FDMs and FDOs), who while having 'strong technical/coaching capabilities'.... [did not have].... 'the background in administrating, managing and strategic thinking/planning' (Snowling, 2011, p.3). This meant they were in development roles they were not capable of doing.

The NSOs of most small and medium sized sports, do not have the necessary resources to engage SDOs. For them to influence the direction of their grassroots sport, they must create a shared understanding with volunteers of a vision for the development and delivery of their sport. This requires consensus on a national pathway of sporting opportunities and experiences and the mode of their delivery. For many such sports, however, their volunteer-driven initiatives tend to be locally or regionally focused, creating variations in delivery, which makes it difficult to agree on a unified national pathway of opportunities.

For NSOs of larger sports looking to establish a professional delivery network, it is essential they have clear expectations of the expertise and skills, attributes and capabilities, and role and responsibilities they require of their SDOs (see Appendix IX), and incorporate these into position descriptions and circulate them to their RSOs (Appendix X). They then need to ensure their SDOs are trained appropriately to understand the objectives, strategies and initiatives that underpin their sports' programmes, and are able to communicate and explain these correctly and confidently to stakeholders, especially potential support partners, such as RSTs. Unfortunately, not all the larger sports in NZ have coherent ND plans or programmes (e.g. basketball, softball), and for those with regionally based SDOs, the latter are often neither trained nor have a coordinated sequence of national initiatives to implement, which means the delivery of their sports is patchy with each SDO responding to regional needs rather than pursuing national objectives.

8. **Set up a system of procedures and accountabilities to guide the operation of the delivery network, and measure the effectiveness of their operation and impact of the various initiatives in terms of achieving expected targets (outputs and outcomes)** (see Figure LXII). To ensure SDOs and volunteers understand the objectives and strategies of a ND programme and know how to effectively run its various initiatives, NSOs need to provide them with, and train them, to use standardised instructions, procedures, templates,

resources and systems of delivery. In the case of cricket, there was the initial training of personnel, ongoing induction of new CCCs (see Appendix XIII), and professional development opportunities and updates received from attendance at regular MA meetings and annual national forums and conferences (see Chapter 7). Each CCC was also supplied with instruction manuals (Astle, 2000c, 2001j), coaching manuals and videos/DVDs (Astle, 2000a, 2000b, 2000k, 2002a), a coach education course presenter's kit (Lane, 2005) and numerous development resources (see Table XIII in Chapter 6). Information was also provided on NZC's expectations of its CCCs in terms of their professional appearance, manner and presentation as ambassadors of the sport in the community.

SDOs need clear direction from their NSOs on their work programmes, and system of accountability for their performance, based on planning, SLAs and regular reporting of progress against agreed targets (outputs and outcomes) so that trends and patterns can be identified. Otherwise, as Eady (1993) notes:

the frequent absence of stated policies and the lack of . . . strategy containing aims and clearly defined objectives often mean that the effectiveness of SDOs' . . . [is compromised by a wide range of differing responsibilities that limits their prime function of ensuring the] . . . 'planned, active and progressive provision of sporting opportunity . . . to people of all ages at all levels of ability. (pp. 76-77)

9. **Regularly monitor, review and continuously improve all aspects of the programme.** All NSOs should not only monitor, evaluate and receive feedback on the effectiveness of their programmes, but also provide progress reports to their Boards, sponsors and supporters, such as Sport NZ. Regular reviewing and reporting by RSO-based SDOs against agreed targets as part of routine monitoring required for SLAs, should be used to gather data on participation, contribution and capability. This can be used to assess the regional impact of initiatives and effectiveness of SDOs in delivering these. Annual data collection and collation methods, such as a sport-wide census of participation (and possibly contribution); annual national meetings of SDOs to network, exchange ideas and provide feedback; and regular in-house or external reviews by Sport NZ or independent consultants; provide evidence of trends, impact and overall success (or otherwise) of a NSO's ND programme and/or specific initiatives. The ongoing monitoring of the performance of programmes against their designated objectives, and effectiveness of individual initiatives and SDOs, is necessary for analysing trends and learning to support the continuous improvement of current initiatives and resources, design of new ones, and effective delivery of these (Sport England, 2009). SDOs also need to be appraised at least once annually by their RSOs

against their regional plans, competencies and position descriptions (Leberman, Trenberth and Collins, 2006). The achievement of agreed targets and feedback from key stakeholders should also be used to evaluate their capabilities and performance areas, and to identify possible professional development opportunities (Astle, 2001d).

Final Considerations

This research has emphasised the requirement for NSOs who are currently intervening, or intending, to intervene 'top-down' to revitalise community sport to: create a well researched and detailed plan with clear objectives, strategies and unified pathways; design a comprehensive programme comprising an integrated sequence of innovative and flexible initiatives with quality support materials and systematic procedures for their implementation; and establish a regional delivery network of professional SDOs to facilitate this with volunteers in clubs and schools. While the availability, selection and training of suitably qualified SDOs has been highlighted as a major constraint in the 'development of sport' (see Chapter 7), the research suggests that NSOs, Sport NZ, RSTs and their SD practitioners and consultants need take heed of two other considerations: first, the 'development of sport' is a long-term process, and second, to be effective the process must be sustainable.

These two considerations of 'long-term' and 'sustainable' are complementary. They imply the 'development of sport' process must be an enduring one if it is to:

- Innovate, test and maintain an appealing, accessible and affordable diet of relevant sporting opportunities that a sport can offer to attract, develop and retain participants;
- Improve the capability, capacity and infrastructure of clubs and schools to create a conducive environment in which to facilitate the ongoing provision of these sporting opportunities; and
- Enthuse and train volunteers to service their delivery.

The 'development of sport' is a long-term process. Accordingly, as the case study shows, it requires sufficient time to not only design a national plan and programme, set up a delivery structure and implement the programme, but also consistently achieve an agreed set of results which substantiate the plan's objectives. This research suggests at least ten years should be allocated by a NSO before it has enough longitudinal data to fully assess the effectiveness and impact of its programme. This is because it takes time, collaborative effort, patience and

commitment to successfully impact the volunteer delivery systems of a sport at a community level.

Unfortunately evidence shows that in many countries, such as England (Keech, 2011), Australia, Canada and NZ (Collins, 2011b), most of their policies and programmes have not only played second fiddle to HP interests, but have stretched resources, fluctuated in their emphasis and tended to be short-term (Houlihan, 2011a, 2011d; Nicholson et al., 2011c). This is despite central governments and their sporting agencies, as well as NSOs, making frequent statements about intervening into community sport, particularly to increase participation.

Short-term is defined with respect to community SD programmes, as meaning programmes are not given enough time to demonstrate their impact. Nicholson et al., (2011c) claim on average this is three to four years, but can be as short as one year. Sport England (2007), Gryphon (2010) and Lyras and Welty Peachey (2011) all recommend at least five years should be the minimum given to implement, embed and gauge a programme's impact, while Nicholson et al., (2011c) claim, that 'development through sport' programmes may take a generation to register an effect. The upshot of short-termism is: a lack of continuity in programmes which have insufficient time to prove themselves or affect change; dissatisfied and disenfranchised participants; and uncertainty of employment for SDOs. These adverse outcomes are often further exacerbated by the absence of a strong voice for the development of community sport, with national sporting agencies demonstrating their 'inability to fulfil this advocacy role as [they].... bend too easily with the prevailing political wind (or ministerial whim)' (Houlihan, 2011a, pp.22-23).

For many NSOs, the reasons for the short-term nature of community SD programmes can be linked to changes in leadership (e.g. new CEOs) accompanied by different strategic emphases, limited funding cycles (1-3 years) and an over-reliance on uncertain funding sources (e.g. Gaming Trusts), and a lack of evidence for the success of programmes. These are sometimes the consequence of a NSO's poor monitoring and data collection systems which mean they have insufficient longitudinal data to demonstrate the effectiveness of a programme (Nicholson et al., 2011c), and/or lack of comprehension by new CEOs of the complexity, value and importance of their community sport programme, which means its integrity and contribution can be jeopardised by shifts in strategic orientation and investment. They frequently arise from NSOs re-emphasising HP as their central priority, and either overloading their development programmes with everything other than the Excel component of HP, or seeking shorter-term, quick-fix, 'one-off' solutions to attract targeted communities based on

age and/or ethnicity to grow their sport, without giving due attention to maintaining an integrated mainstream programme capable of ensuring their long-term involvement. For example, NZC's ND Programme and its limited staff, both national and regional, have in recent years been swamped with responsibility for the 'amateur game', which represents the entire game and its organisation, apart from a few (less than 200), mainly contracted, players and their extensive coaching, marketing and administrative support staff at NZC and in the MAs, which constitute the 'professional game' and are the exclusive domain of HP. This encroachment of the professional game and its overconsumption of resources is also causing considerable tensions within rugby and netball (Hunt, 2014; Napier, 2014).

In the case of NZC, it took two years (1998-1999) following my appointment as NDM to research, identify the key elements in a community cricket development and delivery system, and crystallise these into a ND Plan (Astle, 1999a, 2009a) (see Appendix XVI). This set the platform for the subsequent series of incremental innovations and changes as part of its evolving ND Programme. These pervaded community cricket over the next eight years (2000-2008) as initiatives and resources were designed and introduced at all levels of the game - primary/junior, secondary/youth and club/adult. The phasing of these initiatives and resources allowed time for them to be understood, accepted and diffused into clubs and schools as they were gradually added to the CDOs portfolio of products.

Others sports, such as football, had the advantage of being targeted by SPARC to receive investment and specialist assistance to engage a team of ND personnel at NZF to formulate their WOFP over two years (Herdman, 2010a) and devise a set of quality resources prior to its launch in 2011. According to Herdman (2010a), the WOFP was a contemporary approach that provided:

a clear structure for the development of the game placing great emphasis on improving the standard of football and the quality of the football experience at all levels in the game. [and also present] an opportunity to achieve much needed alignment across the sport through creating efficiency and higher levels of consistencies in the organisation, administration and delivery of football to the grassroots community. (p. 6)

The plan was to be delivered in three stages over a period of six years commencing with junior development, followed by youth and finally senior development (Herdman, 2010a). It was intended that NZF would introduce a complete set of national initiatives at each stage as outlined in their National Player Development Framework (Meylan et al., 2011) (see Image LIX).

They began in 2011 with their Junior Framework (Herdman et al., 2011) which 'was seen as the most critical/influential as it was a change to the fabric of how football is delivered in New Zealand' (Snowling, 2011, p.1). This comprised seven products (initiatives) that straddled the recreational, competitive and talented pathways for 4-12 year old boys and girls. Despite the planning, financial support, resources, time taken to educate stakeholders and their FDMs and FDOs, and overall positive impact of the introduction of the Junior Framework, there were still a number of implementation challenges. These related particularly to the immensity of the task of trying to implement seven new products concurrently. As Snowling (2011) found, this tested the skills and capability of the FDMs and FDOs to effectively communicate their benefits, receive buy-in from clubs and schools, and successfully deliver all the products, including undertaking the associated administration, monitoring and reporting to NZF and its various funding partners. As a consequence the roll-out of the plan was slower than expected, the competitive products were prioritised over the others, and coach development was not synchronised with player recruitment. This was because it was 'felt that they could not focus on all those products in year one with the current resources they had in place and that this affected how they prioritised the products and the success of those products' (Snowling, 2011, p.2). Concerns were expressed about the ongoing sustainability of the planned implementation in terms of available staffing and funding, and the speed of the roll-out to 'ensure quality is achieved through consolidation rather than delivering too much too quickly' (Snowling, 2011, p.6). The lesson learned from the NZF experience suggests the rate of innovation and change in programme implementation needs to be phased and managed so that NSO expectations match the capability and capacity of SDOs and/or volunteers to understand, accept and deliver these. Too often NSOs want to impose their own demanding agendas and timeframes on community sport without due consideration to the existing rhythms, abilities and commitments of its volunteer base. As evidenced by NZF, 'a change in culture in the whole football community and generally NZF underestimated this change process and what is required to achieve this' (Snowling, 2011, p.6).

The 'development of sport' process also must be sustainable if it is to be effective. According to Lindsey (2008) the terms 'sustainable' and 'sustainability' are used very liberally in the context of SD with little guidance as to how they should be achieved. This is because 'research on sport and sustainability is limited and lacks theoretical underpinning' (Lindsey, 2008, p.279). In this research, the term 'sustainable' has been defined as 'to retain, maintain, continue, keep going or prolong'. This implies continuity and longevity, hence the need for a long-term framework. Some, such as SPARC (2009a, p.13), in their Strategic Plan (2009-2015) have

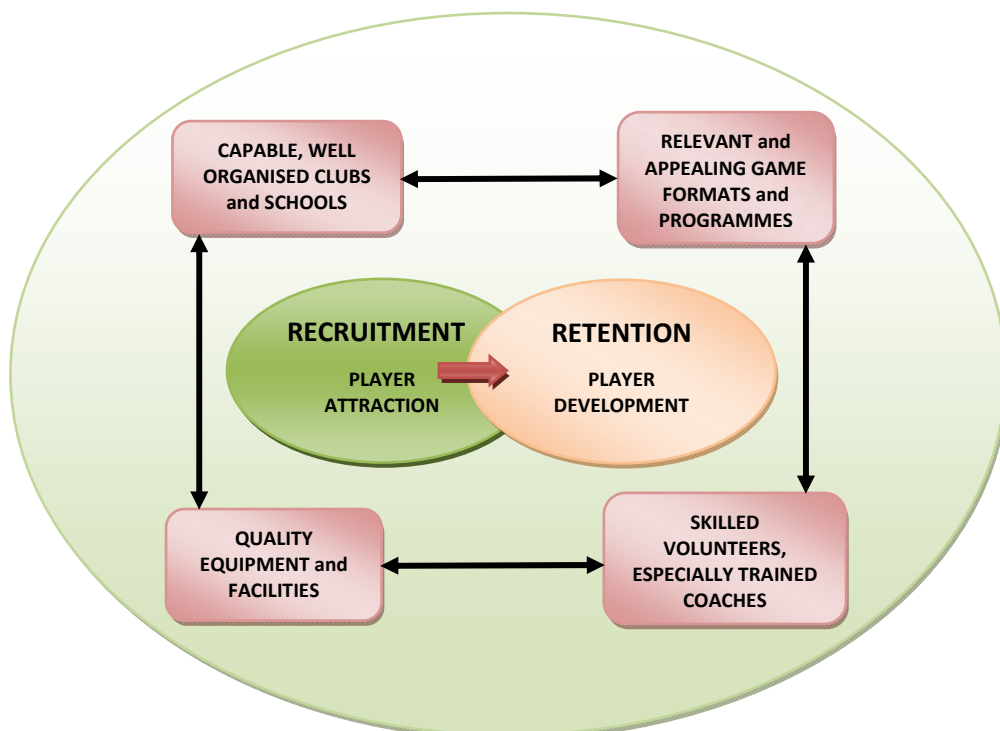
applied the term narrowly to the capability of its partners (e.g. NSOs and RSTs) which they invest in, so they are 'sustainable and capable of delivering results (with an emphasis on financial responsibility and capability ...)'. NZF uses a similar definition with reference to future funding for its WOFP:

intrinsic to the proposed change is the concept of sustainability. The ability to continue with the development initiatives is critical if the project is to have a lasting impact on the sport. In order to be truly sustainable football needs to look increasingly to the sport to fund the quality delivery of quality products. (Herdman (2010a, p.10)

In cricket's case, 'sustainable' was perceived by NZC in its ND Programme as a wider, more embracing, multi-dimensional, dynamic concept (Shediac-Rizkallah and Bone, 1998; Swerisson and Crisp, 2004). It represented a continuous 'construction process aimed at creating value but with an unknown end point' (Girginov and Hills, 2008, p.2094). It referred to the capability of NZC's programme to create, test and maintain relevant opportunities, and the capacity of individuals, clubs and schools to take advantage of these, to change and improve, and to retain and continue to build on these improvements (Charlton, 2010a). In other words, sustainability in cricket was seen as an outcome of the interplay between the key elements (game, player, coach (volunteer), provider and facility development) of the 'development of sport' process (see Figure LXIII).

Figure LXIII

Interplay of key elements in the 'development of sport' process'



These 'development of sport' elements did not occur in isolation, their interconnectedness was critical to the long-term sustainability of the ND Programme, so too was the NZC Board's guarantee to ensure funding to support the regional delivery network, especially the significant investment in the CCCs, once forthcoming, would not be reduced (see Chapter 7). While at times, this investment flow was less than expected, which slowed the programme's implementation, its steady increase gave confidence to the RSOs and their CCCs that the NZC Board valued and supported the programme. Indeed, the combination of continued investment by NZC and effectiveness of the programme itself, encouraged further funding support from local and regional partners. By contrast, this situation has not always been the case for other sports, some of whom have suffered considerable angst, because the integrity and sustainability of their development programmes have been susceptible to overdependence on, and variability of, vulnerable funding sources (e.g. Gaming Trusts) (SPARC, 2009g) and/or the fickle strategic decisions by their NSOs, resulting in funding decreases and SDO redundancies (e.g. softball) (Smith, 2012). NZF's Federations have also expressed concerns about the sustainability of their FDMs and FDOs and the future effective delivery of the WOFP because of 'the risk of relying on grants and risk of key stakeholders withdrawing funding' (Snowling, 2011, p.8).

This chapter reflected on the lessons learned from NZC's intervention to grow and sustain community cricket and used this knowledge to identify and discuss nine steps in the application of the 'development of sport' process. These steps are based on a whole-of-sport overview within which community sport must be defined and delineated, before a development plan can be researched and prepared, and a programme designed, tested and implemented. The plan, and its derived programme, are structured around a participant-centred pathway, bound by similar, aligned pathways which engage and progress coaches, officials and administrators. The translation of the programme into practice, with its implementation by a regional delivery network of SDOs, is not without its challenges. In particular, such a programme needs sufficient resources and time to successfully impact on community sport. In brief, it necessitates a long-term strategy and commitment, and a judiciously phased and managed implementation, not a short-term, or 'one-off', quick fix. The study shows that NSOs and sport practitioners should be aware of, and address each step in the process, if they intend to influence their sport within clubs and schools, especially when challenging what's happening now, and putting in place the infrastructure and services to introduce new ways of presenting and delivering their codes.

CONCLUSION

WRAPPING UP THE INNINGS: THE CLOSING COMMENTARY

This Conclusion draws the threads of the thesis together to ensure its underlying questions are answered, and its key findings and contribution to the accumulated knowledge about the conceptualisation of SD are conveyed. The questions posed in the Introduction to this study provided a sequence of inquiry which underpins the research. This sequence, apparent through the chapters, unfolded in a systematic manner characteristic of the steps identified in the 'development of sport' process. Chapters 1-4 provided a theoretical and historical context in which the literature on SD was discussed. From this context, one strand, the 'development of sport', was selected as the appropriate interpretative lens. This lens was used to examine, through a detailed longitudinal case study in Chapters 5-8, the plan, programme and practice of NZC's intervention into cricket in NZ. Chapter 9 identified the lessons learned from the case study and suggested their applicability to other sports in NZ. This final chapter, addresses the rationale for the research, and considers its underpinning research questions within summaries of each chapter's salient features and key findings. It concludes by highlighting the contribution to knowledge and implications for future research.

The Justification

In 1998, on becoming NZC's NDM, my first challenge was to conceptualise and operationally define SD before I could apply it to the task of determining the scope, objectives and outcomes of a plan and programme to influence the development of cricket in NZ. I had no formal SD training to draw on, nor access at that time to academic research on SD, in order to establish a definition (see Chapter 5). Even by 2009, when I became the Manager, Community Sport at SPARC, while there was a growing body of research on sport and participant development pathways (Côté, 1999; Bayli, 2001, 2002; SPARC, 2009a, 2009b, 2009c), there were few studies on the notion of SD for the sake of sport (see Introduction and Chapter 2), and still no academic training available in NZ for prospective SD personnel.

This continued lack of a clear understanding of, or agreement on, the concept, especially from a practitioner's perspective (Eady, 1993), and unavailability of tertiary education opportunities, prompted me to address the former, and raise awareness of the need for the latter, by undertaking this research. After a review of the literature revealed a paucity of research specifically on the 'development of sport', I sought to record my practical experiences of developing a sport and share the knowledge acquired with others in this field, and thus to fill

the gap in the existing scholarship (Shilbury et al., 2008; Priest et al., 2009). This research satisfies both goals. First, it offers a practitioner's first-hand view of the 'development of sport' process, and as such provides NSOs and SDOs with a template of what contributes to an effective 'top-down' intervention into community sport, as well as informing them of what actually works, and how and why it works. Second, it adds to the accumulated knowledge on SD by filling a knowledge gap on the 'development of sport' process undertaken by a NSO of a traditional, mainstream, organised sport, and its subsequent long-term effect on community sport.

The Contextual Framework and Methodology

In order to complement and inform my practical understanding of SD, I began this research by reviewing the academic literature on the topic to provide a theoretical context for my study of NZC's intervention into cricket in NZ. This review, summarised in Chapter 1, revealed that conceptualisations of SD can be said to be ambiguous, lacking in consistency, contradictory, and, in some cases, contested. The concept has a range of operational definitions and loose interpretations which are often used interchangeably. In particular, its meaning varied with the juxtaposition of the words 'sport' and 'development' and the conjunctions used between them. This manifested as an emphasis on 'sport' and its development for its own sake, or on 'development' where sport was used as an instrument to achieve a range of non-sporting goals. Two broad categorisations had been proposed by Houlihan and White (2002) and Coalter (2008) to distinguish between these different meanings of the concept. However, to better grasp the expanse and complexity of the concept from both a practitioner and a learning perspective, these broad categories were further differentiated in this study on the basis of the settings, objectives and outcomes of SD. Six separate, but interlinked, strands of meaning for SD were identified, and for ease of understanding, these were presented as a continuum of interpretations that span the concept. I found it a useful exercise to separate them out, to see them as distinct, but not rigid, interpretations, and to define each one as a guide for research. For practitioners and students in particular, this may help understand the different strands, even although in reality there can be a considerable overlap between them.

One of these strands, the 'development of sport' was the focus of this study as set out in Chapter 2. This strand, while apparent since the appearance of organised sports in England in the 18th century, received scant attention in the literature until the 1980s and 90s when the NSOs of some of these sports in the UK, Australia and NZ, under pressure from social, economic and political change, responded to ensure their future sustainability. This entailed

the initiation of plans, programmes and practices with clear objectives to revitalise their sports at a community level to counter declining participation rates. While this response was limited initially to larger, more capable and well resourced sports, a number of other NSOs have followed in the last decade, most with the support of central government funding and the assistance of their national sporting agencies, themselves concerned with stimulating national participation rates. These NSOs have also benefited from recent research (Côté, 1999; Bayli, 2001, 2002; SPARC, 2009a, 2009b, 2009c) to guide and underpin their planning and programme design.

Having explored the SD literature in the first two chapters, and identified the strand appropriate to establish a theoretical framework for this research, Chapter 3 addressed the methodology, which represents a qualitative inquiry, combining both conceptual and empirical research. A longitudinal case study was employed to explore the dynamics of the 'development of sport' process from the perspective of a NSO of a traditional, organised sport in NZ. It was based on my first-hand knowledge, understanding and experience, as both an insider and a practitioner-manager who designed, lead and monitored NZC's intervention between 1998-2008. This ten year period presented an appropriate timeframe, to use documentary and statistical evidence, to meaningfully assess the effectiveness and impact of NZC's involvement and answer the calls made by Shilbury et al., (2008), Priest et al., (2009) and Kidd and Donnelly (2007) for 'longitudinal research regarding the long-term benefits of sport participation interventions' (Kidd and Donnelly, 2007, p.6).

Given the absence of prior relevant research on the topic, Chapter 4 traced the emergence of SD in NZ to provide a historical background to NZC's intervention. An understanding of this 'history is essential if we wish to have a perspective on why contemporary sports development is like it is' (Polley, 2011, p.9) and to address the question of how and why the emphasis shifted over time on how SD was conceptualised. For example, during the early colonisation period, the diffusion of organised sports from England to NZ, had created a dual focus on the 'development of sport' by influential volunteers keen to ensure its availability through clubs, and later schools, and 'sport and development' because of the inherent moral, social and cultural values that sport was perceived to instil in individuals. Together these provided a catalyst for the 'bottom-up' evolution and maintenance of a multi-tiered SD and delivery system comprising schools, clubs, RSOs and NSOs, and involvement of local councils who also subscribed to 'development for sport' with the provision of facilities, particularly for clubs. In the 1930s sport first became the object of central government 'development through sport' legislation. This intensified in the 1970s as the government sought to use sport to address

physical activity and health concerns, and then from the 1980s to invest in both 'development in sport' modifications (KiwiSport) to increase physical activity in primary schools, and in 'development for sport' policies to build elite sport systems in prioritised sports to achieve international success. The 'development of sport' focus returned to the agenda in the 1990s as several traditional sports, including cricket, intervened 'top-down' seeking to contemporise their sports in clubs and schools to make them more relevant, available and appealing in the face of societal change and competition from other sports and leisure activities. Since 2009, this 'top-down' strategy has been further endorsed by the central government and its national sporting agencies, who have targeted these traditional sports (e.g. rugby, cricket and netball) and select other sports, and engaged with RSTs, to create a more collaborative approach to the 'development of sport' at a community level, as a means of increasing participation, contribution and capability within sport in clubs and schools.

The Longitudinal Case Study

A detailed, longitudinal case study, spanning Chapters 5-8, describes and explains NZC's 'top-down' intervention into, and impact on, cricket between 1998-2008. Chapter 5 examines when and why NZC intervened and how this occurred, as NZC after a period of turbulence in the mid-1990s, resurged as a professional organisation with the leadership, vision, capability and resources to think and act more holistically towards the development of its sport. This saw NZC adopt a more balanced whole-of-sport approach to development, which shifted its attention for the first time from solely on HP cricket to also include community cricket, with the object of revitalising the latter to tackle a decline in participation in the game.

The start of this shift coincided with my appointment as NDM in 1998, with responsibility for researching development and formulating a ND Plan. At that time, there was a lack of published research, and indeed, few examples of other NSOs being involved in the development of community sport, although the ACB and NZRFU had made some inroads. It was necessary, therefore, to consult widely, survey stakeholders and use my own knowledge and experience to produce a plan, which addressed both the game's immediate participation issue and its ongoing sustainability. This planned approach to development challenged the existing conservative status quo with a proposition to 'redesign, repackage and reconsider' (Shilbury and Kellett, 2011, p.263) the development and delivery of the game in clubs and schools. Its proposed innovative programme and delivery structure represented a considerable philosophical and practical change in both the presentation and delivery of the game. The acceptance and adoption of these, required credible leadership, certainty of a long-term

commitment from NZC and its Board, and ongoing communication and collaboration with NZC's MAs and DAs to facilitate their successful introduction. The determination of the scope of NZC's intervention, which focused on the betterment of cricket in clubs and schools, and its guiding objectives and underpinning strategies to promote and grow the game at this level, were discussed in this chapter. The other features of the plan, namely: its programme and intended outcomes, delivery structure and impact were detailed in the following chapters.

The ND Programme, outlined in NZC's plan, was described and explained in Chapter 6. Its design, built around integrative sets of pathways and initiatives, represented a considerable departure from the traditional development and delivery of the game and its organisation. The central feature of the programme was a coordinated Player Development Pathway, and for this first time in a sport in NZ, this was aligned with a corresponding Coach Development Pathway. These pathways were overlain with a progression of interconnected playing and coaching initiatives, and underpinned by infrastructural initiatives to improve the capability and services of providers and availability of facilities to support their effective delivery. Implicit in these initiatives were the strategies identified in the plan. These strategies varied depending upon the level of the community game that each initiative was designed for, and its intended outcomes, although all initiatives were targeted to contributing to the overriding objectives of growing and sustaining the game in clubs and schools. Such differences in strategy were evident in the two integrated packages of initiatives that comprised the programme, namely: the MILO Initiatives which aimed at recruiting and retaining players and coaches in primary schools and junior clubs, and the Community Cricket Initiatives which focused on restructuring and resourcing the game and its providers to develop and retain players in secondary schools and clubs.

The ND Programme's pathways and initiatives enabled players to participate and progress at a level commensurate with their age, ability and interest, and be matched and supported by coaches with the appropriate knowledge and skills. At the primary/junior level, the MILO Initiatives replaced existing 'ad hoc' regional approaches with a national programme. This saw the organised promotion of the game in primary schools geared towards attracting children into the MILO Initiatives, which offered more relevant, skill development, and modified, child-centred opportunities for primary/junior cricketers, instead of the previous adult version of the game. At the same time, it engaged parents and teachers through new coach education opportunities that simplified the game, trained them as coaches of their children, encouraged them to 'group' coach and then supported them with quality coaching resources. The MILO Have-A-Go Cricket initiative, in particular, was at the forefront of these ground-breaking

innovations about the way the game was played and who coached it, and of the subsequent diffusion, through all levels of the game, of its underlying principles of flexibility, adaptability and modification. This radically changed the game, which had remained essentially unaltered for 150 years, by repackaging it to meet the needs of 21st century consumers. Consequently, NZC's programme became an exemplar for other sports in NZ because of its high profile MILO branded, integrated package of initiatives, its associated SD innovations and concepts, and its role in the 'development of sport' process.

Interestingly in Australia, where cricket also 'began the trend towards a planned approach to sport development' (Shilbury and Kellett, 2011, p.251), it is only recently that other sports, such as football, rugby and rugby league, have introduced junior game modifications. In 2013, Australian Rugby League (ARL) reviewed the junior section of its participation pathway, seeking to improve recruitment and retention by introducing similar concepts and principles to those initiated a decade previously by NZC through the MILO Initiatives. The ARL's objective was to better tailor the game to suit junior player (6-12 years) needs for fun, active involvement through small-sided games and skill development. The ARL's new objectives have sought to attend to the fact that the junior game had become too focused on formal competition, where teams results were more important than player skill development and enjoyment (National Rugby League, 2013).

Equally significant, as part of the Community Cricket Initiatives, were the design and introduction of the health checks (Astle, 2001b, 2001c), to assess the fitness of clubs and schools to support and service the delivery of the game. Although based on SportsMark (Hillary Commission, 2000), they were adapted to be cricket-specific, and unlike many similar audit processes, provided both a comprehensive array of measures through its School Support and Club Assist manuals (see Table XIII in Chapter 6), and the assistance of the CCCs who could use these to strengthen and improve the capability of clubs and schools to become more vibrant hubs of cricket in their communities. This was essential so these providers and their RSOs could effectively support, service and deliver a greater range of competitive and recreational competition grades and more engaging formats, both midweek and in weekends, to enthuse, nurture and retain secondary/youth and club/adult players in the game.

The question of the translation of the ND Programme into practice was addressed in Chapter 7. Historically, the state of community cricket reflected the uncoordinated, but enthusiastic 'bottom-up' efforts of volunteers, with administrators in MAs and DAs concentrating principally on HP cricket. Tackling such matters as diverse and appealing competitions and

formats, the survival of club and school providers, and ultimately the sustainable growth of the game, were beyond the remit or capability of most administrators. As a consequence, by the late 1990s, the game was in decline and radical change was needed to the existing programme to encourage participation growth. To effect this, NZC funded, in partnership with its associations and several sponsors, the establishment of a comprehensive regional delivery network of CDOs, to work in conjunction with volunteers, to implement the ND Programme initiatives that had been designed to repackage and revitalise the game in clubs and schools. It was the full-time CDOs, in particular the CCCs, who were instrumental in facilitating the introduction of NZC's 'top-down', 'development of sport' process to improve and grow the community game. The CCCs and their contributions were the focus of this chapter, as it was they who had marketed the programme's benefits, convinced volunteers of its value, and motivated them to deliver it in clubs and schools. Chapter 7 considered their role and characteristics, the challenges constraining the programme, and the centrally created procedures adopted to ensure the implementation of the programme was planned, monitored and accountable.

Chapter 8 discussed the ND Programme's impact on cricket and its organisation at a community level. The scale and sustainability of this impact were determined to be attributable to the planned approach adopted by NZC and its long-term commitment to the incremental development of community cricket. Central to the ND Programme's success was a clear definition and understanding of what constituted development, which allowed the scope, objectives and strategies of NZC's plan to be determined and clearly specified; the concomitant design of its initiatives to be conceived; their expected outputs and outcomes to be identified; and procedures to monitor and report these to be established. This cascading process from definition to creation witnessed the emergence within cricket of an all-encompassing SD and delivery system that was nationally lead, designed and enabled, regionally managed and facilitated, and locally delivered. It provided clear direction for the implementation of this system which was tightly woven with a corresponding change management process that permeated and integrated cricket as an organisation from 'top-to-bottom'. The latter change management process indicated what NSOs need to consider with respect to the formulation of their SD plans, programmes and delivery structures; how they should be communicated and backed up with credible leadership and resources so they are understood and accepted by stakeholders; and why they require a strong commitment and sufficient timeframe to be put into practice. These notions align with those of Charlton (2010a) who states that:

'to become 'formalised' within an organisation to ensure long-term viability and integration over time into all aspects of that organisation. there is a need for an environment in which change is supported and reinforced to be created and developed.

(Charlton, 2010a, p.359)

This environment, the sequence of change associated with NZC's intervention, the obstacles encountered, and solutions to these, were explored in this chapter.

Most of the chapter highlighted the impact of the ND Programme on community cricket. The main measure of impact was the sustained growth in player numbers by 29,401 from 75,479 to 104,880 between 2000-2008. The significance of this growth and its sustainability, however, did not happen in isolation, it was supported by interconnected increases and/or improvements achieved over the same period in a range of other game, provider, coach (volunteer) and facility initiatives and indicators. These latter improvements were primarily the result of the implementation efforts of the CDOs, and increasingly the best practice solutions they devised within the framework of the national programme to local issues. They included the following gains:

- An increase in the range and diversity of cricket playing and/or skill development opportunities and experiences at all levels, including the high quality, entry experiences to cricket through the MILO Initiatives for children; the expanded series of primary, secondary and club national competitions; and the availability of more modified, recreational options for social adults.
- An improvement in the capability, infrastructure and services of clubs and secondary schools, the effects of which were evident in better planning; more efficient management and administration; more organised and effective delivery of the game; and provision of a more welcoming and supportive environment that catered for the playing, practising and social needs of all players.
- An increase in the number of volunteers, especially trained coaches at the primary/junior level, whose access to coach development opportunities and user-friendly coaching resources, has improved their competence and confidence to service the needs of players appropriate to their age, ability and interest.
- An increase in the number of playing and practice facilities, particularly artificial pitches, which are maintenance free and can accommodate multiple matches each week.

The methods of data collection and reporting used by NZC to monitor and measure these indicators and assess the impact and effectiveness of the programme were also outlined in this chapter. In particular, the procedures, strengths and limitations of the annual NZC Census were discussed and the methodical system developed for reporting on, and reviewing, the programme, was outlined. Indeed, the advent of the annual ND Conferences to inform and educate the CDMs and CCCs, examine the performance and progress of the evolving programme, and network and exchange ideas, became an integral part of the programme's 'learning culture' (Schein, 2010), a source of professional development, and increasingly the sharing of best practice. Similarly, the conference proceedings and regular development newsletters '*From the Boundary*' were central to disseminating this information to stakeholders at all levels of the game.

Although the overall impact of the programme was positive, it was not always felt uniformly across all regions, levels or sectors of the game. A number of obstacles were identified for this. It is worth reflecting, however, that the ND Programme was a mainstream one, something that had not previously existed. Its core business was the design and implementation of generic national initiatives that were used throughout NZ to recruit players of all ages, abilities, interests, ethnicities and genders into the game, and to strengthen the systems around them to ensure their retention. Although it had neither the intent nor the resources to divert its attention beyond this core focus, it did attempt to address, with mixed results, the lack of uniformity in the programme's impact by assisting with the funding of Women's CDO positions in each MA, testing several approaches to women's adult cricket and introducing SCCs in select secondary schools.

The Applicability and Implications

In Chapter 9, the question of the lessons learned from NZC's development experience and their applicability to other sports in NZ was discussed. It is suggested that the major lessons related to process, in particular, the sequence of steps undertaken by NZC, and also the whole-of-sport perspective it had adopted to meet its objectives to grow and strengthen the development and delivery of cricket in clubs and schools. Each step in the process was outlined, and its requirements, where possible, illustrated with examples from other NZ sports. While the process can be adjusted, each step is deemed to be essential for NSOs who are serious in their intent to influence their sports at a community level. Evidence shows that the overall process, individual steps, and an understanding of associated lessons were equally applicable to NSOs of large or small sports, although the former possibly have advantages with

respect to capability and resources. In particular, it emphasised the need for 'development of sport' programmes to be planned, long-term, and sustainable, if they were to effectively influence the ongoing health and wellbeing of the community game. This longer term need, necessitated the creation and maintenance of an integrated pathway of progressive sporting opportunities and experiences, not a short-term, quick fix, 'one-off' opportunity solution.

To reiterate, the lessons learned from this research, were derived from not only the case study recorded longitudinal impact of NZC's planned intervention on the growth and future sustainability of cricket at a community level, but also from the conceptual insights and awareness of the intricacies of the process. The duality of these lessons, then not only realise the three objectives of this study, but also provide guidance for future research on SD, in particular the 'development of sport'.

The first objective of this study was to compile a detailed case study of the recent process of the development of cricket in NZ. The case study provided an example of the planned approach adopted by the NSO of a large, traditional, organised team sport to the 'development of sport' process. While this approach has been followed by a number of other similarly configured sports in NZ, its efficacy in other sports must be evaluated. There is the need for further research to examine the effectiveness of this approach, and to consider therefore alternative approaches suited to small or medium sized sports (e.g. badminton, volleyball, water polo) and/or an individual or events based sports (e.g. athletics, triathlon or bike).

The second objective was to identify and explain the planning, programme design and practice implementation phases in the ND process, including how the challenges were faced, how solutions were adopted, and how outcomes were achieved. Achieving this objective revealed the complexity and cyclical nature of the process, and the constant need to communicate, monitor, review and improve, if it was to be successful. This is because it is a dynamic process that involves design, innovation, change and development. Although the phases identified in this case study have been common in recent interventions by sports currently targeted and funded by Sport NZ, there is more to be learned about such interventions. The formal measurement of the relevance, effectiveness and impact of both their programmes and specific initiatives has been limited. Snowling's (2011) review of the implementation of NZF's WOFP provided some valuable feedback about the importance of a planned approach, but also highlighted the need for NSOs to phase the implementation of their programmes at a pace to match the skills, capability and capacity of their SDOs and volunteers to deliver it successfully

in clubs and schools. While most targeted NSOs have now introduced entry level fundamental skill development and modified game options for children, few have been able to generate data of sufficient depth to measure their impact on skill acquisition or future retention in the game. Indeed, a lack of specific knowledge of the latter is applicable across all levels of sport. While the critical importance of retention is acknowledged in this research, there is a limited understanding of retention issues, and no longitudinal studies of its specific impact on participation or best practice solutions have been published. A related issue is the lack of accurate data collection methods in use by NSOs, and no universally accepted definition of 'participation'. Sport NZ possibly has a role to play in addressing both these.

The third objective of this study was to provide a source of reference for NSOs and their SDOs involved in their sports at a community level, and for those academics and their students seeking to study the development process and/or take up a SD role. This objective was set to address the paucity of information on SD which 'is a relatively new concept [with] little history or background research to base its performance on' (Watt, 2003, p.65). This research contributes to an understanding of SD through a continuum of interpretations of the concept; a history of its emergence in NZ; and a longitudinal case study from a insider-practitioner's perspective of its application and impact. It also provides a learning document for the increasing number of SDOs in NSOs, RSTs and some local councils, and perhaps a catalyst for the inclusion of SD in the curriculum of tertiary institutions.

In summary, the thesis makes theoretical, historical and practical contributions to the practice of SD. It represents the author's scholarly reflection on his involvement in community sport over more than 40 years at all levels from school sport, to leading NZC's ND Programme, and subsequently, facilitating community SD for Sport NZ in other NSOs. From a theoretical perspective, it provides an alternative classification of SD through its continuum of interpretations for ease of understanding and facilitation of future research. Importantly, this continuum offers a more nuanced categorisation of SD than previous models. From a historical perspective, it offers an original account of the emergence of SD in NZ, and the subsequent succession of interpretations and implementations of the concept by different agencies and actors, and the influence of these on the community sport sector. From a practical perspective, the case study - from a practitioner's viewpoint - documenting NZC's national development plan, programme and practice designed to increase participation and ensure the future sustainability of community cricket, fills the identified gap in the literature for such a longitudinal study. The case study also demonstrates for other NSOs the necessity of

combining a planned, sequential and integrated approach with a long-term commitment in order to achieve beneficial innovation and change over an extended period.

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APPENDICES

Appendix I

References applicable to each strand of the continuum of sport development interpretations

Development IN Sport	Development OF Sport	Development FOR Sport	Development THROUGH Sport	Sport IN, FOR or AS Development	Sport AND Development
Green, B. 1988 Giulianotti and Robertson. 2007b Hill and Bateman. 2011 Hopwood and Edwards. 2008 Kaufmann and Patterson. 2007 Kitchin. 2008 Majumdar. 2011 Mani. 2009 Mehta et al. 2009 Preston. 2006 Sandiford. 1983 Subic and Cooke. 2003 Woolmer et al. 2008	Astle. 1999, 2000a, 2000b, 2004a, 2004b, 2006a, 2006b, 2009, 2011 Bayli. 2001, 2002 Bailey and Ross. 2009 Bailey et al. 2010 Bloyce et al. 2008 Bloyce and Green. 2011 Brahman and Hylton. 2008 Charlton. 2010 Collins, M. 1995, 2010b, 2010d Collins, S. 2011b Côté. 1999 Cryer. 2009a van Bottenburg and De Bosscher. 2011 Eady. 1993 Eichberg. 2007 Gilson et al. 2000 Girginov. 2008a, 2008b Green, B.C. 2005 Green, M. 2006, 2007, 2009 Herdman et al. 2011 Houlihan and Lindsey. 2008 Houlihan and White. 2002 Hylton and Bramham. 2000a, 2008b Jackson and Bramham. 2008 Lindsey. 2011 Meylan et al. 2011 Nesti. 2001 Nicholson et al. 2011c Shilbury et al. 2008 Shilbury and Kellett. 2011 Sotiriadou et al. 2008 Sotiriadou and Shilbury. 2009 SPARC. 2006, 2009a, 2009b, 2009c, 2009d, 2009e, 2010a, 2010b Sports Coach UK. 2008, 2009 Vail. 2007 Walters. 2011 Watt. 2003	Bergsgard and Tangen. 2011 Coalter. 2007 Collins, M. 2008, 2010b, 2011 Collins, S. 2008 Cornelissen. 2009 De Bosscher and van Bottenburg. 2011 De Bosscher et al. 2006 Foldesi. 2011 Girginov and Hills. 2008 Gratton and Henry. 2001 Green, M. 2004a, 2004b, 2006, 2007, 2009 Green and Collins. 2008 Green and Houlihan. 2005, 2008 Green and Oakley. 2001 Hanstad and Skille. 2010 Hong. 2008 Horne. 2007 Houlihan. 2009, 2011, 2011d Houlihan and Green. 2008a, 2008b Hylton and Bramham. 2008a McDonald. 2011 Nicholson et al. 2011b, 2011c Nys. 2006 Oakley and Green. 2001 Richardson. 2011 Sadd and Jones. 2009 Salisbury. 2011 Shilbury et al. 2008 Sotiriadou and Shilbury. 2009 Stewart. 2011 UK Sport. 2011 van Bottenburg. 2011 Vigor et al. 2004 Wainwright and Ansell. 2008 Whitson and Horne. 2007	Adams. 2008 Almond. 2010 Auld. 2008 Bergsgard and Norberg. 2010 Bergsgard and Tangen. 2011 Bloyce et al. 2008 Bowtell. 2009 Coalter. 2007 Collins, M. 2008, 2010a, 2010b, 2010c Collins, S. 2008, 2011a Collins et al. 1999 Cryer. 2005 Donnelly et al. 2007 Green, M. 2007, 2008, 2009 Green and Collins. 2008 Green and Houlihan. 2005 Hartman. 2001 Harvey et al. 2007 Houlihan. 1991, 1997 Houlihan and White. 2002 Hoye and Nicholson. 2008, 2008c Hylton and Brahman. 2008a Hylton and Totten. 2008a Jarvie. 2003 Keech. 2011 Kay. 2009 McCormack. 2010 Nicholson and Hoye. 2008b Nicholson et al. 2011b, 2011c Oughton and Tacon. 2007 Putnam. 2000 Robson and Mckenna. 2008 Shilbury et al. 2008 Sport England. 2007, 2011 Tonts. 2005 van Bottenburg. 2011 Zakus et al. 2009	Akines and Kirwin. 2009 Banda. 2011 Beacom and Levermore. 2008 Beacom and Read. 2011 Beulter. 2008 Burnett. 2008, 2009, 2010 Burnett and Hollander. 2007 Clark. 2006 Coalter. 2006, 2007, 2009, 2010 Crabbe. 2009 Darnell. 2007 Frisby et al. 2005 Girginov. 2008a, 2008b Giulianotti. 2000a, 2000b Guest. 2006 http://www.righttoplay.com http://www.sportanddev.org Kay. 2009, 2011 Kidd. 2008 Kidd and Donnelly. 2007 Levermore. 2008, 2009, 2011 Levermore and Beacom. 2009a, 2009b, 2009c Lindsey et al. 2009 Maguire. 2000 Mintzberg. 2006 Nicholls. 2009 Schwery. 2008 Spaaij. 2009 Stewart-Withers and Brook. 2009 SDP IWG literature reviews. 2007	Allen. 2009 Beacom. 1998, 2007, 2009 Beacom and Levermore. 2008 Cashman. 1995, 2002 Coalter. 2010 Donnelly. 2008 Eichberg. 2006 Elias. 1982 Elias and Dunning. 1986 Green, B. 1988 Green, B.C. 2008 Guest. 2009 Giulianotti. 2004b Heinemann. 1993 Hopwood and Edwards. 2008 Hoye et al. 2006 http://www.olympic.org http://www.righttoplay.com http://www.un.org Kaufman and Patterson. 2005 Kidd. 2008 Kidd and Donnelly. 2000 Levermore. 2009 Levermore and Beacom. 2009b MacAloon. 2006 Majander. 2006 Mangan. 2000 Polley. 2011 Ryan. 2004, 2007, 2011 Sandiford. 1983 Stoddart. 1998 Stothart. 2000 Sugden. 2010 Van Eekeren. 2006 Zakus et al. 2009

Appendix II

Personal influences of the practitioner-manager

ROLES and EXPERIENCES	KNOWLEDGE, UNDERSTANDING and INSIGHTS
<p style="text-align: center;">UPBRINGING</p> <p>[Raised in a small town in the 1950s and 60s where playing sport was encouraged and valued]</p>	<ul style="list-style-type: none"> • The importance of children having opportunities to play and be active outdoors • The value and benefits of participating in organised sport (e.g. fun, skill development, competition, teamwork, friendship, fitness) • The ongoing availability, accessibility and affordability of a range of relevant opportunities for children and young people to participate in organised sport through schools and clubs • The fun and importance of informal sport in which children and young people can devise and play their own modified versions of games in the playground, backyard and park
<p style="text-align: center;">CRICKET PLAYER</p> <p>[Played from 1960 onwards, including 30 years of senior club and representative cricket]</p>	<ul style="list-style-type: none"> • Cricket in the community (school, club and district) – its structure, its strengths and weaknesses as a sport, its potential to grow its popularity and profile - acquired first-hand from a lifelong involvement in, and passion for, the game • The community cricket player pathway, its corollary competition structure and formats, and their linkage to the District and Major Association representative or high performance talent identification, selection and development pathway and opportunities
<p style="text-align: center;">CRICKET COACH</p> <p>[Coached since 1974 at school, club and district level – hold a New Zealand Cricket Level III coaching qualification]</p>	<ul style="list-style-type: none"> • The value of coaching and its impact on the quality of experience for players so they are nurtured and retained in the game • The importance of fundamental cricket skill development ('the basics') and their purposeful practice if young players are to have the competence and confidence to compete in, enjoy and continue to participate in the game • The type and progression of skills to be taught to players at different levels if they are to develop and realise their potential in the game • The lack of a 'culture of coaches' in the game, and consequential need to involve more parents and teachers and provide them with appropriate training opportunities at the level of their children and young people, if this historical constraint to the development of the game is to be remedied
<p style="text-align: center;">CRICKET ADMINISTRATOR</p> <p>[Involved in organising and running the game at club and school level since 1970, including major fundraising to build facilities and conduct regular overseas tours]</p>	<ul style="list-style-type: none"> • The game being about the players (player-centred or customer-focused) and for them to be attracted to, developed and kept in the game they need: <ul style="list-style-type: none"> – A range of relevant high quality playing opportunities (e.g. competitions and formats) to participate and progress irrespective of age, ability, interest, ethnicity or gender – A supportive environment that has the infrastructure (e.g. facilities) and services (e.g. coaches and coaching) capable of offering them high quality experiences • The value of dedicated, enthusiastic volunteers, especially coaches, whose commitment of time, energy and expertise is essential to developing and retaining players • The importance of high quality practising and playing facilities and equipment and how these are designed, funded, constructed and maintained • The value of planning and the derived benefits of organisation in a school or club, namely: effective processes, consistent procedures, defined standards and expectations, and clear communication ensuring player and coach satisfaction levels are high as is their involvement in the game • The significance of raising and maintaining the profile of cricket in a school through the above factors, together with regular overseas cricket tours and interschool fixtures, and their positive impact on attracting cricketers, coaches and sponsors to the school and on the sustainable growth of the game within the school • The establishment of a network of overseas cricket contacts in Australia, South Africa, Sri Lanka and England to facilitate future tours, exchange ideas, observe different cricket systems/programmes and share coaching and development resources

<p>ACADEMIC and TEACHING BACKGROUND as a GEOGRAPHER [Graduated in geography and taught the subject at secondary school for 24 years]</p>	<ul style="list-style-type: none"> • The concept of development as a social, economic and political construct and difficulty of defining it because of its many possible connotations, but at the same time being aware of its applicability in a sports sense • The value of research, including the writing and publication of resources, such as journal and newspaper articles, booklets, books and newsletters • The importance of representing, advocating for, and communicating with national, regional and local subject networks to ensure members are capably lead, fully informed and have suitable opportunities to exchange information and develop professionally
<p>TEACHER [Taught in a large, single sex boys' secondary school for 24 years]</p>	<ul style="list-style-type: none"> • The similarity of the developmental stages of cognitive learning, where maturation affects understanding (Piaget) (Piaget and Inhelder, 1969), and learning at higher levels is dependent upon the acquisition of prerequisite knowledge and skills at lower levels (Bloom) (Bloom 1956), to children's stages of physical literacy, and the importance of this to sport with reference to designing a planned sequence of opportunities to support their progressive development and to coaching • The evolution over time of a network of community and former student contacts active within sport throughout New Zealand which offered access to advice, guidance, assistance and resources from personnel in: <ul style="list-style-type: none"> – The Hillary Commission – The Regional Sports Trusts (RSTs) – The national and regional sports organisations of other major codes in New Zealand (e.g. Rugby, Netball, Hockey)
<p>PARENT [Married with three children, all of whom were encouraged to participate in organised sport and play informally in the backyard and local parks]</p>	<ul style="list-style-type: none"> • The importance of supportive parents and teachers providing encouragement to children and young people to participate in sport, enabling access to opportunities to participate, and taking on roles to make these opportunities available by organising and running sport in schools and clubs (e.g. coaches, administrators) • The lack of contribution by many parents (and teachers) to their children's sport because of limited previous experience, knowledge and understanding of sport, in particular of cricket • The desire by many of parents (and teachers) to spend more quality time with their children, and for sport to harness this desire by designing introductory coaching courses to improve their knowledge and skills which would allow them to be involved as coaches in their children's playing programmes • The stages of children's physical and cognitive development and the implications of this for coaching, progressive skill development and mastery • The fun and value of informal play with family and friends in the playground, backyard and park
<p>SENIOR MANAGER [Deputy-Principal in a large, single sex boys' secondary school for 10 years]</p>	<ul style="list-style-type: none"> • The importance of strong and credible leadership and management in teams and organisations underpinned by a clearly articulated vision, plan and strategies based on shared and agreed goals, outcomes and accountabilities • The value of 'making life easier' for individuals within teams and/or organisations by managers designing and implementing quality, user-friendly systems, structures, processes and procedures that improve efficiency and effectiveness and to which all individuals can collectively subscribe and utilise, rather than having to each design their own

Appendix III

Development strategies: Integral strategic priorities for New Zealand Cricket

NZC STRATEGIC PLANS	PURPOSE with RESPECT to DEVELOPMENT	DEVELOPMENT STRATEGIES						
		RESEARCH	RECOGNITION	RECRUITMENT	RETENTION	RESTRUCTURING	RESOURCING	REVIEW
1999 'Pushing the Boundaries' planning document	To be the largest participant sport in New Zealand		To promote cricket to reach every backyard and playground in New Zealand	To increase participation in cricket among all New Zealanders	To reduce the drop off of players to other sports and leisure activities	To ensure schools, clubs, and cricket as a game are vibrant and able to meet the varied needs of all participants	To ensure that adequate human and material resources are readily available to all participants	
2003 'Pushing the Boundaries' Strategic Plan 2003-2007	Continued growth of the game: Increase participation in the game and improve the quality of the support infrastructure	Continue to develop the National Development Plan and implement and maintain a comprehensive National Development Programme	Create promotional and educational programmes to increase awareness, interest and appreciation of cricket within the community	Create programmes to increase participation	Provide support services and clear pathways for participants to ensure their ongoing involvement in the game	Revitalise clubs and schools by improving their structure and organisation, and enhance and modify the game by increasing its flexibility	Provide appropriate information, assistance and support to enhance and maintain the services and infrastructure necessary to attract, develop and keep participants in the game	Evaluate the success of the various development programme strategies, including the collection and analysis of national participation statistics
2007 'Pushing Beyond Boundaries' Strategic Plan 2007-2011	Sustainable growth of the game: Stimulating the growth of the game and strengthening its support base		Create promotional and educational programmes to raise the profile of the game of cricket within the community	Continue to attract and recruit participants into the game, including Maori, Pacific peoples and other ethnic groups	Provide support services for players at all levels through the provision of quality administrators, coaches, umpires, scorers and statisticians and clear pathways and opportunities for their training Retain players in the game, with an emphasis on secondary and post-secondary school players and their successful transition to club cricket	Enhance and modify the game by increasing its formats, flexibility and appeal for all participants and to revitalise schools and clubs by improving their structures and organisation	Provide appropriate information, assistance and support to keep schools and clubs healthy and build strong links between them, to aid and recognise volunteers, and to optimise facility development	

Source: NZC (1999d, 2003a, 2007a)

Appendix IV

Existing initiatives in 1999 identified by strategy

RECOGNITION	RECRUITMENT	RETENTION	RESTRUCTURING	RESOURCING
<ul style="list-style-type: none"> NZC 'Shell Cricket Fraternity' NZC national ('Shell Cricket Awareness'), regional and local 'Cricket Awareness' campaigns (e.g. letter box fliers, radio and newspaper advertising) prior to the start of the season (i.e. August/September) First class and international 'player promotions' (e.g. NZC 'Road Show') 'Television coverage' of cricket 'Profile' of cricket within a school, a club, a district, and/or an association 'Performance and success' of first class teams, and particularly the international teams (e.g. 'Clear Black Caps' and 'Clear New Zealand Women's XI') 	<ul style="list-style-type: none"> Regional and local publicity of 'contacts' for clubs, supporters and umpires Local radio and newspaper advertisements and general notices of 'registration' times and venues 'Opportunities' to participate – availability of teams, competitions, coaches, and facilities Hillary Commission 'Kiwi Cricket' (primary schools) NZC 'Gillette Cup' (boys) and 'Yoplait Cup' (girls) national tournaments (secondary schools) Specific 'approaches' by clubs to secondary schools (e.g. newsletters, assembly notices, individual letters of introduction and invitation, club representation, club affiliation with a specific school or schools) 	<ul style="list-style-type: none"> Capable 'club organisation' with energetic, enthusiastic, committed and proactive administrators Teams in a range of 'competitions' to meet the diversity of player interests, abilities, skills and intents from the social/recreational to the competitive Sufficient and adequate 'facilities' to meet playing, practising and social needs Availability of 'coaches' to assist with team organisation, educate and upskill players and identify talent Recognition of 'talent' and progressive development of identified players (e.g. regional elite training squads and camps, national NZC High Performance Centre 'elite coaching' and 'Cricket Academy') 	<ul style="list-style-type: none"> Modification of the 'format' of the conventional game of cricket (e.g. NZC 'Master Max' competition, international 'Super 8s' and 'Max Super 8s' tournaments) Alteration of traditional 'attitudes' to the conventional game (e.g. introduction of coloured clothing, sponsorship advertising on clothing and equipment) 	<ul style="list-style-type: none"> Provision of sufficient 'funding' (e.g. gaming trusts, sponsorship) to underwrite the overall national development plan and specific cricket development initiatives Availability of appropriate 'equipment' (e.g. Kiwi Cricket gear) Provision of new infrastructural 'facilities' (e.g. artificial pitches, practice nets) and/or the upgrade of existing ones

Source: Astle (1999a, pp.7-8)

Appendix V

Summary of steps in the New Zealand Cricket Player Development Pathway

FEATURES	CONVENTIONAL CRICKET					MODIFIED ACTION CRICKET	ALTERNATIVE ACTION CRICKET
	MILO HAVE-A-GO CRICKET	MILO KIWI CRICKET	JUNIOR CRICKET	YOUTH CRICKET	ADULT CRICKET		
FOCUS	Introductory, pre-competition initiative for beginners	Elementary competition initiative for learners	Conventional cricket opportunities for primary/junior cricketers	Conventional cricket opportunities for secondary/youth cricketers	Conventional cricket opportunities for adult/club cricketers	Modified action format options	Alternative action format options, which can be formal or informal and require different playing surfaces and/or equipment
AUDIENCE	Designed to introduce 6-8 year old boys and girls to the basic skills of cricket	Designed to introduce 7-10 year old boys and girls to an elementary competition through a simple modified game	Designed to introduce 9-13 year olds to conventional 'hard ball' cricket	Designed to meet the varied needs, ages, abilities and interests of 13-19 year olds	Designed to meet the varied needs, ages, abilities and interests of adult cricketers	Designed for a shorter duration and/or fewer playing numbers, and to meet the varied needs and interests of junior through to adult cricketers	
OBJECTIVES	<ul style="list-style-type: none"> To foster fun, participation and learning of the basic skills of the game through a variety of play activities, skills drills and minor games using safe, plastic equipment To provide the positive first step in a child's long-term involvement in the game 	<ul style="list-style-type: none"> To continue to foster enjoyment and ensure cricket is a positive experience that maximises participation and equality of opportunity To provide an awareness of the rudiments of the game To provide opportunities for children to acquire further basic cricket skills through skills drills and minor games using safe, plastic equipment 	<ul style="list-style-type: none"> To provide a variety of relevant, enjoyable and challenging opportunities and experiences To provide a number of formats of the game that cater for those who want to start specialising in the game and require intense and competitive challenges as well as those who want less intense recreational options To provide more opportunities for cricket skill development, tactical awareness and a knowledge of umpiring and scoring <p>NB: Improved facilities, structured competitions, talent identification and development, and representative opportunities have their beginnings at this level</p>	<ul style="list-style-type: none"> To provide a variety of relevant, enjoyable and challenging opportunities and experiences To provide, through secondary school and club competitions, a range of formats of the game that cater for those who want to specialise in the game and require intense and competitive challenges as well as those who are looking for more social and recreational options To provide more advanced opportunities for cricket skill development, tactical awareness, umpiring and scoring involvement and leadership role possibilities <p>NB: Better quality facilities, structured competitions talent identification and extension, and district to international high performance opportunities are available at these levels</p>	<ul style="list-style-type: none"> To provide exciting, challenging and rewarding opportunities and experiences To foster maximum participation, with greater intensity, in a shorter timeframe To provide additional versions of the game of cricket that have appeal to participants who either do not want to play conventional cricket or who want to play more for social and/or recreational reasons To allow cricket providers greater flexibility in terms of player numbers and the scheduling of competitions <p>NB: Most alternative action cricket is organised by providers independent of NZC</p>		
COACHING LEVELS	MILO Have-A-Go Cricket Coach	MILO Kiwi Coach	Getting Started Coach, Level I Coach	Getting Started Coach, Level I Coach, Level II Coach	Level I Coach, Level II Coach		

Source: Astle (2000d, pp.12-19; 2000e, pp.4-5)

Appendix VI

Summary of the steps in the New Zealand Cricket Coach Development Pathway

FEATURES	MILO HAVE-A-GO CRICKET COACH	MILO KIWI CRICKET COACH	GETTING STARTED IN COACHING A CRICKET TEAM COACH	LEVEL I COACH	LEVEL II COACH	LEVEL III COACH
COURSE	2 hours Non-examinable	2 hours Non-examinable	6 hours Non-examinable	12-16 hours Examinable	25-30 hours Examinable	150-200 hours Examinable
AUDIENCE	This course is for the parent, teacher or volunteer beginner coach involved in conducting a MILO Have-A-Go Cricket programme in a school, club or community	This course is for the parent, teacher or volunteer involved in organising and coaching 7-10 year old primary school students playing MILO Kiwi Cricket for their school or club	This course is for the parent, teacher or volunteer involved with organising and coaching 9-18 year old primary, intermediate or secondary school students playing cricket for their school or club	This course combines practical sessions and personal study and is intended for those coaches of 11 a-side teams who have some knowledge and/or playing experience of cricket. It is intended as the minimum qualification for a junior age group or secondary school 1 st XI coach	This course is intended for serious coaches of 11 a-side teams who have an active coaching record and commitment to coaching	This course is by invitation and is intended for elite coaches of 11 a-side teams who have a considerable period of successful coaching experience and commitment to coaching at a high level
CONTENT	It deals with organising and running a series of activity sessions, including skills drills and games for 5-8 year olds	It concentrates on how to run a game of MILO Kiwi Cricket, including its rules, umpiring and scoring, and on reinforcing skill development	It is concerned mainly with how and what to coach a team playing the conventional 11 a-side game	It focuses on planning, coaching skills through the principles of biomechanics (i.e. understanding player body movements to improve technique, enhance performance and reduce injury), and demonstrating an understanding of effective team coaching and the game	It concentrates on detailed planning and evaluation, understanding and using the principles of biomechanics to coach, analyse and improve skills, and demonstrating an understanding of the coaching process and effective team coaching, including game tactics	Prior to undertaking the Level III modules coaches must demonstrate and show they intend to make a significant difference in their association's coaching structure

Source: Astle (2000f, pp.4-5; 2006b, pp.5-6)

Appendix VII

Summary of National Development Programme initiatives

PRIMARY/JUNIOR LEVEL	SECONDARY/YOUTH LEVEL	CLUB/ADULT LEVEL
<p>MILO CRICKET SKILLS AWARENESS LESSONS</p> <p>These are run by the MILO Summer Squad in primary schools to foster an interest in cricket and encourage Years 1-6 youngsters to register to play cricket for their school or local cricket club.</p> <p>NEW ZEALAND CRICKET SKILLS CHALLENGE</p> <p>This is a fun way to promote cricket in schools. It comprises a series of lessons which test the fundamental cricket skills of Years 7-8 students. They receive a bronze, silver or gold award depending upon their performance.</p> <p>MILO HAVE-A-GO CRICKET</p> <p>This is an introductory programme for 6-8 year old boys and girls. The emphasis is on fun, participation and learning the basic cricket skills.</p> <p>MILO KIWI CRICKET</p> <p>This is a transition programme for 7-10 year old boys and girls. It introduces them to a simple modified version of the game, although the focus is still on enjoyment, participation and basic skill development.</p> <p>NATIONAL PRIMARY SCHOOLS' COMPETITIONS</p> <p>These provide full primary and intermediate schools with the opportunity to enter their first elevens into national competitions – MILO CUP (boys) and MILO SHIELD (girls). Preliminary rounds are played within each Major Association, and the winners proceed to annual national finals tournaments.</p> <p>BACKYARD CRICKET FUN</p> <p>This is a resource for Years 6-8 cricketers, filled with activities to have fun improving their fundamental cricket skills, in their own time in the backyard or playground by themselves or with mates.</p> <p>MILO CRICKET SKILLS TEST SERIES</p> <p>This resource is to encourage coaches of Years 6-8 cricketers to enhance their practices, by ensuring all players have the opportunity to learn, practise and perform the full range of fundamental cricket skills. Players record their progress for each skill in a personal scorebook.</p>	<p>QUIKHIT</p> <p>This is a girl's only, 8 a-side modified cricket game. It uses coloured, lightweight team equipment and has been devised for 11-15 year old girls to act as a transition between MILO Kiwi Cricket and the hardball game.</p> <p>SLOG SIXES</p> <p>This is a 6 a-side game which can be used in physical education classes, or as a lunchtime competition. It can be played on any flat surface, in a limited time frame (30-60 minutes), with a minimum of equipment and only needs 6 players to make up a team.</p> <p>CRICKET LEADERSHIP COURSE</p> <p>This is a comprehensive programme, run by Community Cricket Coordinators in conjunction with teachers, that covers leadership, coaching and officiating. It has been designed for Years 12 and 13 students. It has three NCEA credits attached.</p> <p>NATIONAL SECONDARY SCHOOLS' COMPETITIONS</p> <ul style="list-style-type: none"> • GILLETTE CUP • NZCT GIRLS' CUP • NZCT JUNIOR BOYS' CUP <p>These are played on a regional basis with each Major Association using knockout or round robin contests to determine their winner. The winners proceed to annual national finals tournaments.</p> <p>SCHOOL SUPPORT HEALTH CHECKS and RESOURCES</p> <p>The School Support: Health Checks (Standard and Abridged) assist Community Cricket Coordinators work with secondary schools to improve their management and organisation of cricket. These enable them to assess their current cricket policies, procedures and performance, and receive best practice advice, guidance, assistance and resources (see Club Assist) on developing the game and improving how they organise and run it.</p>	<p>CLUB ASSIST HEALTH CHECKS and RESOURCES</p> <p>The Club Assist: Health Checks (Standard and Abridged) help Community Cricket Coordinators work with clubs to improve their support infrastructures and services. These are used to assess their current policies, procedures and performance, and provide them with best practice advice, guidance, assistance and resources on how they can improve their organisation, infrastructure and services.</p> <p>Current School Support and Club Assist resources include:</p> <ul style="list-style-type: none"> • Strategic Planning • School Clubs • Local Game Coordinators • Running a Cricket Club • Financial Management • Coaches and Coaching • Coach Education • Practice Plans • Funding Schemes • Turf Pitch Management • Artificial Pitches and Practice Nets • Modified Game Formats • Twenty20 Cricket • Game Understanding • Recruitment and Retention • Volunteers • Club-School Links <p>NATIONAL CLUB CHAMPIONSHIPS</p> <p>These are hosted annually by Cornwall Cricket Club in Auckland. Each Major Association decides their club winner who proceeds to the national championships.</p> <p>COACHING PURCHASE</p> <p>This is available from each Major Association to assist select secondary schools and clubs to fund a Coaching Coordinator to implement a structured coaching and practice programme.</p>
<p>VOLUNTEERS</p> <p>Volunteers are the backbone of the game and need to be recognised for their many and varied contributions to the game. New Zealand Cricket has a 'Volunteer Strategy' including Development Awards, volunteer 'Certificates of Appreciation' and a range of acknowledgements.</p>		
<p>EQUIPMENT DONATIONS</p> <p>A starter kit of plastic cricket equipment is available to all new MILO Cricket Centres running MILO Have-A-Go or Kiwi Cricket.</p>		
<p>FUNDING FACILITIES</p> <p>Funding is available to assist install new pitches and practice complexes in schools and clubs from the New Zealand Cricket Foundation.</p>		
<p>www.blackcaps.co.nz</p> <p>It is easy to obtain from the website details of the above initiatives and online copies of the health checks and resources.</p>		

Appendix VIII

Cricket Development Manager (CDM) job description

ROLES	RESPONSIBILITIES
REPORTING and RELATIONSHIPS	<ul style="list-style-type: none"> ▪ To report regularly to the Chief Executive Officer of the Major Association ▪ To provide regular feedback on progress to the National Development Manager of New Zealand Cricket and to participate and contribute to the Annual National Development Conference ▪ To liaise closely with the CoachForce Director of the Major Association to effectively plan, implement and manage the National Development Programme within the Major Association ▪ To liaise with local Regional Sports Trust(s) (KiwiSport Coordinators, Regional Sports Directors) and local authorities supporting the delivery of the National Development Programme
FOCUS	<ul style="list-style-type: none"> ▪ To actively promote, integrate, revitalise and grow the game at all levels (primary, secondary and club) and to elevate the profile of cricket within the Major Association community ▪ To formulate a comprehensive strategic development plan for the Major Association covering primary school, secondary school, club and women's cricket ▪ To implement, manage and expand the specific initiatives of New Zealand Cricket's National Development Programme (e.g. MILO, School Support, Club Assist Initiatives) in relation to its five key strategies of recognition, recruitment, retention, restructuring and resourcing ▪ To implement the MILO Initiatives in the Major Association ▪ To implement the Community Cricket Initiatives in the Major Association. This process will involve undertaking health checks of all clubs and secondary schools involved in the programme and the design of a plan to improve the delivery of cricket through these providers. The establishment of appropriate service level agreements or partnership agreements will also be required ▪ To enhance the smooth functioning and management of the metropolitan clubs and/or the District Associations and their constituent clubs by: <ul style="list-style-type: none"> - Ensuring all areas of their operation (e.g. primary/junior, secondary/youth, club/adult) are given adequate attention and are integrated - Assisting them to obtain the resources necessary for their operation
MANAGE DEVELOPMENT PERSONNEL NETWORK	<ul style="list-style-type: none"> ▪ To assist appoint, guide and manage the operation of a network of MILO Summer Squad personnel and Community Cricket Coordinators whose prime task it is to deliver the National Development Programme within the District Associations and/or the clubs and schools of the Major Association ▪ To organise and run appropriate training sessions for MILO Summer Squad personnel and Community Cricket Coordinators ▪ To monitor and audit the MILO Summer Squad personnel and Community Cricket Coordinators to ensure adherence to delivery agreements and the guidelines underpinning the National Development Programme ▪ To obtain regular feedback from District Associations and/or metropolitan clubs on their delivery or partnership agreements and from MILO Summer Squad personnel and Community Cricket Coordinators on their progress

<p>IMPLEMENT PROGRAMMES</p> <p>PRIMARY (MILO INITIATIVES)</p> <p>SECONDARY (SCHOOL SUPPORT INITIATIVES)</p> <p>CLUB (CLUB ASSIST INITIATIVES)</p>	<ul style="list-style-type: none"> ▪ To increase participation levels in terms of playing numbers and volunteer supporters (e.g. coaches, scorers, administrators) ▪ To assist MILO Summer Squad personnel to prepare and conduct sessions based on sound training principles for the various MILO initiatives (MILO Cricket Skills Awareness Lessons, MILO Have-A-Go Cricket, MILO Kiwi Cricket, MILO holiday clinics, New Zealand Cricket Skills Challenge) to achieve specific targets ▪ To set up, assist and monitor the operation of School Cricket Coordinators in select secondary schools to ensure they complete the required quality improvement tasks ▪ To promote and encourage entry into national school and club competitions (e.g. MILO Cup, MILO Shield, Gillette Cup, NZCT Cups, National Club competitions) ▪ To organise and run coach education courses and distribute coaching resources to parents, teachers and volunteers in conjunction with the CoachForce Director ▪ To facilitate and/or assist Community Cricket Coordinators to undertake appropriate health checks and provide advice, guidance and assistance to secondary schools (School Support) and clubs (Club Assist) on: <ul style="list-style-type: none"> - Developing strategic plans - Establishing efficient organisational, management and financial systems - Ensuring there is an appropriate player pathway offering a range of playing opportunities and experiences - Putting in place a coach co-ordinator, coaches and a structured practice and coaching programme - Upgrading and/or installing facilities - Purchasing and maintaining equipment ▪ To facilitate the training and upskilling of volunteers within secondary schools, and the metropolitan clubs and/or the clubs of the District Associations so they are better equipped to take on leadership, management and administrative roles and responsibilities ▪ To ensure that appropriate recognition is accorded to everyone contributing to the delivery and organisation of the game ▪ To begin setting in place the processes for the following responsibilities which will become key future priorities: <ul style="list-style-type: none"> - To design, assist set up and promote appropriate competitions and game formats in order to make the game more accessible, to suit the varying needs, interests, abilities, ages and genders of players at each level of the game - To reinforce and improve the links between contributing primary, intermediate and secondary schools and the metropolitan club(s) or the clubs of a District Association(s) in order to facilitate the effective and seamless transition of young players to the next level of the game - To organise and run leadership modules to develop young people in secondary schools as leaders in cricket
<p>MEASUREMENT OF EFFECTIVENESS</p>	<ul style="list-style-type: none"> ▪ To monitor and report regularly on the progress of the development initiatives in terms of the output and outcome targets set in the Major Association annual Service Level Agreement ▪ To assist collate the New Zealand Cricket Census by compiling an accurate and complete Major Association database of player and coach numbers involved at all levels of the game, and use this as a basis for planning the further expansion of the game ▪ To assist compile an accurate Major Association schedule of facilities, including grounds, turf and artificial playing surfaces, and practice complexes

Source: Modified Astle (2009a, pp.78-80)

Appendix IX

Position requirements for a Community Cricket Coordinator

<p>The role of a community cricket coordinator (CCC) is extremely important. As often the first contact with children, young people, principals, teachers, parents, club players and administrators, and as the game's official representative, a CCC has to be well presented, thoroughly prepared, professional and enthusiastic.</p>	
ROLES	EXPERIENCE
<p>At various times a CCC will need to be a:</p> <ul style="list-style-type: none"> • Leader • Planner • Sales Person • Teacher • Coach • Role Model • Organiser • Influencer • Negotiator • Facilitator • Diplomat 	<p>Preferably:</p> <ul style="list-style-type: none"> • A university graduate with a teaching or sports management background and be familiar with secondary school and club sport development, delivery and interaction • Not a current first class or international player, but needs to have playing/coaching experience and a passion for the game • A male or female aged 25 – 35 years
TECHNICAL SKILLS	
<ul style="list-style-type: none"> • A knowledge and understanding of: <ul style="list-style-type: none"> - The principles of cricket - Current coaching principles (Level I or II cricket coaching qualification) - The structure and organisation of secondary school and club cricket • Ability to enthuse children and young people to play cricket, encourage volunteers to become involved, and facilitate the coaching and training for both as appropriate • Ability to: <ul style="list-style-type: none"> - Meet and effectively communicate with school principals and teachers, club and district cricket officials, parents and volunteers as well as young people and children - Utilise, support and enhance existing structures and organisation within secondary schools and clubs in order to create an environment conducive to retaining young people and adults as players, coaches and administrators - Liaise with the Major Association Cricket Development Manager and facilitate the use of their skills and expertise to give direction, encouragement and support to clubs to develop sustainable delivery systems - Identify and form lines and links between the three levels of the game (primary, secondary and club) in order to address attrition at the interfaces, and to integrate the cricket community and meet its needs 	
POSITION SKILLS	PERSONAL QUALITIES
<ul style="list-style-type: none"> • Effective self management • Presentation skills – written and oral • Organisational skills • Marketing and negotiating skills • Ability to facilitate meetings, courses and workshops • Problem solving • Delegation • Time management • Financial accountability 	<ul style="list-style-type: none"> • Enthusiastic, energetic, confident, committed • Professional personal presentation • Strong interpersonal skills • Reliable and punctual • Ability to work with a diverse range of ages, abilities and interests • Self motivated – able to work independently and with initiative • Organised and hardworking • Open to new ideas • Resilient

Source: Astle (1998e)

Appendix X

Community Cricket Coordinator (CCC) job description

ROLES	RESPONSIBILITIES
REPORTING and RELATIONSHIPS	<ul style="list-style-type: none"> ▪ To report regularly to an appointed management committee of a metropolitan club(s) or District Association(s) ▪ To report regularly to the Major Association Cricket Development Manager, and where necessary to liaise closely with the CoachForce Director, to effectively implement the desired cricket delivery structure within a metropolitan club(s) or District Association(s) and to provide regular feedback ▪ To initiate and maintain contact with the local Regional Sports Trust(s) (KiwiSport Coordinators and Regional Sports Directors) regarding their needs for junior, youth and adult cricket within the community
FOCUS and IMPLEMENTATION	<ul style="list-style-type: none"> ▪ To actively promote, integrate, revitalise and grow the game at all levels (primary, secondary, club) and to elevate the profile of cricket within the cricket community of the metropolitan club(s) or District Association(s) ▪ To implement the Community Cricket Initiatives in all select metropolitan club(s) or District Association(s): <ul style="list-style-type: none"> - To assist formulate a comprehensive strategic development plan for the select metropolitan club(s) or District Association(s) to ensure all targeted outputs and outcomes can be achieved - To assist establish an annual schedule of development tasks ▪ To implement, manage and expand the specific initiatives of New Zealand Cricket's National Development Programme (e.g. the MILO, School Support, Club Assist initiatives) in relation to its five key strategies of recognition, recruitment, retention, restructuring and resourcing
ESTABLISH LINKS and FACILITATE FLOWS	<ul style="list-style-type: none"> ▪ To initiate and maintain contact with contributing primary, intermediate and secondary schools and the metropolitan club(s) or the clubs of a District Association(s) and to facilitate the development of appropriate lines and links between them by: <ul style="list-style-type: none"> - Identifying and establishing contact between the Teacher-in-Charge of Cricket and/or School Cricket Coordinator in the contributing schools and the appropriate liaison person in the metropolitan club(s) or the clubs of a District Association(s) and developing a rapport between them - Establishing a strong, supportive relationship with the coaches in contributing schools - Taking an active interest in the efforts, achievements and future aspirations of the players in contributing schools and facilitate their effective and seamless transition to the next level of the game - Creating a database of all secondary school cricket players leaving school including an indication of future intentions and possible movements - Taking stock of the facilities in the cluster of schools and clubs and how they might best be utilised, developed and exchanged - Assessing the willingness of the cluster of schools and clubs to develop cricket programmes for all ages, interests and abilities, and for both genders
DELIVER PROGRAMME	<ul style="list-style-type: none"> ▪ To increase participation levels in terms of playing numbers and volunteer supporters (e.g. coaches, scorers, administrators) ▪ To prepare and conduct sessions based on sound training principles for

	<p>the various MILO initiatives (MILO Cricket Skills Awareness Lessons, MILO holiday clinics, MILO Have-A-Go Cricket, MILO Kiwi Cricket, New Zealand Cricket Skills Challenge, Quikhit)</p> <ul style="list-style-type: none"> ▪ To assist set up, promote and run appropriate competitions and game formats in order to make the game more accessible, to suit the varying ages, interests, abilities and genders of players at each level of the game ▪ To promote and encourage entry into national school, club and district competitions (e.g. MILO Cup, MILO Shield, Gillette Cup, NZCT Cup (Girls), NZCT Cup (Junior Boys), National Club competitions) ▪ To foster and promote intra-school and inter-school matches and tournaments and modified formats (e.g. Slog Sixes) ▪ To organise and run cricket leadership courses (coaching and umpiring) in secondary schools to develop young people as leaders in cricket ▪ To assist in the organisation and provision of coach education courses and distribution of coaching resources to parents, teachers and volunteers in conjunction with the CoachForce Director ▪ To undertake health checks (standard or abridged) and provide advice, guidance, assistance and information to secondary schools and clubs on: <ul style="list-style-type: none"> - Developing strategic plans - Establishing efficient organisational, management and financial systems - Providing appropriate playing opportunities and experiences for all players - Putting in place a coach coordinator, coaches and a high quality, structured coaching programme - Attracting and recognising volunteers - Upgrading and/or installing facilities - Purchasing and maintaining equipment ▪ To arrange or facilitate the training and upskilling of volunteers within secondary schools and clubs so they are better equipped to take on leadership, management and administrative roles and responsibilities ▪ To be aware of, promote and acknowledge the positive contribution to cricket of parents, teachers and volunteer supporters who assist in the delivery and organisation of the game
<p>MEASUREMENT OF EFFECTIVENESS</p>	<ul style="list-style-type: none"> ▪ To report regularly on progress to assist in evaluating the community cricket programme by: <ul style="list-style-type: none"> - Assisting in the collection of player and coach statistics to establish an accurate database for the metropolitan club(s) or District Association(s) to be used for comparative and future development purposes - Assisting in the compilation of an accurate asset register of facilities, including grounds, turf and artificial playing surfaces, and practice complexes within the cricket community

Source: Modified Astle (2009a, pp.81-83)

Appendix XI

Community Cricket Coordinator's winter tasks

- Undertake Club Assist: Health Checks and School Support: Health Checks
- Identify and prioritise areas needing improvement in each club and secondary school in your community cluster and for each develop appropriate action plans
- Assist develop strategic and annual operating plans for each club and secondary school
- Analyse financial reports and give feedback to identify strategies for next season based on strategic plan
- Compile an asset and facility register and development programme for each club and secondary school within your community cluster
- Facilitate the design of coaching plans and programmes in each club and secondary school
- Conduct coach education courses
- Organise and run cricket leadership courses in secondary schools
- Develop a secondary school cricket player leavers' database
- Investigate a pilot project for clubs and secondary schools to strengthen club-school ties eg. use of club coaches in secondary schools
- Maintain regular contact/communication between the clubs and secondary schools within your community cluster
- Implement a volunteer recognition programme to ensure volunteers are acknowledged, rewarded and maintained in the game
- Promote the MILO Initiatives as recruitment and retention programmes and visit contributing primary schools to begin building bridges and establish the basis for visits by the MILO Summer Squad
- Develop close links with key personnel in the local RST and council and through them:
 - Assist clubs and secondary schools source and make applications for sponsorship and community funding
 - Arrange training for club and school volunteers and compile job descriptions and annual schedules of key tasks for their office bearers

TAKE A HOLIDAY !

Source: Astle (2001j, pp.31-32)

Appendix XII
Palmerston North Boys' High School cricket development
Health Check results, April 2008

Areas of Strength

1. Organisation and Management

- The school has sound strategic planning procedures with a cricket committee and annually submitted plans, budgets, and financial records.
- The school has an up-to-date database of players and all parties are communicated with well throughout the year.

2. The Game: On the Field

- The school recruits new players soundly and provides a range of cricket formats to meet the needs of all players.
- The school always enters teams in national competitions.
- The school has developed strong links with local cricket clubs to assist the transition into club cricket.
-

3. The Game: Off the Field

- The school has a strong coaching structure in place including a Coaching Director who ensures there are well structured practices and coaches/managers for all teams.
- The school also provides coach education opportunities for all its coaches through the Manawatu Cricket Association (MCA).

4. Facilities: Supporting the Game

- The school has a superb pavilion that is truly the focus of cricket in the school.
- The playing and practice facilities are of a good quality with adequate nets, artificial pitches, and grass pitch areas.
- The school provides clear messages regarding health and safety to all players and coaches.
- The school has good quality equipment available for all teams.

Areas for Improvement

1. Formalise the election of a School Cricket Club Committee and ensure regular meetings are held.
2. Develop a cricket registration form to be included in the School Enrolment Pack to ensure an even better pick up rate/retention of players from contributing schools.

3. Develop links with local intermediate schools for mutual benefit. Recommended to do this through some form of coaching assistance in conjunction with a Cricket Leadership Course at the school.
4. Provide an umpiring course for senior cricketers and staff at the school.
5. Identify appropriate coaches for the 'Getting Started in Coaching a Team' and 'Level I' courses over the winter.
6. Improve database of volunteers (mainly coaches) and clarify job descriptions for them.
7. Develop a School Cricket Handbook for the start of the 2008/09 season.
8. Ensure all teams have First Aid Kits and coaches have current First Aid certificates.
9. Organise an end-of-year function with the Rector to recognise the achievements of all involved in cricket at the school.

Development Plan 2008 - Calendar of Actions

Month	Initiative to Improve School Cricket Club	Action/Targets	Responsibility
April	1. Undertake a School Support Health Check	Teacher-in-Charge of Cricket (TIC) and CCC to meet to complete	PNBHS/MCA
	2. Prioritise areas for improvement from health check	CCC to compile summary from health check with identified areas for improvement	MCA
	3. Complete development plan for school and include budget for the year	TIC to put together documents and pass on to MCA	PNBHS
	4. Complete a calendar of actions as a working document to use throughout the year	CCC to put together document that includes all the tasks to be completed for the year and agree on with TIC	MCA
May	1. Formalise the School Cricket Club Committee and set meeting dates	TIC to discuss with committee members to formalise this	PNBHS
	2. Enter team in NZCT Junior Boys' competition	TIC to enter team directly with NZC	PNBHS
	3. Identify coaches wanting to attend coaching courses	TIC to sound out coaches about Level I and Getting Started in Coaching a Cricket Team courses	PNBHS
	4. Confirm whether 'Cricket Leadership Course' will be able to be run by MCA	TIC to talk to Sports Coordinator about including course in some form CCC to provide information on course	PNBHS/MCA
June/July	1. Develop 'Cricket Registration Form' to be included in School Enrolment Pack	TIC to complete form and get permission from Rector to include in School Enrolment Pack	PNBHS

	2. Put into place details of 'Cricket Leadership Course'	CCC to work with TIC to confirm details of course and put plans into place	MCA/PNBHS
	3. Provide dates for coaching courses to school	CCC to send through details of courses and dates to TIC to distribute to interested coaches	MCA
	4. Register school coaches with the NZC Cricket Coaches' Association	TIC to sign up all coaches of cricket teams	PNBHS
August	1. Supply list of interested coaches for coaching courses to MCA	TIC to send list of coaches to MCA	PNBHS
	2. Make contact with contributing intermediate schools to provide coaching as part of 'Cricket Leadership Course'	CCC to contact intermediate schools on PNBHS behalf about providing coaching in Term 4 TIC to confirm that school agrees to relationship to be established	MCA/PNBHS
September	1. School to hold an umpiring course for senior players and coaches	TIC to organise times, participants and venue for course CCC to work with local Umpires' Association to get presenters	MCA/PNBHS
	2. Complete School Cricket Handbook for 2008/09 season	TIC to assemble all appropriate information for handbook	PNBHS
	3. Establish coaching links with clubs for the start of the season	TIC to contact clubs with coaching requirements for the season so clubs can organise their coaches CCC to follow up with clubs to ensure everything in place for start of season	PNBHS/MCA
	4. Collect player registrations	TIC to conduct registration process	PNBHS
	5. Enter teams in the appropriate local competitions	TIC to get team registrations in to MCA by registration closing date	PNBHS
October	1. Issue job descriptions to coaches	TIC to develop job descriptions for team coaches to ensure they are fully aware of their roles and responsibilities, school cricket philosophy, and standards of behaviour	PNBHS
	2. Supply all teams with gear and first aid kits	TIC to ensure appropriate process in place for issuing and collection of gear	PNBHS
	3. Enter the 1 st XI in Gillette Cup for 2009	TIC to make entry directly to NZC	PNBHS

	4. Appoint all coaches for season	TIC to ensure all teams have a coach for the season CCC to provide any assistance where there are coaching shortages	PNBHS
	5. Club/school coaching links to start	TIC to ensure clubs are aware of teams requiring coaching and the times/dates CCC to follow up with clubs	PNBHS/MCA
	6. Appoint Coaching Director to oversee all coaching and practices	TIC to make that appointment and ensure assistance and support is provided for coaches	PNBHS
November	1. Organise end-of-year cricket function with the Rector	TIC to organise function to thank all involved with cricket at the school	PNBHS
December	1. Compile school leaver's database to pass onto MCA	TIC to identify all cricket players leaving school and compile list for MCA	PNBHS/MCA

Cricket Working in Partnership with Secondary Schools

NZC and MCA are working in partnership with Palmerston North Boys' High School (PNBHS) to develop cricket within the school for the benefit of its students and the game.

Aims of the Partnership

- To ensure the health and wellbeing of secondary schools delivering the game.
- To ensure young people and their teachers are enthused by cricket and provided with appropriate opportunities to become actively involved in the game.
- To provide quality resources to promote the game and support the participation in cricket by young people.
- To build a sustainable relationship between the local cricket association and its secondary schools.

What can cricket offer you?	Agreed	Action to be completed
1. Undertake a School Support Health Check	Yes	April 2008
2. Assist the school prioritise areas needing improvement from the health check	Yes	April 2008
3. Assist the school compile a strategic plan and develop action plans for each of the identified priority areas	Yes	April 2008
4. Provide advice, guidance and resources on setting up modified formats of the game e.g. Slog Sixes	Yes	Sept 2008

5. Where possible, provide the school with appropriate coaching	Yes	Sept 2008
6. Provide the school with information on facilities (e.g. artificial pitches) and possible funding sources	Yes	Ongoing
7. Work with school to establish strong links with local contributing schools and cricket clubs	Yes	Aug-Sept 2008
8. Run a Cricket Leadership Course for Year 12 or 13 students	Yes	June 2008
9. Provide training opportunities for teachers, parents and players to attend coach education courses	Yes	June-Nov 2008

What is expected in return from secondary schools?	Agreed	Action to be completed
1. School to provide a person for the CCC to liaise with about cricket	Yes	Ongoing
2. Complete a School Support: Health Check with the CCC to assist identify areas for improvement	Yes	April 2008
3. Develop a development plan with specific actions for each area needing improvement	Yes	April 2008
4. Use the CCC to assist with the registration of players	Yes	Sept-Oct 2008
5. Enter teams in local competitions by the required date	Yes	Sept 2008
6. Offer modified formats of cricket at the school	Yes	Oct 2008
7. Enter teams in national competitions	Yes	May and Oct 2008
8. Appoint a Coaching Director to oversee coaching and the organisation of structured practices for all school teams	Yes	Oct 2008
9. Appoint coaches for each team	Yes	Oct 2008
10. Encourage coaches to attend coach education courses and, where appropriate, assist with their costs	Yes	May 2008
11. Pay for school coaches to join the NZC Cricket Coaches' Association	Yes	June 2008
12. Invite the CCC to run the Cricket Leadership Course with either a Year 12 NCEA Physical Education course or a Year 13 elective programme	Yes	May 2008
13. Establish, build and maintain strong relationships with the local contributing schools	Yes	Sept 2008
14. Establish, build and maintain strong relationships with the local cricket clubs	Yes	Oct 2008
15. Assist the CCC to compile a school leaver cricketers' database to facilitate their transition to clubs	Yes	Dec 2008

Source: Ian Sandbrook, Community Cricket Coordinator, Manawatu Cricket Association

Appendix XIII

Community Cricket Coordinator orientation/induction checklist

✓	ORIENTATION/INDUCTION CHECKLIST
	INTRODUCTION
	• Welcome
	• Introduce to key stakeholders
	• Introduce to RST personnel where appropriate
	• Issue with MILO Summer Squad Manual
	• Issue with Community Cricket Coordinator Manual
	• Outline Association's Regional Development Plan and general objectives
	• Outline National Development Programme – general objectives and initiatives
	• Emphasise the importance of professional appearance, planning, preparation, teamwork and timeliness
	• Emphasise the importance of being self-motivated, proactive and innovative, but at the same time purposeful and patient
	• Emphasise the importance of achieving development outcomes
	• Indicate risk management need for 'reasonable care' in working within cricket community
	ROUTINES and REQUIREMENTS
	• Hours of work
	• Place of work – office / work space
	• Vehicle availability and use
	• Telephone / cell phone availability and use
	• Issue MILO Summer Squad and NZCT Community Cricket Coordinator clothing
	RESOURCES
	• MILO resources, including promotional and programme giveaways
	• School Support / Club Assist resources
	• Coach education resources and presenter's kit
	• Cricket Leadership Course
	RESPONSIBILITIES
	• Discuss position, outline role and expectations
	• Outline MILO Initiatives, including school visits – purpose and organisation
	• Explain and demonstrate with class MILO Cricket Skills Awareness Lessons
	• Explain and demonstrate with class New Zealand Cricket Skills Challenge
	• Explain and assist run the MILO Have-A-Go Cricket coach education course
	• Explain and assist run the MILO Kiwi Cricket coach education course
	• Explain and assist run the Getting Started coach education course
	• Outline Community Cricket Initiatives
	• Assist facilitate a health check
	• Assist run a Cricket Leadership Course
	• Assist organise and run a modified format competition e.g. Quikhit (girls only), Slog Sixes
	• Promote national development competition entries and assist with local preliminary matches
	• Assist establish primary school, secondary school and club partnerships or delivery agreements
	• Assist compile a Local Development Plan and annual schedule of tasks for the DA or metropolitan club
	RECORDING
	• Administration of MILO Cricket Centres, including giveaways and starter kits
	• Database of MILO Cricket Centre Coordinators
	• Database of trained coach contact details
	• Database of Year 8 and Year 13 cricket players' contact details
	• Monthly reports of MILO and Community Cricket Initiative outcomes

Source: Astle (2007n)

Appendix XIV
Generic Service Level Agreement
New Zealand Cricket National Development Programme
SERVICE LEVEL AGREEMENT WITH MAJOR ASSOCIATIONS

Introduction

New Zealand Cricket will provide tagged development funding of (\$-----) to the ----- Cricket Association for the ----- season, payable in three instalments. This funding will assist the ----- Cricket Association:

- Employ appropriate development management personnel to plan, implement, oversee and monitor the overall National Development Programme within the ----- region.
- Submit a comprehensive Regional Development Plan for the ----- region incorporating how the MILO and Community Cricket Initiatives will be implemented and managed, how and where they will be delivered, and how the development funding will be apportioned between personnel and the specific financial packages provided to support the various initiatives.
- Appoint, train and provide ongoing direction to personnel (MILO Summer Squad, Community Cricket Coordinators, School Cricket Coordinators) to deliver the programme.
- Identify districts, clubs and primary schools in which to deliver the MILO Initiatives.
- Identify districts, clubs and secondary schools in which to deliver the Community Cricket Initiatives known as 'School Support' and 'Club Assist' and contract them through service level agreements to achieve a range of agreed outputs and outcomes.
- Disseminate advice, guidance, information, assistance and where appropriate, funding to support the initiatives within the programme.
- Provide regular monthly reports to the National Development Manager on progress towards the achievement of the agreed outputs and outcomes and an annual end-of-season summative report on the overall impact of the MILO and Community Cricket Initiatives in the ----- region.

The payment of this tagged development funding, to assist with the management of the National Development Programme and delivery of the MILO and Community Cricket Initiatives, is subject to adherence to this SLA and achievement of the agreed outputs and outcomes.

The instalments will be payable at the beginning of September, January and April on a breakdown ratio of 60% : 30% : 10% dependent upon reporting on the National Development Programme initiatives being received by the due dates.

New Zealand Cricket's Commitment

New Zealand Cricket agrees to:

- Establish a coordinated and coherent National Development Programme which includes an effective plan for the implementation and delivery of the MILO and Community Cricket Initiatives.
- Provide ongoing planning, support, and a range of quality, informative resources as part of the MILO Initiatives and the 'School Support' and 'Club Assist' Community Cricket Initiatives.
- Allocate the following cricket development funding to support the management, implementation and delivery of the MILO and Community Cricket Initiatives:
 - \$ ----- for the implementation, integration, management and monitoring of the overall National Development Programme in the ----- region.
 - \$ ----- for the delivery of the MILO Initiatives.
 - \$ ----- for the administration of the Club Assist and School Support Initiatives in cricket clubs and secondary schools.
 - \$ ----- for the purchase of coaches and coaching in clubs and secondary schools and needs to be allotted to the districts, clubs and/or secondary schools involved with the Community Cricket Initiatives.
 - \$ ----- to fund the establishment of ----- School Cricket Coordinators in key secondary schools of cricketing importance to the association.
 - \$ ----- to cover the costs associated with the running of the promotional 'Keep Cricket Strong in Schools' campaign.
 - \$ ----- to establish and/or sustain a strong adult women's club cricket competition.

New Zealand Cricket Funding Summary		
Development Programme Management		\$
MILO Initiatives		\$
Community Cricket Initiatives		
Club Assist and School Support		\$
Club and School Coaching Purchase		\$
School Cricket Coordinators		\$
Keep Cricket Strong in Schools		\$
Women's Club Cricket Initiatives		\$
Total		\$
September (60%)	January (30%)	April (10%)
\$	\$	\$

NB: National Cricket Club Championship funding (\$ -----) will be paid directly to the Cornwall Cricket Club to support the cricket club qualifying to represent the ----- Association in this national finals tournament

- Conduct workshops for the cricket development personnel to provide training, resources and the sharing of examples of 'best practice' to ensure uniformity of approach and presentation.

- Manage, coordinate and monitor the progress of the initiatives and evaluate the success of the programme in terms of adherence to the service level agreements and achievement of the agreed outputs and outcomes.
- Provide an opportunity for select cricket development personnel from the ----- Association to attend the annual National Development Conference in May, ----- to review the overall National Development Programme and evaluate the success of the MILO and Community Cricket Initiatives.

Major Association’s Commitment

The ----- Association agrees to:

- Employ suitably qualified cricket development personnel who are capable of implementing, delivering, managing and integrating the MILO and Community Cricket Initiatives.
 - Personnel involved in delivering the MILO Initiatives to be identified as members of the ‘MILO Summer Squad’ and be attired in appropriate MILO branded clothing supplied by New Zealand Cricket.
 - Personnel involved in delivering the Community Cricket Initiatives to be known as ‘Community Cricket Coordinators’ and be attired in appropriate New Zealand Community Trust branded clothing supplied by New Zealand Cricket.
- Allocate the following cricket development funding to add value to supporting the management, implementation and delivery of the overall National Development Programme in the ----- region.
 - A minimum of \$ ----- for the ----- season from the Major Association.
 - Plus an additional \$ ----- from the District Associations and their constituent clubs and/or metropolitan clubs involved with the Community Cricket Initiatives as a contribution towards the delivery of these initiatives

Major Association Funding Summary	
Major Association contribution to the Development Programme	\$
District Associations and their constituent clubs and/or metropolitan clubs contribution to the Community Cricket Initiatives	\$
Total	\$

- Identify ‘Development Funding’ – both the New Zealand Cricket and the Major Association contributions to the management, implementation and delivery of the overall National Development Programme in the ----- region and report it either as a separate item in your accounts, or if the accounts are reported in a different manner to be able to demonstrate where these contributions are allocated.
- Achieve the agreed outputs and outcomes for the MILO and Community Cricket Initiatives, in particular:

- Visit the targeted number of local primary schools and deliver promotional MILO Cricket Skills Awareness Lessons to classes as a prerequisite to recruiting boys and girls into school and/or club MILO Have-A-Go Cricket or MILO Kiwi Cricket programmes.
- Organise and run the targeted number of MILO Holiday Clinics.
- Establish and assist organise the targeted number of MILO Have-A-Go Cricket and MILO Kiwi Cricket Centres.
- Run coach education courses to train the targeted number of parents and teachers as MILO Have-A-Go Cricket, MILO Kiwi Cricket and Getting Started in Coaching a Cricket Team coaches.
- Visit a number of full primary and intermediate schools to encourage their teacher and student involvement in the 'New Zealand Cricket Skills Challenge' and to enter their first elevens in the National Primary Schools' MILO Cup (boys) and MILO Shield (girls) competitions and deliver cricket skills coaching sessions to their MILO Cup and Shield teams.
- Set up and run 'Quikhit' modified format competitions for 11-15 year old girls, designed to foster their continued participation and gradual transition to hardball cricket.
- Encourage secondary schools to enter the National Secondary Schools' junior boys' New Zealand Community Trust Cup competition, senior boys' Gillette Cup competition, and senior girls' New Zealand Community Trust Cup competition.
- Establish and/or sustain a strong women's club cricket competition.
- Assist District Association(s) and/or major metropolitan clubs to appoint, train, manage and monitor a suitably qualified Community Cricket Coordinator(s) and/or to ensure their committees are fully aware of the agreed outputs and outcomes they will need to deliver on and against which they will need to regularly report progress and the programme will be evaluated.
- Within the above District Association(s) and/or major metropolitan clubs implement and deliver the Community Cricket Initiatives namely the administration of the 'Club Assist' health checks in order to ascertain the current strengths, weaknesses and future ability of clubs to meet the needs of the National Development Programme.
- Based on the results of the health checks identify and prioritise their needs, develop action plans and provide them with the necessary expertise and resources to put in place appropriate management structures and systems that will ensure their ongoing and effective operation.
- Undertake similar 'School Support' health checks and improvement processes with their secondary schools, particularly in relation to the provision of coaches and coaching, and establishment of school/club links to facilitate the effective and seamless transition of young players to the next level of the game.

- Submit a monthly report to the National Development Manager at New Zealand Cricket on the progress of meeting the agreed outputs and outcomes. Such reports to be forwarded to New Zealand Cricket within two weeks of the end of each month.
- Submit a summative annual review on the progress of the overall national development programme within their region by APRIL ----- .

Agreed by the parties on (Date -----)

Signed for on behalf of the ----- Association

Signed for on behalf of New Zealand Cricket

Source: Modified Astle (2007p)

Appendix XV

MONTHLY PROGRESS REPORT

MAJOR CRICKET ASSOCIATION	
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DEVELOPMENT MANAGER		REPORT MONTH	
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NUMBER	PRIMARY SCHOOL VISITS	MILO SKILLS AWARENESS LESSONS DELIVERED	STUDENTS INVOLVED IN LESSONS	MILO HAVE-A-GO CRICKET CENTRES	MILO HAVE-A-GO CRICKET PLAYERS	MILO HAVE-A-GO CRICKET COURSES	MILO HAVE-A-GO CRICKET COACHES	MILO KIWI CRICKET CENTRES	MILO KIWI CRICKET PLAYERS	MILO KIWI CRICKET COURSES	MILO KIWI CRICKET COACHES
TOTALS											
NUMBER	MILO HOLIDAY CLINICS	MILO HOLIDAY CLINIC PLAYERS	INTERMEDIATE VISITS	NZC SKILLS CHALLENGE SESSIONS	STUDENTS IN NZC SKILLS CHALLENGE	QUIKHIT TEAMS	QUIKHIT PLAYERS	GETTING STARTED COURSES	GETTING STARTED COACHES	SECONDARY SCHOOL VISITS	CLUB VISITS
TOTALS											

COMMENTS

PRIMARY	SECONDARY	CLUB	GENERAL
Reasons for, and outcomes of, visits (e.g. MILO Cricket Skills Awareness Lessons, setting up MILO Have-A-Go or Kiwi Cricket Centres, organisation, coaching, coach education, volunteer acknowledgment, holiday programmes, NZC Skills Challenge sessions, Quikhit, MILO Cup and Shield)	Reasons for, and outcomes of, visits (e.g. coach education, leadership course, coaching, organisation, health check, planning, setting up a school club, facilities, volunteer acknowledgment)	Reasons for, and outcomes of, visits (e.g. coach education, coaching, organisation, health check, planning, training club personnel, facilities, volunteer acknowledgment)	Give details of key meetings attended and any media releases (* please attach copies of the latter)

DEVELOPMENT MANAGER	SIGNATURE	DATE	CHIEF EXECUTIVE OFFICER	SIGNATURE	DATE

Appendix XVI

Community cricket development and delivery system: Key elements

ELEMENTS	PROCESSES	PATHWAYS	RESOURCES	PARTNERSHIPS
PEOPLE (Participants and volunteers)	<ul style="list-style-type: none"> Recognising (attracting) Recruiting Retaining 	<ul style="list-style-type: none"> Development pathways Opportunities Experiences 	<ul style="list-style-type: none"> Access to CDO network Coaching and development manuals Plan, programme and information booklets 	<ul style="list-style-type: none"> MAs, DAs, clubs, schools, RSTs Gaming Trusts and sponsors
PLANS	<ul style="list-style-type: none"> Researching and planning Determining scope and objectives Defining strategies Preparing a business case 	<ul style="list-style-type: none"> Aligned player and coach pathways and initiatives Integrated delivery structure 	<ul style="list-style-type: none"> National Development Plan Implementation procedures and support documents 	<ul style="list-style-type: none"> NZC, SPARC (Sport NZ) and sponsors
PROGRAMMES	<ul style="list-style-type: none"> Researching Innovative designing of initiatives Piloting initiatives 	<ul style="list-style-type: none"> Coordinated, progressive, flexible and adaptable initiatives Range of relevant competitions, formats and tournaments Multi-stranded opportunities Age/stage, ability, interest and gender experiences 	<ul style="list-style-type: none"> National Development Programme Coaching manuals and DVDs School Support and Club Assist information booklets Administration handbooks 	<ul style="list-style-type: none"> NZC, SPARC (Sport NZ) and sponsors
STRUCTURES a) Providers (Clubs and schools)	<ul style="list-style-type: none"> Integrating community cricket Improving organisational capability, infrastructure and services Restructuring Resourcing 	<ul style="list-style-type: none"> Vertical integration of sport organisation (national to local) School-club links 	<ul style="list-style-type: none"> Health checks CCC advice, guidance, assistance and funding Information booklets Service level or partnership agreements 	<ul style="list-style-type: none"> Volunteers MAs, DAs, sponsors, Gaming Trusts and RSTs
b) Delivery network (CDOs)	<ul style="list-style-type: none"> Identifying and selecting Employing Training 	<ul style="list-style-type: none"> Position descriptions Annual schedule of tasks Career options 	<ul style="list-style-type: none"> Branded clothing Instructional manuals Office space, laptops, mobiles and vehicles 	<ul style="list-style-type: none"> NZC, sponsors, MAs, DAs, club, Gaming Trust and RST funding MA, DA, club and RST office provision
FACILITIES and EQUIPMENT	<ul style="list-style-type: none"> Designing Constructing Improving 	<ul style="list-style-type: none"> Age/stage appropriate facilities Modified equipment 	<ul style="list-style-type: none"> Funding Information booklets Equipment donations 	<ul style="list-style-type: none"> NZC Gaming Trusts and sponsors NZC and NZ Cricket Foundation
MONITORING and EVALUATION	<ul style="list-style-type: none"> Recording Reporting Reviewing 	<ul style="list-style-type: none"> Standardised sequence of procedures Agreed accountabilities and targets (outputs and outcomes) 	<ul style="list-style-type: none"> MA monthly and summative reports Annual NZC Census Annual National Development Conference Review documents 	IMPACT

