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# 1 Introduction

Performance Centres (PCs) are now an integral part of England's performance player pathway with an aim of connecting clubs, County Associations, communities, schools and grass-root badminton networks with the world of high performance badminton through coherent, club-based performance development programmes.



- ❖ GB Training Centre (Milton Keynes)
- ❖ High Performance Centres (Bath and Leeds)
- ❖ England Performance Training
- ❖ Performance Centres (working with Premier Clubs and County Associations)
- ❖ Community Badminton Networks and Premier Clubs

In order to catch up with the rest of the world, our best clubs need to embed a culture of structured practice, education, sport science and competition in order to offer more players, coaches, parents and volunteers the opportunities to reach excellence in badminton and in life.

In 2007, BADMINTON England established and developed a platform of Performance Centres each with its own club-based management structure operating according to sound business principles, including budgeting, marketing and human resources.



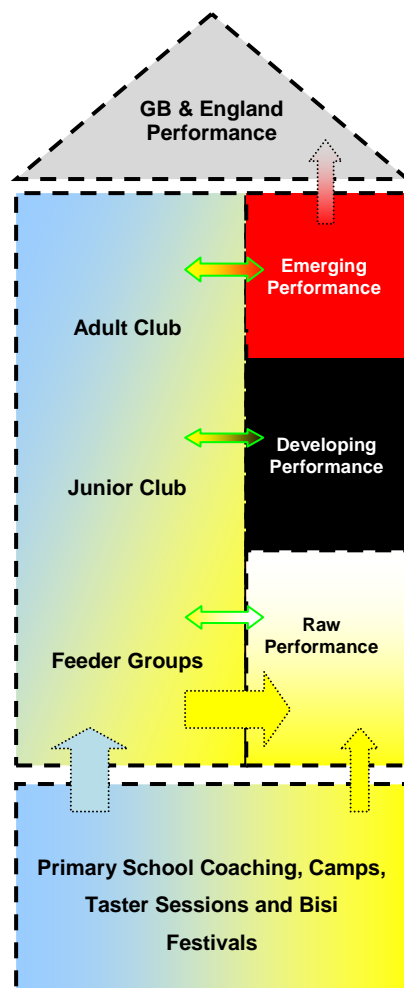
The PC network across England is helping to raise the standard, sharing best practice and providing a clearer view of the pathway to excellence. Each PC deserves special recognition for the forward thinking they displayed to achieve their status, but it is the ongoing adaptations made within them that are important if we are going to

meet the challenges of our sport at world level. To get ahead of the game in this multi-faceted, ever-changing sport, management and coaching teams must be aware of the big picture, with an inner drive to exploit opportunities, negotiate key transitions and cope with set-backs. We all need to embrace the current shift in culture and maintain a forward thinking, club-based, performance approach in order to create a lasting legacy and raise future medal hopes.

BADMINTON England recognises PCs as a significant contributor to the evolution of English badminton.

# The Performance Centre Model

## Elite Performance

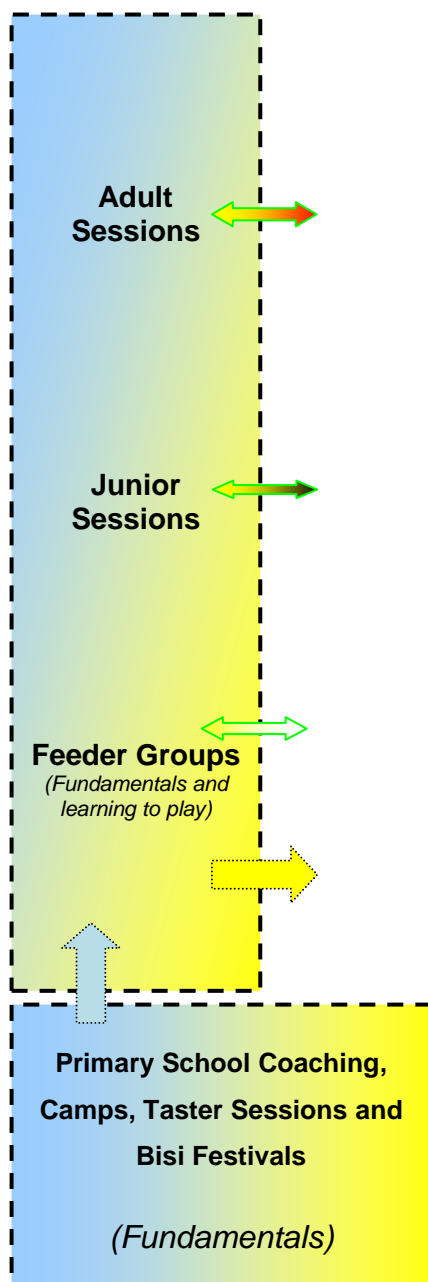


Providing pathways of opportunity that nurtures and supports **players** and coaches in the journeys they choose to realise their potential.



## Grassroots and Fundamentals

# The Club Pathway



## Embedding a performance culture

- ✿ Positive learning climate & rapport
- ✿ Showcasing performance badminton
- ✿ Player identification, confirmation & selection
- ✿ Introduction & initial experience
- ✿ Performance pathway feeder groups
- ✿ Freedom to test skills and creativity
- ✿ Incentives and competition
- ✿ Functional club pathway
- ✿ Trips to watch international badminton
- ✿ More visible role-models
- ✿ Access to more training and practice

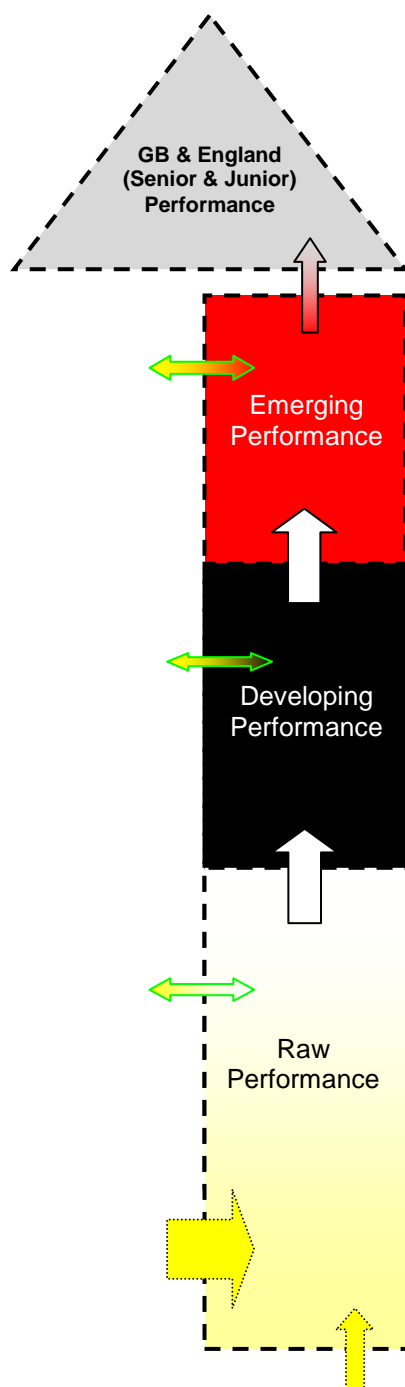
## Bringing the community together

- ✿ Sense of identity and belonging
- ✿ Shared vision of raising standards
- ✿ Club performance history and legacy
- ✿ Creating a productive primary foundation
- ✿ Collaboration with local clubs
- ✿ Integrating juniors and seniors
- ✿ Safe and fun, social environment
- ✿ Working closely with local schools
- ✿ Teacher training and involvement
- ✿ Access to more information
- ✿ Engagement with CBAs
- ✿ Links and contacts with schools
- ✿ Engagement with local newspapers and media

## Sustainability and Growth

- ✿ Player retention
- ✿ Integration into senior clubs
- ✿ Long term goals
- ✿ Committee and large volunteer base
- ✿ Marketing and sponsorship
- ✿ Website and social networking sites
- ✿ Business Objectives
- ✿ Expanding membership
- ✿ Young leaders and coaches
- ✿ Fundraising competitions, exhibitions and events

# The Performance Pathway



## High quality practice and learning

- ✿ Player profiling
- ✿ Squads based on skills and learning
- ✿ Skill-based development goal-setting and reflection
- ✿ Clear progression and incremented learning objectives
- ✿ Variety of teaching methods and strategies
- ✿ Deep and purposeful practice and learning with attention to detail
- ✿ Positive learning climate and rapport
- ✿ Learning through discovery and guidance
- ✿ Enjoyment, success and social interaction
- ✿ Visible next steps and incentives
- ✿ Individualised tournament programmes
- ✿ Commitment to a performance lifestyle
- ✿ Good court and coach to player ratios

## Player focussed coaching teams

- ✿ Long term vision, goals and objectives
- ✿ Coach meetings, education and sharing best practice
- ✿ Right coach, right place, right time
- ✿ Excellent role-model with leadership skills
- ✿ Performance knowledge and experience
- ✿ Coaches that praise effort, focus, intensity and perseverance
- ✿ Good communication with players and parents
- ✿ Commitment to programme and willingness to learn / develop
- ✿ Creative scheduling and forward planning (annual plan)
- ✿ Planning, delivering and reviewing
- ✿ Codes of conduct for players and coaches
- ✿ Coaching gradually more individualised
- ✿ Gradually empowering players with more control
- ✿ Evidence based approach to feedback and support
- ✿ Leader / coach identification, nurturing and mentoring
- ✿ Coach support at tournaments

## Performance support

- ✿ Parent support, workshops and resources
- ✿ Stability, strength and conditioning
- ✿ Fitness testing
- ✿ Nutrition and lifestyle support
- ✿ Performance sports psychology support
- ✿ Video and notational analysis
- ✿ Injury prevention and management
- ✿ Player agreements



## Raw Performance Programme

Aim:	To build on identified abilities, developing basic movement and hitting skills that are sustained under largely predictable environments and to instil an understanding of the characteristics of a performance badminton player.
Duration:	Programmes should aim to transform all players into Developing performance players (see player profile) with 2 years of planned activity. Raw players must stay in the Raw Squad for a min of 1 year and max of 3 years (depending on commitment and progress).
Where players come from:	Club pathway (feeder groups), other clubs; local schools; other counties; other sports.
Where players go:	Developing Performance Squad or Club Pathway.
Typical stage of development:	Learning to learn and learning to train. Anywhere between 1 - 4 years of practising / training (including fundamentals in club).
Player profile scores / targets:	Players must be assessed successfully using the "WHAT Ability" tool in the Raw entry overview section of the "Player Profile" document. Raw players should maintain a minimum score of 56 and must achieve a minimum score of 159 to be considered for promotion to the Developing Squad.
Min hours of squad training:	4 hours per week (38 weeks) or 152 hours per year.
Court / player ratios:	Minimum of 1 court for every 4 players (1:4 ratio). In order to maintain good ratios Raw Squads can be divided into 2 and provided with separate sessions (expanding weekly PC timetable).
Coach / player ratios:	Aim for 1 coach for every 4/6 players and at least 1 female coach in each session.
Competition requirements:	Raw players can gain experience at local tournaments in the club and county. They can also be exposed to U11 or Bronze / Silver circuit tournaments nearby when they are ready (with the Head Coach's guidance).
Additional practice / training:	It is recommended that Raw players find 4 additional hours a week. They can find them in: junior club play, organised on-court training and match-play, individual sessions, competitions and watching badminton videos
Things to monitor and record:	Player profiles; Fitness test scores; Growth and maturation rates; Injuries; PC challenge scores; Tournament attendance; Video analysis log (simply how many matches have they watched online each term); Training diary / notebook.
Training Diary / notebook:	Training diaries introduced to embed good habits early (self-reliance, reflection and organisation skills). Diaries kept safe in player's kit bags and used to keep; player profile, code of conduct, competition programmes, as well as logs and hand-outs provided.
Stability and strength exercises:	Exercises (Train to Train 1) to be included in performance sessions when possible. Could use holiday camps/sessions to introduce players to full programme so they are familiar and ready to do it at home when they enter the Developing Squad. It may be necessary to introduce older players to Train to Train (2) programme. Equipment: Theraband and Swiss ball.
Agility, balance, co-ordination and speed (ABCs):	Programme should include lots of fun team games involving the ABCs but still beneficial for players to play and compete in other sports as well. PC could organise other sports in the PC to add variety every now and then (ideally in the club pathway).
Ideas for parent involvement:	<ul style="list-style-type: none"> <li>🔴 Pre-season tournament workshop on guidance on junior circuit tournaments, entry processes and the player grading system as well as basic dos and don'ts before, during and after tournaments</li> <li>🔴 Player and parent workshop on principles of learning, goal-setting and good quality practice</li> <li>🔴 Player and parents workshop on Expectation Triangle</li> <li>🔴 Parents workshops on Communication Skills</li> <li>🔴 Parent versus Player tournament (or adapted station challenges)</li> <li>🔴 Parent Profiling Day: players to evaluate and complete a player profile on their parents!</li> </ul>

### Key Coaching Considerations (many of which can be maintained throughout pathway)

- 🔴 **Fun, enjoyable, exciting:** Fun team games, skill challenges, competitions and incentives. Music can inject energy and high tempo
- 🔴 **Embedding a sense of team, identity and a supportive social climate:** Lots of group forming activities to improve social cohesion and a supportive learning climate
- 🔴 **Variety:** Lots of variety in the coaching programme to engage players, maintain excitement and keep them challenged.
- 🔴 **Technique: window of opportunity:** Exposing Raw players to good shapes and technical models for hitting and moving
- 🔴 **Introduce and establish a performance culture,** growth mindset, and the appropriate social norms and attitudes that will help players to reach their potential
- 🔴 **Language and rapport:** Using simple language for young players without patronising older players. Mix of male and female coaches
- 🔴 **Listen to even the youngest children** is the first stage in developing self-reliance, independent thought and decision making in future high performance players
- 🔴 **Principles of purposeful practice:** Players can be made aware of basic practice principles such as goal setting, progression and stages of learning
- 🔴 **Highly visual environment:** Posters, plaques, wall displays, quotes, goals etc (environment reinforces social norms and behaviour)
- 🔴 **High quality demonstrations:** Young Raw players will often copy what they see, so keep showing something
- 🔴 **Visible next steps and role models:** Ultimately they should be connected to the stars of the game and world class badminton
- 🔴 **Positivity in air:** Players free to make mistakes without being judged negatively. Encouraging them to push beyond their current limitations again and again in order to adapt and transform skills. *Coaches and parents need to be extra careful not to create any feelings anxiety and negativity*
- 🔴 **Self-esteem, success and motivation:** Motivation is reinforced when players gain a sense of competence or success
- 🔴 **Emphasising and increasing the amount of praise for effort, focus and perseverance:** Embedding a practice culture when players are young



Developing Performance Programme	
Aim:	To expand the range of movement and hitting skills established in the Raw Squad and engrain learning in challenging activities so players can sustain these skills in less predictable situations. Improve tactical awareness with game-like situations and to further the understanding of their trainability, lifestyle and strategy & tactics.
Duration:	Programme should aim to transform all players into Emerging players (see profiling tool) with 2 years of planned activity. Developing players must stay in the squad for min of 1 year and max of 3 years (depending on commitment and progress).
Where players come from:	Raw Performance Squad; other clubs, PCs, other Counties or other sports.
Where players go:	Emerging Performance Squad; senior club or County; university squads and clubs.
Typical stage of development:	Training to train and training to compete. Anywhere between 3-7 years of practice / training (including fundamentals in club).
Player profile scores and targets:	Players must maintain a minimum score of 159 to stay on the programme and need to achieve 267 to be considered for the Emerging Performance Squad.
Min hours of squad training:	4 hours per week (40 weeks) or 160 hours per year.
Court / player ratios:	With 4 courts available: 12 players (1:3 ratio). In order to maintain good ratios Developing Squads can be divided into 2 and provided with separate sessions (expanding weekly PC timetable).
Coach / player ratios:	Aim for at least 1 coach for every 4-6 players.
Competition requirements:	A minimum of 3 BE sanctioned tournaments per season, this should be supplemented by additional competitive opportunities such as: Junior and senior club leagues and competitions, local tournaments, schools based events and county.
Additional practice / training:	It is recommended that players find 7 additional hours a week. They can find them in: senior club, organised match-play and training; individual sessions; tournaments and matches, off-court stability, strength and fitness conditioning; & video analysis.
Things for coaches to monitor / log:	Player profiles; Fitness test scores; Growth and maturation rates; Injuries; PC challenge scores; tournament attendance; video analysis log (simply how many matches have they watched online each term); Training diary / notebook. Stability and strength programmes.
Training diary / notebook:	Gradually increasing use and detail, coaches setting particular tasks to improve note taking and logging.
Stability and strength programme:	Players can be fully inducted into their programmes and required to complete at least once and if possible 3 times a week in their own time. Older players may be ready for Train to Train (2) programme and may progress onto the Train to Compete programme by the time they enter the Emerging Squad. Equipment: Theraband, Swiss ball, med ball, gym access.
Speed and agility games and drills:	Speed and agility training can follow warm-ups and should be more badminton specific. Speed and Agility DVD. Speak to PCA for ideas on other games and drills.
Parent involvement:	<ul style="list-style-type: none"> <li>👤 Tournament basics: planning, entry, preparation and management</li> <li>👤 Video analysis</li> <li>👤 Principles of fitness training and physiology</li> <li>👤 Stability and strength</li> <li>👤 Nutrition</li> <li>👤 Injury management</li> </ul>
Key Coaching Considerations:	
<ul style="list-style-type: none"> <li>👤 <b>Attention to detail and the little victories:</b> players encouraged to give more and more attention to the smaller details and little victories</li> <li>👤 <b>Personal health and well being:</b> coaches to address holistic growth and wellbeing not just playing needs in order to develop successful and happy people, not just players</li> <li>👤 <b>Enhancing the learning curve:</b> Coaches to identify key moments to enhance the learning curve, but only when they have set-up good relationships and climate</li> <li>👤 <b>Perseverance to be praised and rewarded.</b> Players to be pushed out of their comfort zone in a way that they learn to adapt and see the benefits of persevering</li> <li>👤 <b>Exposure to performance role models:</b> Coaches should ensure players have access to good performance role models either in the PC or on the tournament circuit.</li> <li>👤 <b>Creative freedom and free play:</b> Important that players maintain club badminton so they can play in less structured environments where they feel free to experiment creatively, test new skills, discover their own ideas and have more fun</li> <li>👤 <b>Growth spurts and puberty:</b> Flexibility</li> <li>👤 <b>Principles of training:</b> Players can be introduced to principles of fitness training such as (specificity, progressive overload, adaptation, recovery, interference, regression)</li> <li>👤 <b>Feeding skills and introduction to self-development time:</b> Players to learn how to racket feed effectively and use for self-development pairs and small groups</li> <li>👤 <b>Court craft and presence:</b> Players to start understanding more about how to compete and use strategy in match-play</li> <li>👤 <b>Singles:</b> All players maintain singles in training and competition to keep testing their mental toughness and athleticism</li> </ul>	

## Emerging Performance Programme

Aim:	To refine movement and hitting skills and enhance tactical awareness by building strategies in matches and note if the skills learned are being successfully introduced during competition. The players should be given more responsibility for their own development with the support of coaches and their sessions be more individualised.
Duration:	Programme should aim to help all players complete their player profile and reach a high performance level with 2 years or planned activity. Coaches need to benchmark levels in England junior training and senior circuits in order to plan additional squad goals that are relevant and challenging. Emerging players must stay in the squad for min of 1 year and max of 3 years (depending on commitment and progress).
Where players come from:	Developing Squad; club pathway; other clubs, PCs or Counties.
Where players go:	Senior clubs and County; University squads and clubs; England junior training and squads; England Performance Centres and National Squads (Bath and Leeds).
Typical stage of development:	Training to Compete and Training to Win. Anything between 5-11 years of practice / training (including fundamentals in club).
Profile scores and targets:	Players must maintain a minimum of 267 points on the player profiling tool and should aim to reach the top profile score of 375.
Min hours of squad training:	4 hours per week (42 weeks) or 168 hours per year.
Court / player ratios:	Only 2 or 3 players on each court. (1:2/3).
Coach / player ratios:	1:8 although bringing in experience performance players from senior club or County for sparring is recommended.
Competition requirements:	A minimum of 6 BE sanctioned silver/gold events across the country per season. Supplemented by additional competitive opportunities (see tournament guidance).
Additional practice / training:	It is recommended that players find 10 additional hours a week. They can find them in: tournaments and matches, senior club, organised match-play and training; individual sessions; off-court stability, strength and fitness conditioning and video analysis.
Things for coaches & players to monitor and record (training diary):	Tournament Programme; Note-taking; Post-session Evaluations; Development Goals; Fitness test scores; Growth and maturation rates; Video Analysis Log; Weekly Training Schedules; Competitive Experiences; Performance Lifestyle; other Profiles and Scores.
Stability and Strength programme:	Players to complete their programme at least twice a week and as much as 4 times a week in their own time. The Head Coach can seek support from specialists (from universities or other sporting institutions) to screen all Emerging players at the beginning and end of the season in order to measure improvements and even source strength and conditioning coaches to work with players individually in a local gym. By this time most players would have completed the Train to Train (1) and (2) programmes so can be inducted into the training to compete and win programmes. Equipment: Theraband, Swiss ball, medicine ball, access to gym and strength and conditioning coaches if possible.
Speed and agility and multi-directional training:	Speed and agility training can be used more specifically to help players get prepare for competitions periods. See Speed and Agility DVD and speak to PCA for ideas.

### Key Coaching Considerations:

- 🔥 **Goal-setting and action planning:** More ownership over goals setting and formulating action plans
- 🔥 **Player responsibilities:** More choice on training decisions and more time on personal development goals. Players must be able to feed well
- 🔥 **Periodisation, tapering and peaking:** Players now training to compete and to win and may need to increase detail of annual training and competition plans
- 🔥 **Performance lifestyle management:** Off-court organisation, nutrition and recovery process more significant with higher volume of weekly training
- 🔥 **Performance Support and Sport Science:** Use of larger support network, coaches may need to liaise with other specialists more often
- 🔥 **Video and Notational analysis:** Players regularly exposed to video tasks in order to improve analysis skills, match sense and tactical awareness
- 🔥 **Opponent Analysis:** Encouraged to do more self, match and opponent analysis
- 🔥 **Specialisation into disciplines:** Some players may start specialising in doubles or mixed.
- 🔥 **Performance Characteristics and a Winning Mentality:** Far more focused on winning and preparing to win
- 🔥 **Psychological strategies for competition:** Coaches to ensure players are not surprised by anything in tournaments so they can cope under-pressure, control arousal levels and show resilience to distractions

## 2 A New Generation of Players; The Future of English Badminton

It is no coincidence that our game's stars started playing sport or badminton very early. Recent research has revealed it takes approximately 10,000 hours of purposeful practice to become an expert performer in a particular field (Erikson, 2008). That equates to 3 hours every day for 10 years. In order to give more players the opportunity to close in on an expert level of performance, it makes sense to attract players as young as we can, offering them a fun, dynamic, and vibrant environment in the club to start with.

### Feeding the Raw Performance Squad

Clubs and coaches may be able to establish direct and personal relationships with primary school teachers and community coaches with the aim of promoting the PC and arranging local primary school badminton activity on their doorstep. It will then be easier to attract younger children into club sessions, creating a productive foundation of feeder groups within the club pathway and other local clubs.

The coaching team can then search in the feeder groups and other club sessions to identify new players for the Raw Performance Squad. They can also search in annual events such as:



- ✿ Junior league club matches or annual club championships
- ✿ National School Championships
- ✿ Taster sessions or holiday camps
- ✿ Local tournaments or festivals

### Selecting the Right Players

Raw Performance places should be offered to players with valuable characteristics who reach an appropriate playing level, depending on the profile of the Raw Performance Squad. The “WHAT Ability” table below shows what a player should be able to do for Raw entry into the Raw Performance Squad:

Winning Ability	W	Hitting Ability	H	Athletic Ability	A	Train Ability	T
Enjoys competitive challenges		Can hit soft & hard		Good posture & balance		Motivated	
Focus in activity		OH upwards clear		Able to accelerate rapidly		Listens & understands	
Keenness to WIN		OH downwards shot		Able to move in all directions		Acts on instructions	
Focused after errors		Can hit left & right		Ability to stop quickly		Respectful	
Sportsmanship		Can they rally		Athletic build		Progresses quickly	
Total		Total		Total		Total	
It is recommended that players score a minimum of 14 out of 20 in total with at least two points in each section to gain entry onto the Raw Performance sections. (Minimum score 3 in each section).							

This tool is in the entry overview section of the player profile and should be circulated to clubs, community coaches and school teachers to raise awareness and up-skill more people to search and nominate the right players for the Head Coach to consider.

## Initial Experience: Trial Period

The initial experience that Raw players and parents have in a performance programme is crucial to their long-term commitment and motivation. Invitation letters or emails should be well presented with all the information needed to get them started (directions, times, kit requirements etc). If accepted then a trial period can be agreed to give players, parents and coaches time to confirm whether the performance environment is the right place for the player. During the trial, players should be welcomed into the Performance Squad in a positive way that creates good group cohesion and a supportive climate. Assigning them an older player or young assistant coach as a mentor in the initial stages can put them at ease and help them to define themselves in their new environment. Also during the trial, coaches should aim to evaluate the new player with the profiling tool.

## Induction Process

During the trial it is also recommended that coaches sit down with parents to discuss expectations as part of an induction process. This can give coaches the opportunity to bring the sport to life, describe the PC's vision and highlight all the future opportunities available. It is also sensible to discuss the profiling tool, criteria to progress and the increasing levels of commitment required along the way in order to prevent uncertainty later on.

## Performance Agreements

Once players, parents and coaches are happy with the arrangement they can sign a performance agreement or code of conduct to join the performance programme. This should be kept safe and referred to if it is necessary to manage behaviour or commitment. Parents and players can be given a copy of this agreement / code of conduct as part of an information / welcome pack which might also include the following:

- |  |  |
|--|--|
| ✿ PC vision, structure and people            | ✿ Kit requirements                         |
| ✿ Weekly schedule and annual plan            | ✿ Kit sponsorship forms                    |
| ✿ Coaching team profile and contact details  | ✿ Squad development goals and themes       |
| ✿ Player profiling tool                      | ✿ Media consent, medical and contact forms |
| ✿ Training diary                             | ✿ Playing / training history form          |
| ✿ Coach-player-parent agreements             | ✿ Tournament info and template plan        |
| ✿ PC t-shirt / kit plus badge or certificate |  |

### 3 Performance Squad Management

Players selected within the performance squads should be engaged with the club pathway. Each squad has a separate relevant coaching programme and squad progress should be monitored and profiled. Performance squads should be clearly recognisable, displaying distinct performance characteristics:

- ✦ Attention to detail
- ✦ Positivity in the air
- ✦ Productive interaction
- ✦ Enjoyment and smiling
- ✦ High energy and physical intensity
- ✦ Supportive climate and group rapport
- ✦ Team work and a sense of identity and purpose
- ✦ Lots of focus, thought and patience when problem solving
- ✦ Players aware of the next steps and how to progress
- ✦ Perseverance beyond limitations and mistakes not being judged negatively

#### Player Profiling Tool

The player profiling tool provides a framework for player development which outlines the behaviours and skills needed to progress and emerge as a performance badminton player. The profiling tool should be central to the performance programme and accessible to players, parents and coaches. It is divided into relevant sections with a scoring system to grade player progress.



The profiling tool:

- ✦ Gives individuals and squads a sense of direction and purpose
- ✦ Provides an evidence-based method of squad selection and promotion
- ✦ Provides a method of analysing squad trends, strengths and development needs
- ✦ Helps coaches to plan squad coaching programmes with relevant and specific goals
- ✦ Helps players, coaches and parents to reflect on progress
- ✦ Helps players to identify personal strengths, development needs and set personal goals
- ✦ Informs and supports coach education and development activities / workshops
- ✦ Embeds a culture of learning the process and developing skill (controlling the controllables)

## Annual Outline / Plan

Head Coaches should lead their team with clear vision, aims and objectives. There will be many tasks and projects to balance and schedule so producing an annual outline or plan can help to ensure aims and objectives are met each year. Some Head Coaches are now using online calendars to synchronise calendars with their coaching team.

Below is a list of what might be shown on the annual outline:

- ✦ Term training dates
- ✦ Player profiling activities
- ✦ Coach Meetings
- ✦ Squad reviews
- ✦ Fitness tests
- ✦ Workshops
- ✦ Tournaments
- ✦ Parents Workshops
- ✦ Summer Camps
- ✦ Teacher training
- ✦ Player identification activities
- ✦ Social trips and excursions

## Weekly Schedule

The weekly schedule is likely to evolve over time, constantly adjusting to meet the PC's changing needs. Please see below an ideal weekly schedule that balances club and performance sessions in order to optimise a player's opportunity to practise, learn, play and enjoy their badminton. Please note that morning sessions are not a requirement but can be recommended as an addition to the most committed performance players.

START TIME	MON	TUES	WEDS	THURS	FRI	SAT	SUN
07:00	Optional sessions offered in addition to squad training Important to consider recovery levels when planning content					Tournaments, Matches or other Competitions	
08:00							
09:00							Raw Performance Session 2
10:00							
11:00							Junior Club Feeder Groups
12:00							
13:00							
14:00							
15:00							
16:00	Junior Club Play		Junior Club Play		Junior Club Feeder Groups		
17:00		Developing Squad Session 1		Developing Squad Session 2			
18:00	Senior Club Play	Emerging Squad Session 1	Senior Club Play / Match	Emerging Squad Session 2	Raw Performance Session 1		
19:00							
20:00							
21:00		Senior Club Play		Senior Club Play / Match			
22:00							

## Reviewing Squads

Coaching teams can evaluate and update player profiles as often as they feel it is beneficial. The frequency and stage of season squads are reviewed and changed by the Head Coach. For the purpose of goal-setting, it may be sensible to select the following periods to review squads at the end of each term:

- ❖ End of the season Review (May/June)
- ❖ End of summer Review (July/August)
- ❖ Mid-season Review (December/January)

Players considered for movement (either up into the next squad or across into the club pathway) must have their profile analysed by the Head Coach in order to confirm the decision. However, the Head Coach must also use sound judgement and knowledge of the complete pathway in order to make the right decision for the player. A hard copy of the profile should be kept by the player and coach and can be referred to for evidence to support movement decisions.

Player profiles should also be stored electronically where they can be updated easily and formulated in spreadsheets that show squad trends and statistics over time. If players then transfer between PCs, coaches can request a history of the player's profile. Please be aware of Data Protection requirements and refer to the BADMINTON England website for further guidance.

BADMINTON England expects to receive a full set of up-to-date player profiles from each PC at the end of every season. Data will be collated nationally by the PC Advisors in order to monitor player progress and identify areas where coach education can be targeted most effectively.

## Ratio of Players, Coaches and Courts

PCs should aim for a minimum of 40 players on the performance pathway. There is no set number of players required for each squad but the coaching team should ensure good court-to-player and coach-to-player ratios in all performance sessions. The ratios can affect the quality of experience, learning process and motivation of players. When squads grow too large it may be necessary to divide squads and expand the programme. Recommended ratios:

- ❖ **Raw:** Maximum 4 players for every court and approximately 6 players for every coach
- ❖ **Developing:** Maximum 3 players for every court and approximately 6 players for every coach
- ❖ **Emerging:** Maximum 3 players for every court and approximately 8 players for every coach

**Club:** As many young people as possible without becoming unsafe!



## Commitment

Staying on the performance pathway should be dependent upon maintaining the required commitment to:

- ✿ A minimum level of attendance
- ✿ A code of conduct or agreement
- ✿ Goal-setting and reflection
- ✿ Fitness and skill development
- ✿ A tournament programme
- ✿ Use of a training diary / notebook
- ✿ A good attitude and respect for others
- ✿ A healthy performance lifestyle

Those who do not maintain their commitment can be offered playing opportunities on the club pathway.

## Competition

Players on the performance pathway should gain healthy competitive experiences with a relevant competition programme. Coaches should lead players and parents to plan for their season and include tournaments of a particular level, type and frequency:

- ✿ Training and competition complement each other rather than clash
- ✿ Physical and psychological recovery is possible
- ✿ Enjoyment and motivation to train is continued and enhanced
- ✿ Player improvements and the effectiveness of the coaching programme can be gauged
- ✿ Players are increasingly asked to test their learned skills against new and better opponents

## Pre-season Workshops

Pre-season workshops can introduce the season to motivate all players and set objectives. It is useful to guide parents on competition planning and present information to parents about junior circuits, entry processes, the grading system and the *dos and don'ts* before, during and after competitions.

## Competition Requirements

- **Raw players** should gain experience at local competitions in the club and county. They can also get exposure to Junior Circuit tournaments when appropriate.
- **Developing players** should compete in a **minimum** of three BADMINTON England sanctioned tournaments per season, in addition to the County age-group or senior restricted and PC Championships.
- **Emerging players** should compete in a **minimum** of six BADMINTON England sanctioned tournaments per season, in addition to the County age-group or senior restricted and PC Championships.

## Tournament Planning

Players and parents should discuss their proposed competition programme with the Head Coach at the beginning of the season; this will assist the Head Coach in preparing a specific squad's tournament programme and identify the key tournaments for coaches to support. Keeping a log on tournament attendance can help to ensure that players and squads stay close to their recommended competition guidelines.

## Player Grading Matrix

Junior player gradings (bronze, silver or gold) are released on the BADMINTON England website at regular times throughout the season and give an indication of how players are competing and performing. These gradings need to be recorded at the end of each season on this grading matrix:

End of season 2011/12		U11						U13						U15						U17					
		R		D		E		R		D		E		R		D		E		R		D		E	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Ungraded																									
Grade 3																									
Grade 2																									
Grade 1																									
Total																									
England Junior Programme	Tier 1																								
	Tier 2																								

As a guideline, below are competitions where players can gain additional competitive experiences:

Bisi Competitions	Raw		
National Schools Championships	Raw	Developing	Emerging
Local Junior club league	Raw	Developing	Emerging
Annual club championships	Raw	Developing	Emerging
Junior County restricted		Developing	Emerging
Junior County matches		Developing	Emerging
Senior club championships		Developing	Emerging
Local Senior club league		Developing	Emerging
Senior County restricted			Emerging
Senior County			Emerging

For further information on competition framework and tournament circuits visit:  
[www.badmintonengland.co.uk/tournaments](http://www.badmintonengland.co.uk/tournaments)

## Performance Parents

To help players to realise their potential, parents must be committed, involved and well supported. Here are a few ideas to engage and motivate parents:

- ✿ Parent workshops
- ✿ Social events
- ✿ Players versus parents tournament (or adapted station challenges)
- ✿ Players to profile their parents
- ✿ Networking websites and forums
- ✿ Feedback opportunities
- ✿ Goal setting activities with particular parents
- ✿ Parent ambassadors or representatives
- ✿ Advertised volunteer opportunities
- ✿ Sponsorship and fundraising events

Parents have a huge influence on their child's mindset, motivation, personal skills and performance potential. Inductions, performance agreements and information packs should be supplemented by further activities that offer guidance on how to embed some of the key skills that help children to achieve in performance badminton and in life. Here are some useful personal skills to encourage parents to embed:

- ✿ Self-reliance, independent thought and decision making
- ✿ Positive mindset
- ✿ Objectivity, maturity and realism
- ✿ Attention to detail
- ✿ Concentration and patience skills
- ✿ Commitment and perseverance
- ✿ Pushing beyond limitations without a fear of making mistakes
- ✿ Open mindedness, curiosity and critical thinking skills
- ✿ Friendliness, humility and respect to others
- ✿ Will to prepare, compete and win without a fear of failure
- ✿ Good organisation, planning and goal-setting skills
- ✿ Performance lifestyle

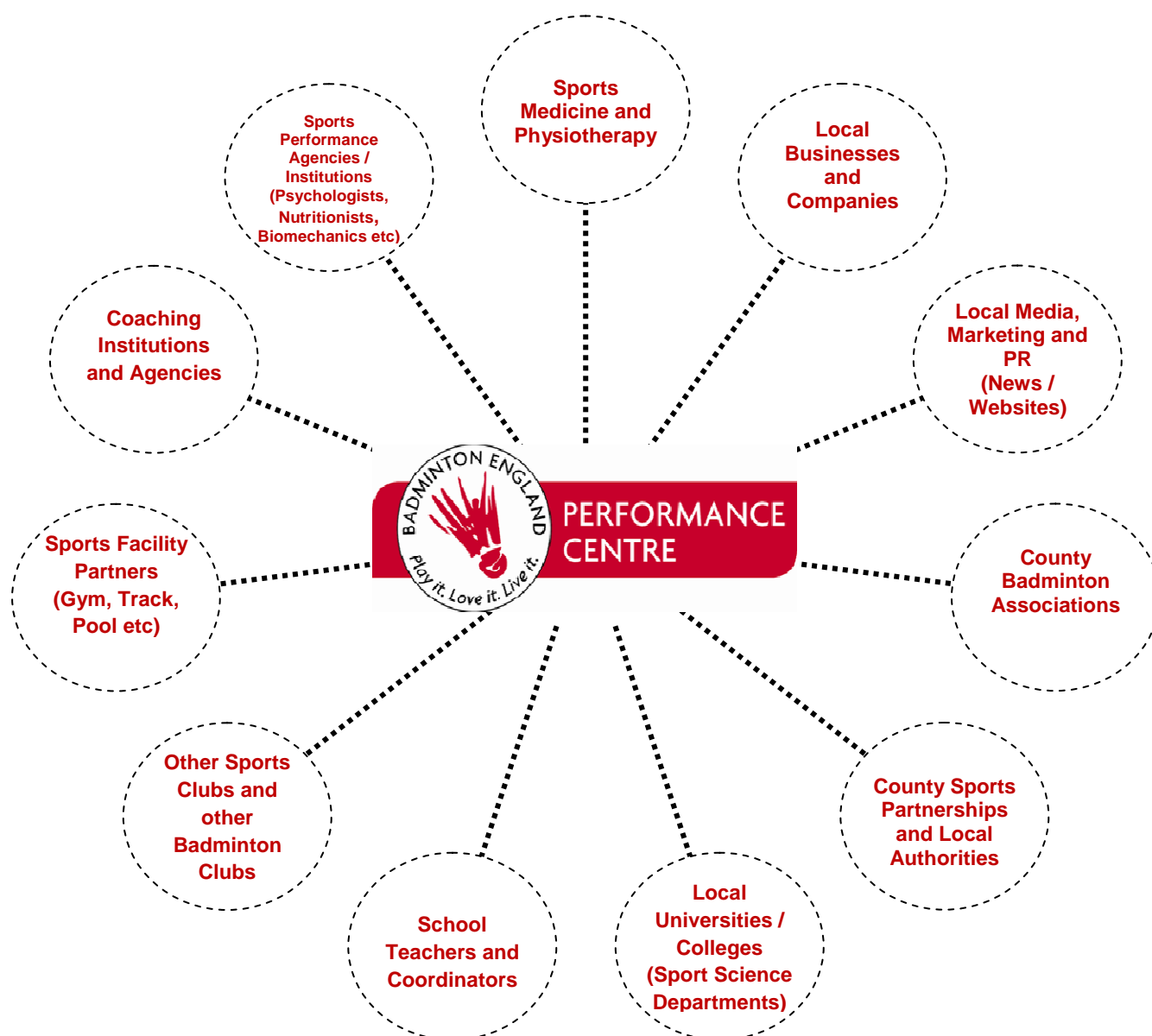
### Top Tips for Performance Parents:

1. Praising effort, focus and perseverance rather than results and outcomes
2. Simply asking open questions and listening more when communicating
3. Never pretend to know something you don't
4. Focusing on the controllables when communicating (things inside their control)
5. Give children ownership over tasks, goals and decisions in everyday life



## Performance Centre Support Network

To create a successful Performance Centre that can support and guide all players and coaches to realise their potential, the coaching team will need to identify and exploit many opportunities, engaging and with a number of external organisations and individuals to build healthy and lasting relationships.



## 4 Monitoring Long-Term Player Development

Coaching teams can monitor and record long-term player progress in the following areas:

- ✿ Fitness Levels
- ✿ Growth and Maturation rates
- ✿ Squad Challenges
- ✿ Stability and Strength
- ✿ Nutrition, Recovery and Performance Lifestyle Management
- ✿ Training Diary
- ✿ Injury Management
- ✿ Mental Skills Profile
- ✿ Video Analysis



### Recording Fitness Levels

On-going measurement of fitness levels can reinforce player's motivation to train. Raising awareness about progress over time can encourage players to focus on personal fitness goals rather than competing with peers. The following fitness tests are recorded on the player profiling tool under the athleticism section:

- ✿ Speed tests
- ✿ Agility tests
- ✿ Speed-endurance tests
- ✿ Vertical power tests
- ✿ Horizontal power tests

### Reducing Injuries

Coaches can reduce the risk of injuries occurring by ensuring that:

- ✿ The coaching / training content is relevant to the needs of the players involved
- ✿ The environment and equipment is safe
- ✿ Sessions include good quality warm-ups, cools downs
- ✿ Players are doing their relevant stability and strength exercises in addition to flexibility training
- ✿ Players are leading good, healthy performance lifestyles
- ✿ Coaches or parents are monitoring growth and maturity rates
- ✿ Coaches are checking diaries to monitor weekly training schedules

## Recording and Managing Injuries

Injuries are still likely to occur; the coaching team should manage them appropriately by:

- ✿ Keeping a record in order to protect players from recurring injuries and if necessary review the training programmes relevance and safety
- ✿ Supporting players through their management, diagnosis and rehabilitation with guidance so they return to training safely
- ✿ Help players to see the positive side of minor injuries and ask them to attend performance sessions using their time productively. Even if players are forced to rest for a long period it could be a great opportunity for them to improve their match analysis skills
- ✿ Recommending players who have been out of training for a long period to practise in club sessions before returning to performance sessions
- ✿ Liaising with sports physiotherapists / doctors when necessary

## Growth Rates

Coaches and parents should be aware of players growth spurts; coaches may need to adapt training and allow for disruptions to the player's co-ordination, emotion and hormone levels whilst also preventing injuries with extra stretching.

## Stability and Strength Programmes

There are four stability and strength programmes, designed by specialists in partnership with BADMINTON England.

- |                      |                    |
|----------------------|--------------------|
| ✿ Train to Train (1) | ✿ Train to Compete |
| ✿ Train to Train (2) | ✿ Train to Win     |

These programmes are available electronically for coaching teams to print out and use with performance players. Starting at the beginning (Train to Train 1) players, should be inducted into each exercise to ensure good technique and only moved to the next programme when the Head Coach is satisfied they are ready. Players should use their training diaries / notebooks to keep a log.

- ✿ **Raw players** are not expected to complete full programmes; but coaches can include exercises in squad sessions. Training sessions can be used to introduce the Train to Train (1) programme.
- ✿ **Developing players** should be inducted into the Train to Train (1) programme with emphasis on good technique. Players expected to compete once and if possible three times a week in their own time. Some may be ready to start the Train to Train (2) programme with the aim of moving to the Train to Compete programme.

- ✦ **Emerging players** should aim to progress towards the Train to Compete and Train to Win programmes. Players should complete their programme twice a week and if possible four times a week. Please note players will need to arrange access to a local gym. Coaches can seek a local strength and conditioning coach to provide Emerging player support.

## Nutrition, Recovery and Performance Lifestyle



Coaches can set players tasks at particular times in the year (perhaps in the lead up to competition), to challenge them to monitor their diet, hydration and recovery in greater detail in order to identify neglected areas and set personal goals.

- |  |                               |
|--|-------------------------------|
| ✦ Food intake log (analysis of calories, protein, carbohydrate and fat etc.) | ✦ Hydration level in morning  |
| ✦ Approximate energy expenditure   | ✦ Amount of sleep each night  |
| ✦ Fluid intake   | ✦ Quality of sleep each night |
|  | ✦ Morning resting heart rate  |

These tasks can be supplemented with a heart rate monitor. A workshop could follow in order to discuss and analyse findings and raise awareness about the impact that performance nutrition and recovery has on training and performance.

## Video Analysis

All players should be encouraged to watch video footage of themselves, opponents, world class, juniors and their favourite top stars. Viewing the good quality techniques and tactics will help them to visualise the next steps necessary and reinforce their motivation. Emerging players should be required to use the video footage for match analysis, self and opponent analysis whilst also learning about court craft/presence, composure and psychological skills.

## Mental Skills

Players are evaluated on their trainability and performance characteristics in the player profiling tool. For further information please refer to the Mental Skills booklet which can be found at [www.badmintonengland.co.uk/coachzone](http://www.badmintonengland.co.uk/coachzone)



## 5 Player-Centred Environment

Coaches must consider each player's holistic growth and personal wellbeing before the needs of a coach or PC. As players progress through the performance pathway, coaches will need to adjust the level and type of support they provide. Coaches should gradually increase the amount of:

- ❖ Ownership, decision-making and self-reliance required
- ❖ Individualised practice and training opportunities
- ❖ Individualised support activities (video analysis, stability and strength)
- ❖ Documenting responsibilities in training diaries
- ❖ Support given with performance lifestyle (nutrition, rest and time management)
- ❖ Opportunities to arrange their own additional practice and training
- ❖ Support to prepare for priority competitions

### Listening to Players

Listening to children more when they are young is often the first step in developing confident, self-reliant players with the ability to think independently and make good decisions on and off court. Here are some ways to increase the amount of listening that happens in PCs:



- ❖ Personal reviews: Sitting down to discuss player profile, fitness levels and progress
- ❖ Mentoring: Supporting and listening to players review and set personal development goals
- ❖ Player post-session comments on session plan
- ❖ End of season and mid-season feedback request forms
- ❖ Regular player meetings to discuss suggestions for improvement

### Personal Review

Time should be taken, at least once a year (ideally each term) for a coach to sit-down with each player to help them reflect and discuss progress. The style and depth of this personal review will differ for each squad and player, but should always help players to:

- ❖ Reflect and celebrate progress, achievements and little victories since last review
- ❖ Analyse their profile
- ❖ Review and discuss progress on personal development goals (since last review)
- ❖ Identify needs and set new personal development goals
- ❖ Note down feelings and feedback

Doing this in a non-threatening, positive and constructive manner, personal time can make players feel valued as part of the team and reinforce their motivation to practise and learn. It also provides an opportunity for coaches to point out the next steps on the pathway and highlight incentives.

### **Moving Up:**

Players who are moving up should enter the squad on an agreed trial period with some new expectations and personal development goals fresh in their mind.

### **Moving Across:**

If the performance pathway is no longer considered the right place for a player, coaches should be tough but fair and move the player across to the club pathway. They should refer to the player's profile to support the decision with evidence and guidance on an action plan in order to return to the performance pathway.

## **Personal Development Goals**

All players should have Personal Development Goals (PDGs) and a clear idea of how to achieve them within a set time-frame. During personal reviews, coaches can support players to review their profiling scores and identify 3 or 4 key PDGs. As players progress and mature they should gradually take more ownership over setting their goals.

## **Training Diary / Notebook**

Training diaries can be used to keep player profiles, codes of conduct, tournament plans and weekly training schedules. These should be introduced at Raw Performance level in order to embed good habits early (self-reliance, reflection and organisation skills). The training diary can then be used to support additional performance pathway activities including:

### **Note-taking:**

- ✿ Before, during and after sessions, players can use diaries to record any significant notes, learning experiences and useful tips
- ✿ Diaries should be accessible in sessions in case coaches have coaching points, key dates, upcoming events or reminders they want players to note down

### **Post-session Evaluations:**

- ✿ Younger players can simply record 😊, 😐 or ☹ and 3 words to summarise each performance session. Words can turn into sentences and then paragraphs as players get older
- ✿ Older players can mark themselves out of 10 for things like effort and focus, physical intensity of session, amount of quality learning, enjoyment and quality of session etc.
- ✿ Older Emerging players can be encouraged to be far more analytical with their evaluations

**Development Goals:**

- ❖ Players to record their development goals but with varying levels of detail and action-planning depending on age and squad
- ❖ Players to record any breakthroughs or achievements in progress towards goals
- ❖ Players can record squad tasks, challenges and fitness tests

**Video Analysis:**

- ❖ Players can keep a log of all badminton videos watched
- ❖ Older players can conduct match and notational analysis on their own matches

**Weekly Training Schedules:**

If players want to realise their potential they will need to gradually increase their weekly training schedule and this can be recorded for coaches to use as guidance.

- |  |                             |
|--|-----------------------------|
| ❖ Individual coaching sessions               | ❖ Video analysis            |
| ❖ Club badminton sessions                    | ❖ Tournaments               |
| ❖ Match-play with squad players              | ❖ Other sports and exercise |
| ❖ Off-court stability & strength and fitness |                             |

Coaches should monitor players; recording the volume, frequency, intensity, type of training as well as the amount of recovery that players are getting.

**Competitive Experiences:**

- ❖ Notes on opponents (past and future)
- ❖ Positives and information from performance in competition
- ❖ Tournament results and more in-depth analysis for Emerging players
- ❖ Match analysis

**Performance Lifestyle:**

- ❖ Amount of sleep, feelings and heart rate in morning
- ❖ Diet/nutrition diary
- ❖ Injuries and re-hab programmes
- ❖ Mental skills
- ❖ External transitions and pressures (exams, new school etc.)



## Player Support Network

To realise their potential, players will need to exploit opportunities, navigate key transitions, cope during set-backs and accept sacrifices. Players cannot do this by themselves, but they do need to build the right relationships with the people that matter. The Coaching Team can run parent workshops to show the differing types of support players can benefit from:

- ❖ Parents and family
- ❖ Friends, team members and partners
- ❖ Other role models and mentors
- ❖ Coaches and teachers
- ❖ Sponsors
- ❖ Physical conditioning guidance
- ❖ Medical and physiotherapy
- ❖ Performance nutrition and lifestyle
- ❖ Performance psychology



*Photos by Action Photography*

## 6 Planning the Coaching Programme

There is so much for players to discover, it is wise to adopt a long-term, planned approach to coaching so that coaches can offer everything players need to learn and reach high performance levels. Each PC will plan and design their coaching programmes slightly differently but all programmes should be underpinned by clear long term aims. Ultimately the coaching team should aim to:

- ✿ Progress Raw players into Developing players
- ✿ Progress Developing players into Emerging players
- ✿ Support Emerging players to maximise and realise their potential

Emerging performance coaches and Emerging players should benchmark levels in junior international competition and national senior tournaments in order to plan and train at the appropriate intensity and quality.

### Planning in Cycles

A coaching cycle is simply a period of time in which coaches plan, deliver and review a coaching programme. High quality coaching programmes will typically consist of three cycles within each other:

- |                            |   |             |
|----------------------------|---|-------------|
| ✿ Annual cycles            | } | Macro-cycle |
| ✿ Term or half-term cycles | } | Meso-cycle  |
| ✿ Session cycles           | } | Micro-cycle |

Using the profiling tool, high quality coaches will identify squad needs and select focus areas to cover during the year. They can then prioritise or choose some for the first half-term. See *an example* below:

*By the end of the next half-term the Developing Squad will have worked on and measured progress in the following areas:*

1. *Accuracy and consistency when returning shuttle cross court in defence of a straight smash / slice*
2. *Patience and decision making when building singles rallies*
3. *Speed and agility when low down with wide stance*
4. *Decision making for a range of singles shots and footwork methods in forehand rear court*
5. *Flexibility of hamstrings*
6. *Technique when playing outside-in net tumbles*
7. *Positive thinking strategies in match-play (self-talk, breathing routines, body language, triggers and visualisation)*

After having delivered the coaching programme, a high quality coach will complete the cycle by reviewing progress and identifying where squads have shown the suitable progress. Once reviewed, the coach can select the relevant focus areas for the next cycle of the plan. However, coaches may choose to continue to focus on the same areas, for example, if they:

- ❖ Ran out of time and did not cover all areas in previous cycle
- ❖ Diverged from particular focus areas during the previous cycle
- ❖ Decided players did not show enough progress

If players did not show enough progress the Coaching Team should consider potential reasons:

- ❖ Was the focus area introduced clearly to players and assistant coaches at beginning of cycle?
- ❖ Was it recorded and reflected upon?
- ❖ Was it relevant for the squad?
- ❖ Were there any issues with coach-player relationships, group rapport and learning climate?
- ❖ Did coaches fail to plan their individual sessions within the cycle?
- ❖ Did the players/coaches set personal or squad goals for focus areas?
- ❖ Did coaches fail to include measurable tasks within their session plans?

A coach can therefore plan and set measurable tasks to accompany each focus area. Players then find it easier to set themselves challenging goals. It may take an hour or two to discuss and plan the focus areas and tasks for a squad but in doing so the Coaching Team will have optimised the learning and productivity of the performance programme. Some coaches may choose to set overall squad goals for each task, but coaches could involve players and guide them in the goal-setting process during sessions and in diaries.

## Balancing the Programme Cycle

Each cycle needs a particular blend of technical, tactical, physical, psychological, and lifestyle focus areas and tasks. The balance of the plan will depend on the:

**Squad** - coaches may include performance lifestyle tasks and more psychological match-play tasks for Emerging players whilst focusing on more, fun, technical and tactical tasks for Raw players.

**Time of year** - For example, during a busy competition period, Emerging players can be doing more tactical based match-play, analysis, speed and agility work to ensure they are match sharp. In the summer term, after the competition period finishes, Emerging players can focus on their general preparation, spending more time doing high physical training using weekends to recover and refining more complex techniques. Raw plans may however, stay weighted towards technique all year round.



## Session Planning

The process of session planning optimises the productivity and progress players make in a squad's focus areas. A good coach will go through the same process but on a smaller scale. Prioritising focus areas and planning tasks to deliver that evening and then reviewing the session afterwards to consider whether the players progressed as intended. The review can include thoughts from players and should inform the next session plan. Remember attitude reflects leadership, so if you want players to value their practice, progress, self-reliance and organisation, it is wise to lead by example.



## Reflecting and Reviewing

After every cycle (session, half-term and year) the coaches should encourage players to reflect on progress in squad tasks and progress in achieving their personal development goals by:

- ✿ Returning to tasks, challenges and practices enough to gauge improvements
- ✿ Emphasising and congratulating effort forced to enhance task difficulty
- ✿ Finishing early once a week to write down notes and progress in training diaries
- ✿ Encouraging social interaction and discussion amongst players about personal progress
- ✿ Helping players to find recordable methods to measure progress in achieving their PDGs
- ✿ Regularly drawing information out of players by asking effective open questions about their PDGs and progress

A good coach will also reflect on their coaching after each cycle and review their own progress towards their own coaching goals. After particular cycles (perhaps end of term and end of year) coaches can update player profiles and meet up with the whole coaching team to analyse squad profiles and discuss the remaining focus areas.

## Coaching Team Meetings

It is the Head Coach's responsibility to organise coaching meetings throughout the year in order to maintain a cohesive, informed and functional coaching team. Coaches will interact naturally throughout the year, however, it is good practice to organise a minimum of three formal coaching team meetings each year as follows:

- ✿ Pre-season coaching meeting
- ✿ Mid-season coaching meeting
- ✿ End of season coaching meeting



These meetings will give coaches the opportunity to discuss the following topics:

- ✿ Annual plan and upcoming activities
- ✿ Player profiles and squad reviews
- ✿ Coaching programme plans and goals
- ✿ Key squad practices and challenges
- ✿ Review feedback from players/parents
- ✿ Opportunities and threats
- ✿ Action planning and task delegation
- ✿ Code of conduct
- ✿ Coach education and development needs
- ✿ Tournament observations

## Delivering Quality Sessions

Coaches should aim to plan and deliver **PRICELESS** performance sessions as follows:

- ✿ **Practice:** *lots of time spent on-task and opportunities for practice*
- ✿ **Relevant:** *to level of players: purposeful and challenging practices and tasks*
- ✿ **Involved and Interactive:** *drawing information and solutions out of players and involving all*
- ✿ **Climate:** *positive climate, lots of energy with good rapport and a supportive social environment to learn*
- ✿ **Enjoyment:** *fun based environment*
- ✿ **Learner-Centred:** *presenting information in different ways to address learning preferences*
- ✿ **Experience:** *find out what they already know and build a bridge to what they do not know*
- ✿ **Success and Self-esteem:** *players to feel successful and competent to reinforce motivation*
- ✿ **Self-reflection and Goal-setting:** *asking open questions and using appropriate goal setting*



## Individualising Squad Sessions

Coaches should plan to draw attention to a player's PDGs whenever possible to individualise the experience for the players. If PDGs are clearly agreed, recorded in diaries and shared with all relevant coaches then:

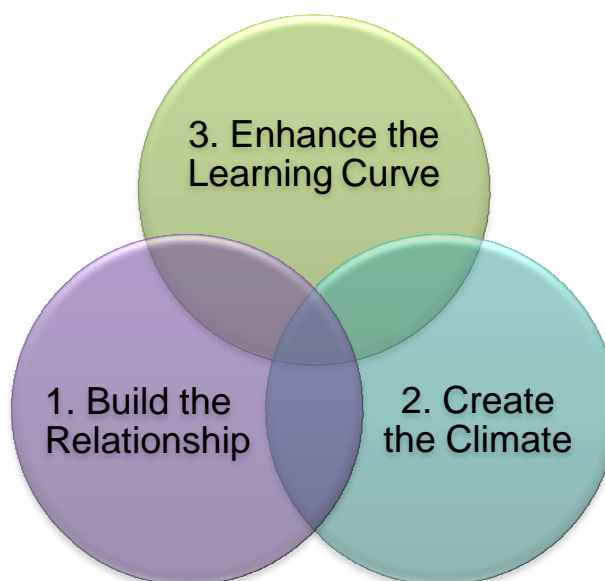
- ✿ Coaches can help players to target specific areas within general squad practices
- ✿ Coaches can target feedback to make it more useful and avoid overloading players with too much information

The Head Coach can plan to include enough activities that empower players, giving them increasing control over their practice. In order to empower players, coaches can plan:

- ✦ Specified self-development time (in pairs or small group work)
- ✦ Match analysis (players asked to observe each other during match-play)
- ✦ Sessions on principles of practice (players design practices)
- ✦ An assistant coach to feed on 'individual court' where players rotate work on PDGs

## Enhancing the Learning Curve

When coaching, coaches must constantly identify key moments to enhance the learning curve. However, the learning curve will only be improved if coaches; (1) initially build their relationship with players and (2) ensure a positive social climate and clear learning environment. There is little point in attempting to introduce new ideas or concepts if you have a bad relationship with players, if there is too much conflict within the group, or if there are distractions in the environment. Coaches must identify, address and resolve any issues in order to get on and optimise the learning.



## 7 Club Environment and Pathway



Although club sessions have less planned and structured coaching than performance sessions, the club coaches and volunteers need to share the same overall vision; to attract children younger, provide a safe, fun environment and create a positive learning climate so children can make friends, enjoy the sport and reach their potential in badminton if they choose. The club should bring a community together and offer young children a sense of belonging that can ignite their motivation and long-term commitment in the sport.

### A Functional Club Pathway:

- ✿ Consistently pushes the club players up through junior into senior.
- ✿ Provides incentives for players to improve (local league, club championships etc)
- ✿ Provides clear opportunities for the most ambitious and committed to be selected for performance squad training.
- ✿ Constantly recruits new young children and feeds those most suitable into the Raw Performance squad

### Creative Freedom

The club sessions should offer a less structured environment where players can play matches and games whilst feeling less monitored and therefore free to experiment creatively, test new skills, discover their own ideas and have fun.

### Integration to Senior Club

It is important that senior club captains and members are aware about the PC's long-term vision and the important role they have in the development of English badminton. Young performance players should be required to play in senior club sessions and leagues as soon as they are ready. *"If senior club players support the development of their club's young players then they could be helping to nurture the best player in their club's history".*

### Showcasing Performance Training

If performance training is made highly visible and club members observe and become involved in development and progress made by young performance players through good practice, then the PC is more likely to:

- ✿ Attract those ambitious and motivated young children from the club
- ✿ Attract children who may be related to club members

- ❖ Spread a culture of growth and transformation through practice
- ❖ Embed fundamental skills and patterns into the minds of more players giving more players the opportunity to develop good technique and tactical awareness
- ❖ Attract potential volunteers and sponsors to help support the performance programme

## Creating a Primary Foundation

PC coaching teams should be working in partnership with primary school teachers and community coaches to promote the PC and arrange local primary school activity, creating a productive foundation on the PC's doorstep. It is recommended that coaches establish direct and personal relationships with primary schools located close to the club and Raw Performance sessions. Activities could include:

- ❖ Taster sessions and holiday camps
- ❖ Primary school curriculum delivery
- ❖ Primary school lunchtime and after-school delivery
- ❖ Bisi Festivals
- ❖ Establishing official PC feeder primary schools



## Working with Other Clubs

Having a collaborative approach and incorporating the local club network in the above activities will improve the foundation. The real test, however, is dependent on selecting the right children from primary schools into the PC.

## Relative to Age

When identifying children, coaches need to be mindful of the differences in age among children born in the same calendar year and varying growth rates within a year group. It is important to seek players who can learn and train well with winning characteristics, such as motivation, positivity and perseverance to practise, rather than just athletic build, confidence and whether they win on that day or not.

The “WHAT” tool on the player profile can also be circulated to teachers, primary school and club coaches to enable them to identify which players to prioritise and offer entry into club sessions.

## Initial Experience in the Performance Centre

The first experience of badminton, outside the primary school is extremely significant. Children need to be attracted into the sport in a really fun, non-threatening, flexible way that offers simplified games and group-play whilst showcasing the exciting, future opportunities in the club and performance pathway.

## Performance Feeder Groups

A performance feeder group is typically run as part of the Club Pathway but could be delivered at the same venue (and possibly at the same time) as the Raw Performance Squad. PC coaches can invite children who have been identified with good underpinning characteristics for badminton and offer parents an opportunity for their children to learn, make friends and have fun with good leaders or coaches as role models. The feeder group can then deliver fun, accelerated learning activities designed to see whether a player is ready for the Raw Performance Squad.

Players could be 'held' in these feeder groups until:

- ✿ They make friends and build rapport with coaches / leaders
- ✿ They learn the fundamental rules and skills of badminton
- ✿ Parents become familiar and confident about coaches and the environment
- ✿ They become aware of future opportunities in the PC

Feeder sessions should be delivered by coaches who understand the club and performance pathway so they can benchmark levels and make informed decisions about where and when the players should move or progress.

## Kicking up a Racket

This coaching resource is well placed in these PC feeder sessions. The aim of the resource is to provide coaches, leaders and helpers with a series of lessons designed to meet the needs of children and young adults at introductory levels of our sport.



The session plans aim to show how it is possible to learn how to rally successfully with just a small amount of instruction. Sessions that place too much emphasis on repetitive practice, queuing statically or become too rule-bound tend to de-motivate and result in drop-out.

To download the resource, please go to the BADMINTON England website and search *Kicking Up A Racket*.

## County Badminton Associations

Every junior player should have aspirations to represent their County. The County Badminton Associations provide incentives and competitive opportunities for junior players:

It must be noted that although players will aspire to play for their County, some may develop aspirations to achieve at an international level. PCs should aim to collaborate with County Associations in order to develop a balanced programme for the benefit of the player.



## 9 Coach Education and Development

### Identifying Coaches Needs

First, Head Coaches should gain a clear idea of the development needs within their coaching team. Coaches should be aware of the developmental opportunities available to them through discussion with the Head Coach and other members of the coaching team.

### Mentoring

PCs provide coaches with an opportunity to benefit from quality regular mentoring, interaction and reflection. Across the country coaches will be drawn towards PC Head Coaches as mentors to go to for support and advice. This is not a strict requirement of the role however the Head Coach is responsible for ensuring each coach has a mentor that can:

- ❖ Make the coaches feel valued as part of the team
- ❖ Help the coach to examine their coaching, and identify strengths and personal development areas
- ❖ Help the coach to formulate an action plan with goals and time-frame
- ❖ Help the coach to consider what resources or support they might need from others in order to achieve their goals

Once the Head Coach is aware of the coaching team needs, they can arrange many forms of coach education and development:

- ❖ In house on-court coach workshops
- ❖ Mentoring, setting personal development goals and action plans
- ❖ Generally committing to reflective practice
- ❖ Joining other PCs for combined coach workshops
- ❖ Sport science specialists invited to PC to up-skill or update coaching team
- ❖ Guest coaches invited to PC to up-skill or update coaching team
- ❖ Using alternative resources to expand knowledge
- ❖ Updating UKCC coaching qualifications
- ❖ Additional qualifications/certifications that expand coaching knowledge and skills





## Coach Workshops

A group of motivated coaches can learn from each other if they set purposeful tasks and approach them as a team in coach workshops:

- ✿ Using the profiling tool and comparing evaluations of the same players
- ✿ Using video analysis to compare players with the best juniors in the world
- ✿ Tournament observations: getting on-court to discuss and find solutions to issues observed at particular tournaments
- ✿ Squad focus areas and tasks (designing, sharing and critiquing tasks and practices for the next coaching cycle)
- ✿ Observing and evaluating each other delivering sessions with players. With self-reflection, feedback and a critique afterwards

## Performance and Sport Science Support

Players and coaches may benefit from additional Performance and Sports Science Support.

Performance and Sport Science Support might therefore involve:

- |  |  |
|--|--|
| ✿ Stability & Strength                                   | ✿ Performance sport psychology (Mental Skills booklet) |
| ✿ Speed & Agility  | ✿ Performance nutrition                                |
| ✿ Exercise physiology and principles of fitness training | ✿ Understanding how people learn                       |
| ✿ Flexibility training                                   | ✿ Performance lifestyle management                     |
| ✿ Basic principles of biomechanics                       | ✿ Video analysis                                       |
| ✿ Child psychology                                       | ✿ Guest coaches and speakers                           |
| ✿ Educational psychology                                 | ✿ Injury Management and Sport Therapy                  |

## Head Coach's Logbook

Head Coaches should be encouraged to maintain a form of logbook or diary for all occurrences within the PC. The Logbook might include or make reference to:

- |                                 |                                     |
|---------------------------------|-------------------------------------|
| ✿ Tournaments                   | ✿ Coaching Team's development goals |
| ✿ Achievements and successes    | ✿ On-court sessions                 |
| ✿ Personal learning experiences | ✿ Parent or player workshops        |
| ✿ Coaching Team meeting notes   | ✿ Player rankings and gradings      |

## 10 Useful Information

### Performance Centre Documents & Templates

Supporting PC documentation and templates can be found on the BADMINTON England website under the Performance Centre section. Additionally please contact BADMINTON England to provide feedback or request further information.

### Useful Links

🔗 BADMINTON England	<a href="http://www.badmintonengland.co.uk">www.badmintonengland.co.uk</a>
🔗 <i>Play Badminton</i>	<a href="http://www.playbadminton.co.uk">www.playbadminton.co.uk</a>
🔗 No Strings Badminton	<a href="http://www.nostringsbadminton.co.uk">www.nostringsbadminton.co.uk</a>
🔗 Badminton Europe	<a href="http://www.badmintoneurope.com">www.badmintoneurope.com</a>
🔗 Badminton World Federation	<a href="http://www.bwfbadminton.org">www.bwfbadminton.org</a>
🔗 English Institute of Sport	<a href="http://www.eis2win.co.uk">www.eis2win.co.uk</a>
🔗 UK Sport	<a href="http://www.uksport.gov.uk">www.uksport.gov.uk</a>
🔗 Sport England	<a href="http://www.sportengland.org">www.sportengland.org</a>
🔗 Youth Sport Trust	<a href="http://www.youthsporttrust.org">www.youthsporttrust.org</a>

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