

# **Chiefs Rugby Club**

## **Career Development Programme – A Case Study**

*Enabling the shift to grow strong and resilient people on and off the field  
to make better players.*

**2014 CDANZ National Symposium**  
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### **Presenters**

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Personal Development Manager, Chiefs Rugby Club

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Professional Rugby Player & Personal Development Manager

# New Zealand Rugby Union Teams Structure



## **NATIONAL REP TEAMS**

All Blacks  
NZ 7's  
Maori All Blacks  
Junior All Blacks etc

## **SUPER RUGBY TEAMS**

46 + players per team x 5 franchises

## **ITM TEAMS**

46 + players per team x 14 unions

## **ACADEMY PLAYERS**

14 unions with approx. 50 players x 5 franchises

# New Zealand Rugby Players Association

Developing People, Developing Players

**NZRPA** is the representative body of NZ professional current and past rugby players within New Zealand and overseas.

**Aim** is to enable rugby players to thrive both on and off the field and for the game to unite and inspire New Zealanders.

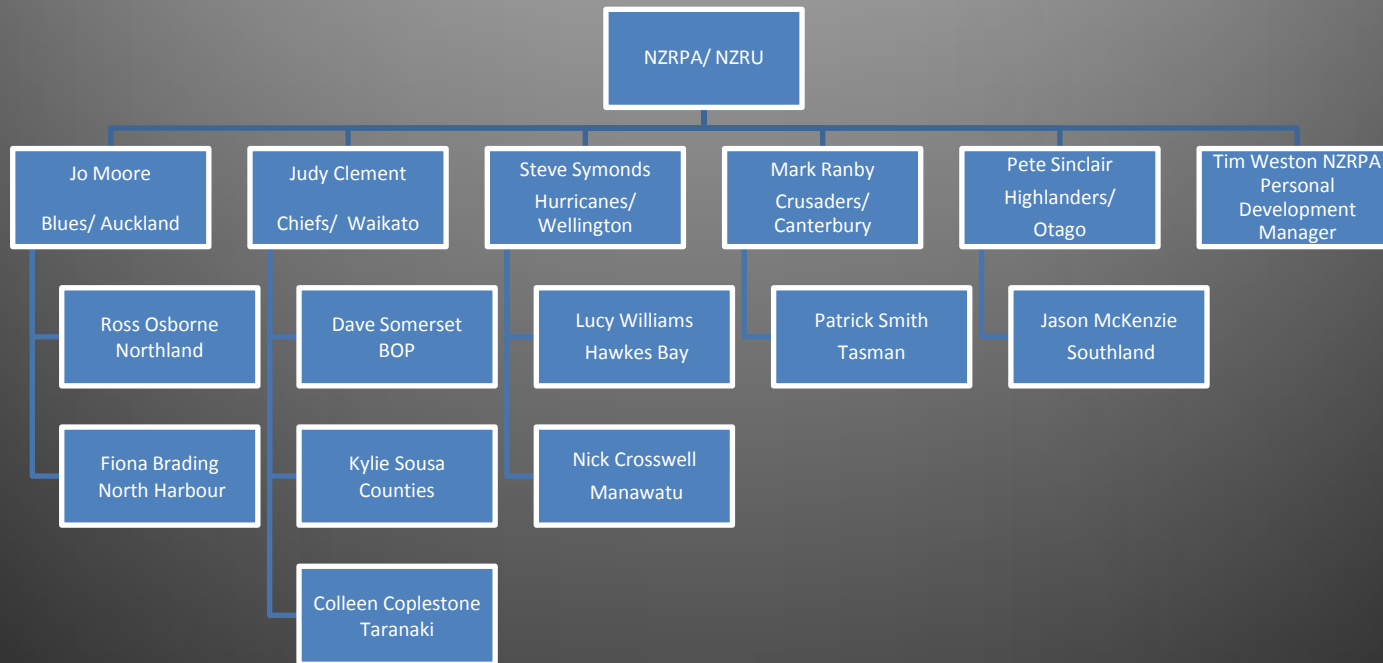
## Key principles

**Player Engagement** a communication and support network that delivers maximum player engagement.

**Player Development** delivering career, education and personal development initiatives prior to, during and after their professional careers.

**Player Representation** ensure the best possible pro rugby environment for our players

# Personal Development Managers



# Focus Areas



# NZRPA Retired Players Survey 2012

## Research Findings on Player Transition

- For **48% of players**, retirement was unexpected.
- Almost **1/3 of players** said they were unprepared and struggled during their first 3 months post retirement.
- **40%** faced complications during their transition – including work, study, financial, physical and mental
- **60%** took 6 months or longer to 'gain control' post retirement
- **Players who studied or undertook meaningful work experience took less time to find a job post retirement.**

# PDM Career Development Focus

## Develop

- A Plan B for a future career
- Self awareness
- Skills, knowledge, networks
- Community leadership experience
- Employment experience & skills
- Self management skills & personal resilience



# PDM Role

listen

observe

inspire

motivate

challenge

support

advise

guide

counsel

plan

liaise

organise

develop

manage

facilitate

celebrate

reflect

report



# Setting the Scene

## Historically

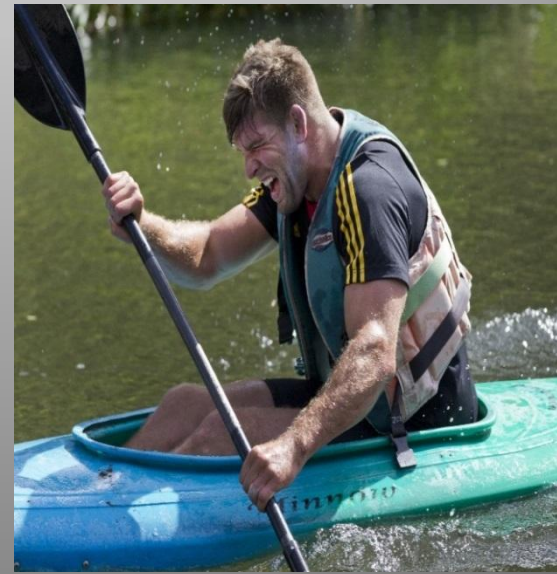
- Individual player referrals
- Inconsistent delivery of career development interventions at franchise level

## Barriers

- Logistics in handling vast numbers and range of players
- Activity dependent on PDM knowledge, skill and interest
- Conflict of time, priorities, commitment from managers/coaches within the franchise



Team Work



Hard Work



Camaraderie



Winning

## Rocks in their back packs

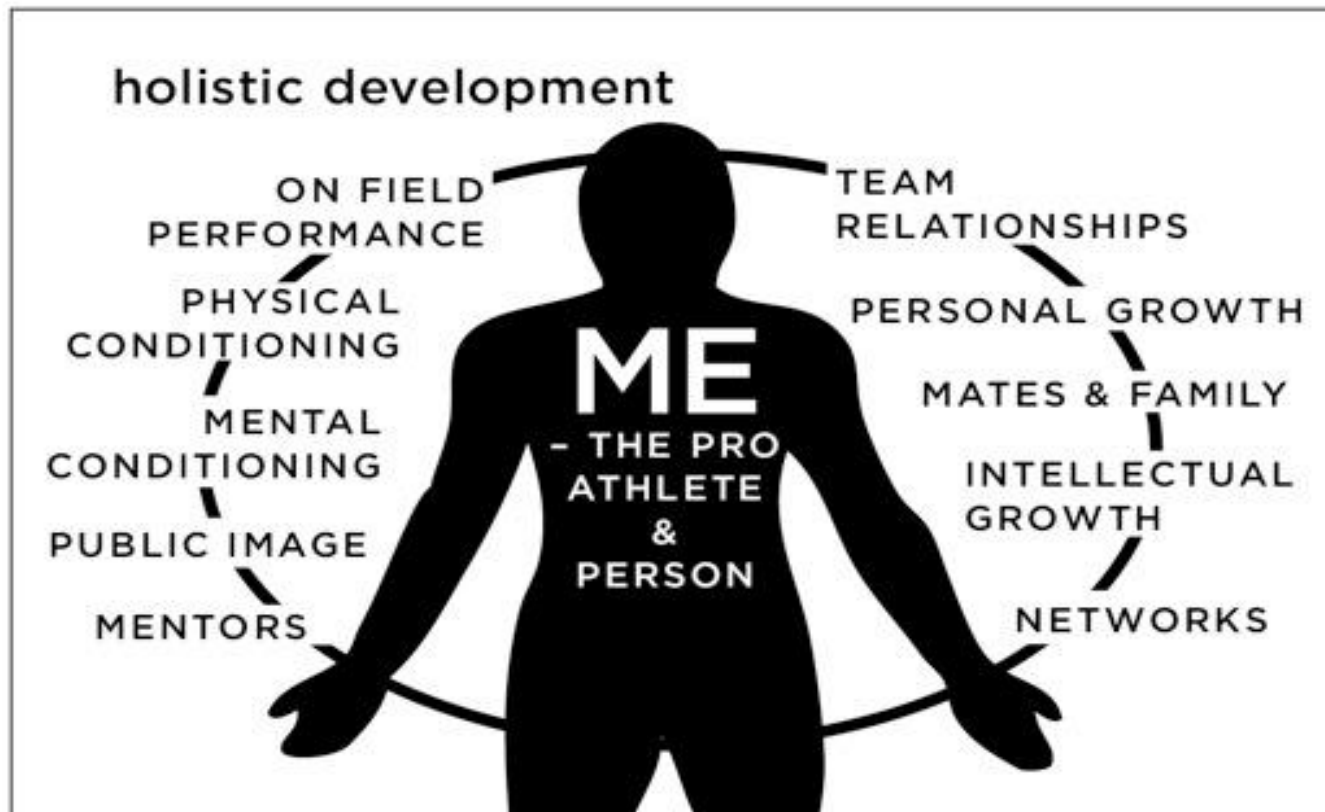
- Only one identity/one focus
- Limited self-knowledge
- Lack of work/life experience
- Limited understanding of transferable skills
- Fear of failure



# The Team Presentation

- Stimulate thinking about a **whole life** approach to their development
- **Plan for the day** - early planning and preparation for the unforeseen
- Use of **visual metaphors** to make sense of their issues and fears around career decision-making
- Show them a simple and easy to use **career decision making model** that they can engage in at franchise level
- Encourage **self ownership** and **self management**
- **'Think big'** and be aspirational

## Holistic focus on both off and on field development of players



## planned transition

STABLE  
PRO CAREER

**X**

STABLE  
NEW  
CAREER

**X**





**career identity**



**PURPOSE**

your sense of self that pulls you in the right direction

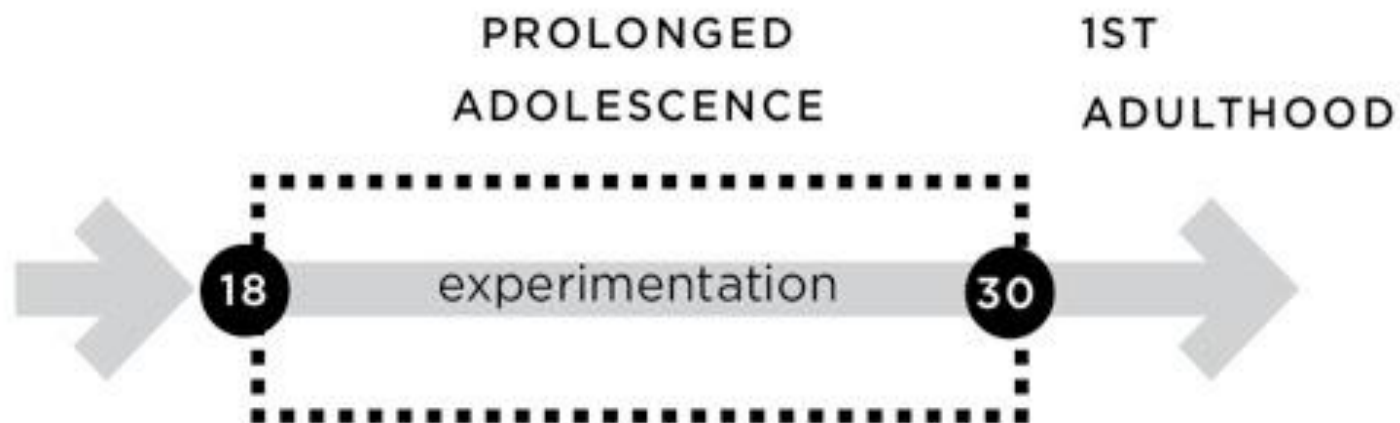
## interest vs. competency - Heather Carpenter



interest is a more reliable predictor of career direction  
than competency

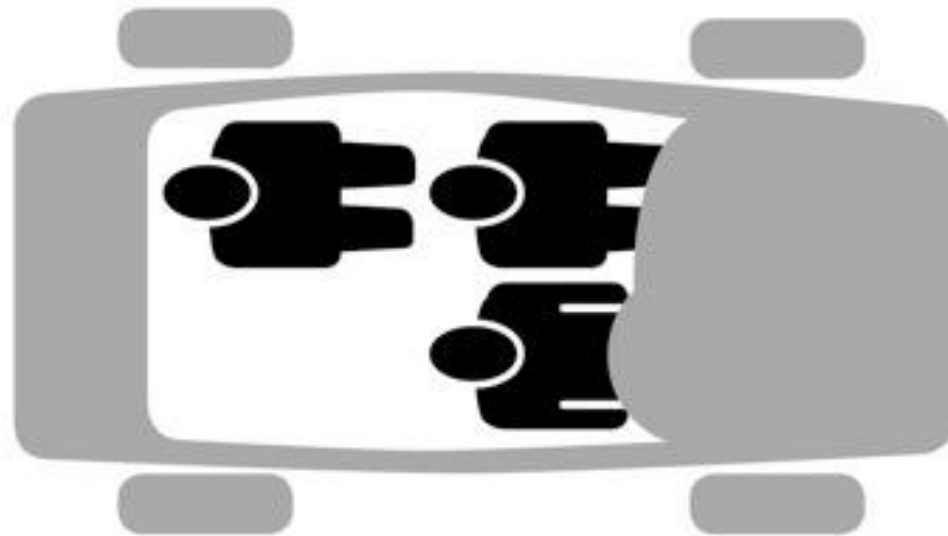


## prolonged adolescence



the years 18 to 30 are a time for rich life experimentation  
prior to 30+ 1st adulthood

self-managing your career



# Working with Individual Players or Small Groups

## Stage 1

### Cardsorts

- Preferred Skills
- Preferred Values
- Industries of interest
- Jobs of Interest

## Stage 2

- Complete a visual career profile
- Plan follow-up research and reality testing activity

## Stage 3

- Action - implement marketplace exploration, talking to job holders, study & learning, work experience etc



adventure skills  
developing skills of choice

developing skills of choice  
www.careerdynamic.co.uk

work that involves  
risk & adventure  
JOB

visualise & imagine  
possibilities & ideas  
CREATIVE THINKING • INNOVATION  
2008

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The diagram illustrates the relationships between five factors, all of which are influenced by **MOTIVATORS**, represented by a triangle on the left. The factors are represented by circles:

- CULTURE & ENVIRONMENT** (top circle)
- WORKSTYLE** (bottom-left circle)
- JOB/ROLE IDENTITY** (bottom-right circle)
- PERSONAL WORKLIFE** (bottom-center circle)
- PREFERRED SKILL USE** (top-right circle)

Connections between the factors:

- CULTURE & ENVIRONMENT** is connected to **WORKSTYLE** and **JOB/ROLE IDENTITY**.
- WORKSTYLE** is connected to **PERSONAL WORKLIFE**.
- JOB/ROLE IDENTITY** is connected to **PERSONAL WORKLIFE** and **PREFERRED SKILL USE**.
- PERSONAL WORKLIFE** is connected to **WORKSTYLE** and **JOB/ROLE IDENTITY**.

## ACTIONS

Development, Research,  
Reality Test

ORGANISATIONAL CAREERS	VOCATIONAL CAREERS	ENTREPRENEURIAL CAREERS
Climbing the hierarchical career ladder and seeking rank, position & advancement.	Defined by craft, skills, reputation, mastery and expertise.	Motivated by creating new business opportunities or your own business ventures

interest is a more reliable predictor of career direction than competency

**A CORE SET OF 7 MALLEABLE ATTRIBUTES, ABILITIES, STRENGTHS AND SKILLS THAT DEFINE OUR 'VERY' ESSENCE**

- Grit
- Zest
- Self control
- Social intelligence
- Gratitude
- Optimism
- Curiosity

Martin Seligman, Christopher Peterson, Angela Duckworth  
 Source: How Children Succeed: Paul Tough, Random House 2012  
<http://www.authenticintelligence.asu.upsenn.edu/resources.aspx>

## What happened next .....

### Self-awareness

“It gives you direction – narrows your focus and cuts down the mess of ideas in your head”

***Josh Hohneck***

### Empowering

“I’ve got a real appreciation for sorting things off the field now”

***Robbie Robinson***

### Confidence building



“It clarified my vision and has given me a plan to start actioning. It gives you peace of mind”

***James McGougan***

### Resilience

“I feel much more comfortable going into transition having gone through this process”.

***Richard Kahui***

### Life-changing

“I gained confidence in the fact that I am definitely in the drivers seat. I have an active plan and know where I’m going”

***Rhys Marshall***

### Motivating



## Ben Afeaki

On the Sunshine Coast visit exploring opportunities while injured



# A degree with a purpose – a gateway to exciting new options

Nick Crosswell BBS Massey





## Questions from the audience



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