

MM: So hopefully it's come up on your screen that we are recording some recording, amazing. Yes. Melissa, thank you for joining us on a Monday afternoon after a busy weekend. If I can just please get you to confirm who you are and the sport that you coach, please?

MB: Sure. My name is Melissa Bessell and I am the head coach for Severn Stars, who play in the Vitality Netball. Superleague, which I have great pleasure in saying is the most prestigious netball competition on this side of the world.

00:32 MM: Thank you very much. So, can you just give us a little bit of insight into maybe how you came to this role, a bit of your background for those that aren't familiar with netball, your experiences of netball so far?

MB: Yeah, well, obviously, my accent says that I'm not from this side of the world. I'm a Kiwi. I have been playing netball for, oh, quite a few years, been coaching for 30, was coaching netball while I was still playing, got into netball through obviously that was it's my number one sport. My mother is also an international coach. So, it was ingrained in us from a very young age sport in general, but just took to netball, love it. Have all my coaching levels coaching one, two and three. Have also got my Bachelor of Sport and Recreation, which I decided I wanted to become a much better coach, had played it, had got my coaching levels, but I wanted to have that just a little bit extra edge, so to speak. So, I went back and did my bit of sport and recreation and that was fantastic. And now I'm also in the throes of doing my masters. So, you know, glutton for punishment. I just keep wanting more and more and more to be the best that I possibly can be for my athletes. Ultimately, that's why I do. And, you know, I try to upscale myself in any way possible.

2:04 MM: Yeah, amazing. And we'll come on to that, I think, as we go through a little bit more about your your mindset for learning. So you mentioned that, you know, you've been coaching for 30 odd years and your mum is a coach as well. But what got you into coaching in the first place? What was it about coaching that appeal to you was of interest to you?

MB: It's a funny one, really, because I think I've developed so much as a person over the years. When I first wanted to be a coach, I've always wanted to be a person that helps people. So, when I was a player, I was also the captain. I was very, very keen on ensuring that the people around me understood what we were doing, why we were doing it. So, it just became something that was just even in my job I wanted to be a policewoman. So, I've always it's always been ingrained in me to be a person that has wanted others to to be successful. I drive, I love inspiring, motivating people. I have a real passion for sport in general because I just feel that it creates the life skill set, especially for women. You know, I have four daughters of my own. They cannot stand netball, I think, because they've been on the sideline for so many years. But for me, it's not about what sport they play. It's about being involved in sport because it gives you the the core and most important development for learning of life skills. So, for me, that's why I got into coaching. I love being around people. I love watching people get something for the first time and fly. And I think that's why I coach. Yeah, I'm just passionate about it. I love it.

3:50 MM: Yeah. And that brings us quite nicely into it. And it may get you to expand on some of those about, you know, thirty years of coaching. We were talking just before we started recording long journeys, staying in hotel rooms. You know, coaching isn't a nine

to five job. It's mornings, it's weekends, it's evenings. What's your biggest motivation to still coach and to continue coaching?

MB: I think it's you know, I've been very blessed in the sense that when obviously netball is huge in New Zealand, it's like the Silver Ferns held with high esteem, just like the All Blacks are, which are known throughout the world. But I think for me, it's you know, I've been lucky that playing at that level in New Zealand, not quite getting to the Silver Ferns, because I actually had a very bad attitude and I thought I could do everything without putting in the hard yards. And it wasn't until I became a coach and I saw players that I knew had what it took to be the best. And actually it made me want to be a coach to ensure that those people didn't fall off the roundabout like I did. So, from there, I went to as far as I possibly could as a player, got into coaching because my mom was an international coach, she forced me to start down at the grassroots. So, I started very, very young. I absolutely despised her for that because I thought that I could start at the end of twenty-one level. It was by far the best advice. I tell her that now, but not then, that I could have ever been given as a young, inspiring coach, because that gave me the grounding to understand when things didn't go right. When we say when that hits the fan, what do we do? Because people look to us. So I've learnt my trade from under thirteens and each year I did my apprenticeship right up until seniors. So that ultimately helped me. Then it gave me a huge tool bag of different pockets of when something happened, no matter what it was. And when you're dealing with young females that have going through different things in their lives, as a coach, you can either make or break that person. And I didn't want to be that coach. I wanted to be that coach that could help them get through whatever it was and still carry on and do the best that they could, could could do. So, through that I then started challenging my own self. I coached the Auckland deaf because I felt that my communication skills needed to be better. So that was a huge challenge for me and I absolutely loved it because it by far helped me with my communication skills. And you need every type of communication skill when you're a coach. I have now found that my facial expressions say more than I can say quite a lot to my athletes now. And so I did that. I obviously being I was involved with Maori netball back home in New Zealand and that gave me, I feel, I put a lot of that down to why I'm so successful as a coach now, because it taught me how to create a culture and Maori netballers. It's just amazing, you know, like I am Maori, so having that is what I am. It's it's I am very, that's my authentic self. And I teach this and I create a culture. So when you come into my team, I know everything about that player. I know how many people in the family. I know if they've got an animal. I know if they're in a relationship. I know how many of the grandparents are still alive. I know everything. So I know exactly what buttons to push when I need to get them to rise up. And I also can identify them when I walk into training if something's not right and I can identify if it's just something they've had a fight or if something else is more serious. And then I feel is really important because we as coaches need to push those athletes some times and places and in certain directions that they might not like. So if you know a little bit about your athlete, that can help you understand them. So Maori netball, it was massive. It's about respect. It's about the family, which is Fano. So for me that was a I think that has if you speak to any of my players, I will say it's all about she knows everything about you and it's about she likes to know everything about you. From there I went to Fiji, so I coached in Fiji. I lived there for not quite two years. My youngest daughter was born in Fiji and has a Fijian name who was named by the Fiji national team. So I had huge a huge, huge bond with Fiji. That culture, you know, the Fiji Sevens, you just need to everybody knows the Fijians and what they like to do things in Fiji. It's God and sport and that's it. And that learning that culture again helped me understand I'm not a churchy person. I believe that there's something there. But they taught me, you know, like before every training we had to

pray. After training, we had to pray. So, when you go in and you're learning as a coach different cultures, that also makes you understand more about people. And then from what? From there, I went to Wales, so living on an island of palm trees and sand and hot all the time, I went from there to Wales, which was totally different again, culture. But, you know, having again, the Welsh are very similar, I feel to New Zealand. Snowdonia looks like parts of New Zealand. So, I was very lucky. I lived there for five years. My second international coaching job and my most prestigious, I think because I took them from 19th to 8th in the world, you know, took them to Superleague to a grand final, and they were at the bottom of, you know, of that sort of pile, so to speak, created a pathway. So, again, learning different culture. And now I've been over this side of the world now for 11 years. And I've coached with Northumbria, I've coached Celtic Dragons, I've coached London Pulse, as assistant with Northumbria and London Pulse. And now I have the head coach roll at Seven Stars. So, it's certainly been you know, when you look at it, when you plot it around the world. I have I've been very lucky and very blessed. So, I can't remember what your question was.

MM: Which is what was your biggest motivation to continue coaching so well?

11:00 MB: You know, I've been very lucky. Very lucky.

MM: Yeah, perfect. Thank you, Melissa, for that really insightful introduction, because it has really set the scene in context. I mean, I've been involved in netball for as long as I can remember, but there are already aspects that I'm learning about you as well, which is things you're into, you know, you mentioned there about culture and family. But how would you sum up your coaching philosophy, your coaching ethos or your. Yeah, realistically, what is your coaching philosophy ?

MB: And my coaching philosophy is it's all about motivation, inspiration, you know, trust, honesty and all those sort of principles and beliefs that that, you know, I inspire to teach it to my players to be the best that they can be. At the end of the day, it's not just about playing whatever sport that is at that particular time, however long if it's an hour, hour and a half or whatever, it's about what they do before they get to the sport. And for me, obviously, coaching woman, I expect my athletes to understand that they are role models for young up and coming young girls. I want them to aspire to be as good, if not better than them. So, to be that it's you know, I don't like arrogant people at all. I'm very much about respectful of each other, of who we play, of who umpires us. So, it's just it's just those true, true beliefs for me as a coach. That's, you know, and that's changed because my first when I first started, I was quite probably a bit naive. It was all about for me, it was about winning. You know, I got that from my mother. And so, my first philosophy, which has changed over the years, was all about when you first spoke to me. It was to win and to be the best. And it's been over the years that I've gone. Actually, there's more to it than just that.

13:10 MM: So, yeah. And you alluded to that, you know, that change in transition in your coaching philosophy, but your current philosophy and where you are right now, what do you think of some of the key foundations as to where that philosophy has come from? Is it your own experience as a player? Is it those early lessons as a coach? Where do you fit in? The foundations of your current philosophy were formed?

13:30 MB: I think as a player. It was when you you speak to any Kiwi that plays any sport back home. We all want to win. It's about being. But I suppose at the end of the day, it's

understanding that you can still play a fantastic game, but if you're beaten by a better team, as long as you have performed well, then you have won. There's also an art over the years that I have found of losing gracefully. But it's not like I think so many kids over the years I've seen and watched from sidelines where they have lost. And they just think they are useless, they are dumb, that's it. And it's actually, you know, it's not it's and for us as coaches, it's important to teach them what is the learning outcomes of that loss, but also what are the learning outcomes of winning? Because, just on the other side of the coin, you get some people that can win, win, win, win, win, and they really don't learn anything about that. And when they do, eventually, as I've said, everyone, you will lose no matter how good you are. And it's how you react as a person and as an athlete, when you do get that loss, how do you deal with it? And for me, I think that's been the most important thing, as a coach, I actually enjoy losing. I actually enjoy losing and watching my athletes grow from that. I enjoy, not all the time, don't get me wrong, but it's watching my athletes pick themselves up and you find who the true, real, dedicated, committed, resilient athletes are and those are the athletes that I love. But if I and I, I always every year, without a doubt, I will have some that I think are resilient and then something will happen, and they're not. And I enjoy coaching and helping the athlete develop. So, because it's life, you know, everyone talks about sport and sport is great. It keeps us, we have to look at it, what is sport? It's a vehicle for helping us deal with life that keeps us fit, keeps us healthy. But at the end of the day, it's only sport. We live the rest of our life and that's far more important. So, for us as coaches, we have a much bigger job, I feel, and that is helping male, female, whatever deal with life.

15:59 MM: Yeah, absolutely. I couldn't agree more. Absolutely. So, I appreciate, you know, COVID times may have changed it slightly, but if we were to come and watch some of your training sessions and some of your games, you know, some people that will be listening to this, netball will be a completely new concept to them as well. But how does your philosophy then actually look in practice? How does it look when you're delivering sessions and actually working with your athletes?

MB: Well, I think that's changed over the years as well. I think I've become I actually think that my training sessions are a pretty damn good because I've changed where I used to feel that I had to be rah rah rah rah rah rah rah. And if they didn't get it, keep going. But actually, that's not true. We you know, it's changed a lot over the years. And I even I enjoy getting a buzz out of sitting back and watching my girls develop within a session. And I will put a lot of effort into my coaching sessions. Hence why we were talking about coaching is not nine to five. I probably spend about two to three days just on my coaching training. You know that planning, the planning and preparation is just it's never ending. But then when I get to training and I always get to training a lot earlier, probably an hour before I put everything up on a board, because there's all different ways of athletes learning and how they learn. But I put everything up on the board so that at the start of training, I explain what we're doing. Then I, I don't drip feed it. I put it on there and then it's a two-hour venue for them to explore, examine, adjust, ask and really challenge themselves and challenge me. I love it when players, when we talk about challenging. I think there is challenging and then there is being you know, I think it's it's very good for athletes to challenge each other and challenge the coach because if they are challenging, it means that they're learning and they want to go above that, you know, and it's all about respectful. As we were talking about before we teach this. I would never have anyone speak below or above anyone. But we speak to each other and we give each other that time to actually explain and then feedback. And for me, it's not always about I like my players to reflect, to self analyze, to gain that belief for them as players to grow. So, look, we sing, once we have training twice a week, and this is the Maori

in me, every week and one day of training at the very start, we all stand up and we have to sing. I put a song up and everyone has to stand up, obviously, it's changed with covid. But we are in a big auditorium and everyone is a safe distance with their masks on and they sing and I patrol around and I make sure because I've known from Maori netball, that when you sing, you're seeing that real person. And if someone and we all love to sing in the shower because no one sees us, people might hear us, but they can't see us. I'm a true believer that I like to get my players out of their comfort box. And if I can do that and they can be themselves, be their authentic selves and amongst their peers, then when we go out on the court, they're not scared. They're not scared to let anything, you know, that they won't keep anything hidden. So we do that. And the girls are often they don't even know what we're going to sing. So, that just sends them, that's usually on a Tuesday. So that just sets the tone. And it also singing is great because if you're feeling down, there's nothing better than a good song. So that's how we start our trainings. It's very hard. If you speak to any of my athletes, I'm very, fitness is very important to me because if we, I've always said, it's the top two inches of making decisions. So we I wouldn't say I based my athletes at training. They do that away from training themselves. But we do have an element. There's always a high intensity of, you know, really pushing their heart rate and getting their blood pumping, but then also decision making. Yeah. So it's a full two hours. We start on the dot and then we finish dead on. I'm a definite believer in training, so I hate coaches that go, well, just try this just straight and then before you know it, you carry on two more minutes. So no. And if we get if we end on a bad note, I say that's it. We know what to fix next time. So, yeah, I do put a lot of effort and majority of my players. I also give them the opportunity to feedback. So at the end of each training, they have to come back to me and they have to tell me out of ten, mentally and physically how every situation is. And that gauges me. If it's only a five, you know, like, well, something's wrong here, but yeah. So, lately they've been finishing on a ten. So, I then have to look at that and go, OK, am I killing them or you know, I like it to about an eight nine, then I know from myself that my trainings are heading in the right spot.

21:26 MM: Yeah. So you mentioned some slightly different, you know, with the singing and stuff. But how do you think your players, if I went to some of your players, how would you sum up Melissa and Melissa as a coach? What do you think they might say?

MB: Umm. I think they'd probably say that she's very open and she's very honest. You know, I've said it before, I don't mind losing, but I also don't mind dropping athletes. A lot of coaches feel that it's the hardest job. I actually think it's the best job because for me, if I've had to drop an athlete, I would never just drop in without giving them feedback and getting them to come back. Now, if I've dropped an athlete, it's because I know that they can do better. I will send them away and if I see them back again, it makes me even prouder. So from that reason, because no one's ever perfect and I've said this to all my athletes, and so they'll probably say that she's very, very open, very direct and very honest, I call it. It's very black and white with me. There's no gray. If you give anyone, you know, I mean, I've got seven children, I've got four daughters and three sons. If I don't say it how it is, then they will take me for a mile. So I have learnt very early on with boys and girls. Doesn't matter. You have to you have to be direct, not killing. But just direct in my approach and being honest, if they are lacking somewhere, I will tell them. But then I will always say, and this is what we're going to do to make it better.

23:04 MM: Yeah. Yeah. Which leads us perfectly into this third section around the question, which is that player learning, player development. So what do you think are

the crucial elements that are required to help facilitate or support your athletes learning and development?

MB: Yeah, I think I see that and I know I wrote down a few things because sometimes I think I can go off on this, but ultimately it's about creating a challenging environment, you know, like. When you're coaching athletes, if you're not challenging on them and putting pressure on them to see. You know, when they're in a situation in whatever sport, if they're not doing something right, if they can't get themselves out of it, then they fail. So for me, it's about creating that environment. It's a training. And I've always said Ruth Aitken, who was a very famous netball coach, she always said that if you do your job right at training, when they go and play and she was talking about at a World Cup, she said I could go and sit on the beach when they were playing in Jamaica. She said I could go and sit on the beach and have a margarita because my work is done. And she is so right. When she said that, I was like, what? But I actually understand that now because when we're training, and that's where I love to watch other coaches. Sometimes coaches will say, can you come and watch? And I watch them. And I just think you had two hours of an opportunity there to really do something creative to push your athletes, instead of, some coaches, I find like to be friends with the players and the athletes. And that's not the time nor the place, because when when it does hit the fan, those players forget about that. They don't look at you as a friend. They look at you as a person that when they're in the hot spot, they look at you as if to say, help me, what do I do? And when you're in a game and you've only got five minutes left on the clock, you haven't got time, you haven't got time, and you can't stop the game and say, right, this is what I want you to do. So, you have to create that environment at training. And that's hard, you know, like so many coaches, I'm quite mean too, as a coach mentor because a lot of coaches will say, can you give me your training sessions? And I go, no, because what works for me won't work for you. I said, you have to bring in your own personality, your own flavor into it. And so for me, it's about you as the coach challenging that environment, putting pressure on them to make decisions, to learn from it. And ultimately, it's about them understanding how do I give myself feedback? Because any coach knows, one they don't they don't mind giving feedback, but it's how they interpret that feedback and allowing that planning to give you the feedback from you giving feedback, if that makes sense. Has the feedback been received, even the way you meant it? Yeah, because I think sometimes we write things down when we get them to watch the P.A. and the performance analysis and if they're lucky. And, even with my little club team that I coach down in Chister, I just say to the girls, just get your mum to videotape you when you're shooting and then that will give you, tell you everything. And if they come back and go, no, it was fine, I'll go. OK, well, you carry on, you keep missing. And until you understand why you're missing, you will look at it now and so at these different ways of doing that. But I just think that's how for me, when we creating a learning environment, you have to you have to create an environment that is learning and you just need to think about yourself when you're at school. We've all been at school. We've all had a teacher that we've absolutely hated. And then but then it's usually the teachers that we've not liked, the usually the subjects that we end up doing quite well it because there are such a battle axe, although so I'm telling you this or I'm telling you that or whatever, and you think, well it's because we're so mean but they got their word across and you understood, so, yeah, for me, that's that's the important thing about development, learning for my athletes.

27:19 MM: And if you had to kind of sum up explicitly what your role as the coach is within that process. So, what are you responsible for doing within that process of your athletes learning, as their coach?

MB: Ultimately, building confidence, I have to, you have to build confidence with athletes and some athletes probably have too much confidence, so it's actually monitoring that and teaching them how to be a little bit more humble. I am very, very humble. Everyone knows that if you step out of line or you are rude or arrogant, you don't want to be in my team because you'll get told. It's building confidence, it's building self-esteem, self belief, because all of that creates stronger athletes. It's understanding when and how to make the right decisions at the heat of the moment. Look like I spoke about before, within the game. But it's also, you know, if you create that environment where it cultivates positivity, to challenge themselves, the the the other teammates, you know, then you're creating great athletes. And for me, it's about making them the best that they possibly can be.

28:43 MM: And therefore, what's their role in the process? What do you expect your athletes to bring to that their own learning?

MB: I think for me it's about making sure that they understand that just because you come to training and you've been selected by me, I've seen something, but all of your work starts away from everyone else. Do not expect to come to my training for four hours or six hours in the week and expect me with fairy dust to go poof because it's never going to happen. It's the understanding that for them to be better, there's a lot of things that they need to do. You know, they have to ultimately, they have to be dedicated and committed. I will give them every tool possible to do that but I also I cannot mollycoddle them. They have to they have to have that desire within themselves. Respect, communication skills, being a leader both on and off the court, being humble, humble is free. All of these things I'm talking about are free, you know, and it's for me, it's about them bringing that and I can work and I've seen it, if you do all of that my job is easy, my job is so simple, it's when I'm having to do all that other stuff and take someone saying, have you done this today? Have you done that? I haven't got time to do that. So, yeah, from my point of view, that's that's their job.

30:14 MM: Yeah, perfect. So let's have you got time just to head into the final section of the questions, which is which is much more around you. And, you know, you touched upon you've done your netball qualifications, you went back and did your BSC. You're currently doing your masters. So how do you learn best as a coach? How have you enabled that that transition and that development and the learning for you as a coach?

MB: I think for me, it's it's just not being scared to go in approach. It's known for me to go to other sports and just drop in. Or obviously now with COVID, it's made it very difficult. But before that, I'm like I was very lucky when I was in Fiji. I often would walk past and if they were playing rugby, obviously the Sevens I got in touch with the head Fiji coach there and just asked if I could come and watch them train and then I would stand back and I would just write little tidbits down. When I was in Wales, I did the same thing, obviously Warren Gatland, I know him well, so I was lucky enough to go into the Wales training and watch them and be envious of everything that they had. But, at the end of the day it was about what he brought to that party and I watched how he created those leaders and what he did. And you know, I will go up into gymnastics. I've been to swimming. I've been I was lucky enough to go to Jacksonville, Florida, and watch the basketball and volleyball and took different things of every type of sport and thought I could turn that into something and then it beaudreau to help my defense jump higher. So I'm always looking outside for me to be a little bit more creative because I think we're so used to as coaches, we we fall into this when we've got our so-called degree or our coaching levels that we go tick done, and it's not and I hate watching people on the sideline with books. I often want to go, what are you writing in that book?

Like, you know, like I like to be again, I was saying I want to be authentic and I like to learn from my mistakes. I'm not scared to make an error and I'm very, very good again through Maori netball and probably from my mother, when I've made a mistake in a game, I will own it and I will say to my players, I made the wrong decision and I should have done this earlier or I wish I'd done this, but I've learned from it and I won't make that mistake again. And I think it's learning and it's important to tell your athletes and take them on that journey with you as well.

MM: Yeah. Yeah. So so what would you say then, are the biggest triggers for you in that learning? Is it things that you when you are you self reflecting? Is it going on education courses or talking to these other coaches? What you think the biggest triggers for your own learning?

MB: I think the biggest one for me has always been I learned very early on, I always thought I had a very, very good memory. So after trainings or after games or tournaments, I would reflect and think, I could have done that better, good, I'll remember that for next week and got to next week, you know, think what the hell was I thinking? What did I what was I going to do? So now I've got into the habit of my phone. I will actually use my phone. And when I'm in the car, travelling home where I'm where I know I can be my absolute open, honest self and I will actually voice notes and put exactly what I thought. And because I know no one else is going to be listening to it, it could be some naughty words in there. But sometimes I know that if I've been that direct with myself, it means that it's an area that I need to reflect on and go and learn more about. Or I will say I think I should try this. So, I will put stuff down on the air and then I will go home and I won't listen to it straight away. But the next day I'll listen to and I'll go, hmm. OK, I'll take bits and pieces out of that. I'm also known to have, no matter where I live, no matter what room I'm in, I have a notepad and a pen and I have to have a light, a lamp next to my bed because it can be two, three, twelve in the morning and something will come to me and I think that would make a really great drill. So I would draw it up and I will look at the next morning and go, what was that? But then I'll get an idea and then I will create something out of it. And from that, I'm not scared to then go to training and the girls often go, oh God, here she goes again. I'll say I came up with this drill. It might work, it might not. I'm not scared to do that. And if we can create something out of it, there's been a few. We are going, oh my God, forget it, bin it, we'll leave it. But then there's been other ones we've gone. Yeah, we could add this, we could do this and I think. Awesome, great. So yeah.

35:26 MM: Yeah. Perfect. So, my final question to you today is what would you say then the biggest lesson that you've learnt through your whole coaching journey has been and how could you sum that up to a recommendation from aspiring coaches that are listening to this podcast?

MB: Yeah, I think from everything. Look, I'm just truly blessed. I am so lucky to have had the opportunities that I've had, but I've had those opportunities because I've not been scared. And I when I reflect back to many years ago, I've always gone, no, I can't do this until I done this. I can't do this until I've got this. And then I think just one day I just thought, bugger it, why can't I? So and that's that came down to not being scared of being told no. And no was just two letters, it's not a bad thing, you know. So and if you keep trying and I have, often I think for me really it's been about even when I was an assistant coach to Yvonne Willering, who was one of the top New Zealand coaches in the world. I carried her balls around for two years and kept quiet and just did nothing because I wasn't able to be her assistant coach. But I

learned so much from that. When I was able to be the assistant coach, whenever the physio, the manager, anybody needed something, I would help. And it gave me an insight into what the job did and how and all of these things. I created a mini little book for myself of when I become this is what I will do and this is what I will have, because I've seen this in X, Y and Z. So, I think for me that that's you know, I have met some absolutely amazing people of every every walk of life, of every age, from different cultures. I think I pretty much met just about every netball person from every every walk of life that plays netball on the whole planet. I have also been privileged to meet other people and sporting different sports and with friends I have made and I have created for me. When I look back on some of the players that I've helped over the years, they're either. Amazing mothers that have children and beautiful people, people that are now doctors, lawyers, teachers, and are doing everything that I've I've I've dreamt about of being why I've become a coach, they are now doing that in their life, you know. So, I think for me, I can't ask for anything if anything happens to me tomorrow. And I couldn't coach again. I'm pretty happy. I'm very satisfied with what I've done. But if there was one thing that I would say it would be do not wait because life is too short to ask, ask for anything, even if it's to be, you know, be pushy in the fact that you might, for instance, you know, if you are a netball coach and you live within the Gloucester/Worcester area, as soon as COVID is out, drop me an email and say, can I come and watch one of your trainings ? Because I'm going to say yes. You know, like I truly believe that this is not just coaches as people, we need to if people are asking, they want to learn. And why would we say, no, I'm not scared of sharing. I think it's something that us as humans we need to do more of. You know, we need to, if people want to learn and do it, don't be scared.

MM: Melissa, that is perfect. Thank you so much. It's going to stop.