

COACH
KIDS+
13-18

MOOC #5: Developing Effective Talent Development Environments

Chapter 2: Talent Development Environments Study Guide



An Intellectual Output of ICOACHKIDS+:
**Research and Education to Enhance Participation, Retention and
Development in Youth Sport**

Acknowledgments:

The Study Guide has been written by Sheelagh Quinn, Declan O’Leary and Sergio Lara–Bercial with editorial support by Ann McMahon. Contributions have been made by Stacey Emmonds, Gary Hodgson and Karen Livingstone.



Disclaimer

The European Commission support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.



Contents

Study Guide Introduction	3
Welcome	3
Task 1: What are you bringing to coaching?	4
Task 2: How Do You Like to Learn?	5
Learning Support in the MOOCs and Study Guides	6
Your Development Journey as a Coach of Teenagers	6
The Structure of the MOOC Study Guide.....	7
ICOACHKIDS MOOC 5 Study Guide - Learner Activity Tracker: Chapter 2	8
<i>Section 2.1: Talent Development Environments: Why and What</i>	<i>9</i>
Introduction	9
What is a TDE?	10
Conclusion	10
More Information	11
Further Reading / Viewing.....	11
Personal Coaching Task/Coaching with Others.....	12
<i>Section 2.2: What are the goals and responsibilities of TDEs?</i>	<i>13</i>
Introduction	13
Goals and Responsibilities	13
Wider Responsibilities.....	13
Getting the Balance Right.....	14
Conclusion	14
Further Reading / Viewing.....	15
Personal Coaching Task / Coaching with Others	16
<i>Section 2.3: The features and characteristics of effective TDEs</i>	<i>17</i>
Introduction	17
TDE: Characteristics and Features	17
Conclusion	18
More Information	19
Further Reading / Viewing.....	19
Personal Coaching Task / Coaching with Others / Coaching in your Environment	20
<i>Section 2.4: Creating a 'joined-up' TDE – learning from ICK+ research</i>	<i>21</i>
Introduction	21

Integration of efforts.....	21
Conclusion	22
Chapter Conclusion	23
Further Reading / Viewing.....	24
<i>Quiz</i>	<i>25</i>

MOOC 5: Developing Effective Talent Development Environments

Study Guide Introduction



READ

“A coach’s primary mission is to help sport participants develop not only as athletes, but also as people. To fulfil that aim, a coach needs functional and task-related competences that are underpinned by knowledge and reflection.”

From the European Sports Coach Framework (p. 39)

Welcome

Welcome to the ICOACHKIDS Family!

Congratulations Coach, by engaging in the ICOACHKIDS+ MOOCs, you have demonstrated that you have an open mind, to learning more about coaching teenagers, and to further developing your coaching skills.

Improving your coaching knowledge, coaching skills and coaching effectiveness takes time and effort. Coach development should proceed in a progressive and sustainable way. Such an approach should take into consideration the stage of development as a coach, how a coach learns and which participants a coach is working with.

The following two study guide tasks relate:

- Firstly, to what you are bringing to coaching, such as, your life and sporting experiences.
- Secondly, how coaches learn and how YOU like to learn.

Please go ahead and complete them and see what you find out about what you bring to coaching and if that increases your awareness of how you like to learn.

These activities appear at the start of each chapter in the study guides. If you have completed these previously when completing another chapter, you may decide not to do so again here. However, if you would like to see if the way you like to learn has changed or grown, please go ahead and repeat them again.

Task 1: What are you bringing to coaching?

We recognise that learning is a lifelong process and that multiple experiences can facilitate the development of your coaching ability. As a person and a coach, you are not a blank slate. Whether through your education, life experiences and personal sporting experiences (as a participant or spectator or in another role), you will have your own conception of what coaching is and how it should happen. The following task will allow you to consider what you are bringing to coaching.



Study Guide Task 1: What are you bringing to coaching?

There are no right or wrong replies. This exercise is about you taking stock of your previous learning and experiences.

List Your Sports Experience	What Does This Bring to your Coaching
Your Education	What Does This Bring to Your Coaching?
Life Experience/Learning	What Does This Bring to Your Coaching?
Other Things You Think/Feel Reflect You	What Does This Bring to Your Coaching?

Task 2: How Do You Like to Learn?

Study Guide Task 2 identifies how coaches have indicated that they learn best and provides you with the chance to identify how you like to learn. If you are new to coaching, doing this task will increase your awareness of the learning opportunities you will come across. If you are a coach with experience, completing the task can similarly increase your self-awareness.



Study Guide Task 2: How Coaches Learn Best and How you Like to Learn

The column on the left is what research says about how coaches learn best. The column on the right is for you to:

- 1) Consider these statements;
- 2) Identify whether they may apply to YOU, and;
- 3) If they mean anything for the way that YOU LEARN.

This will develop your SELF-AWARENESS on how you like to learn.

Coaches Learn Best When...	Your Learning and How You Like to Learn
Their prior experiences and abilities are recognised, and they are encouraged to reflect and build on them.	
They are motivated to take responsibility for learning and are given opportunities to drive and direct it to their own needs.	
The application of what is being learned to the practical context in which they coach is clear and facilitated.	
The topics and learning materials are clearly relevant.	
The climate is positive and supportive to minimise anxiety, encourage experimentation and challenge them appropriately.	
Interaction and sharing with other coaches are promoted.	
A variety of learning activities is offered.	
They experience some success and gain feedback that builds self-confidence.	

If you have completed the two study guide tasks, you will have:

- Started to engage in the learning process promoted in the ICOACHKIDS MOOCs
- Identified what you are bringing to coaching children
- Identified how you like to learn and how you learn best



Learning Support in the MOOCs and Study Guides

Coaches benefit from learning opportunities that take account of ‘what they bring’ to their coaching, as well as considering ‘who’ they coach. In the MOOCs, this is reflected in what you **read/view, study guide tasks** and in the **personal coaching tasks** that you undertake in applying this knowledge to your coaching practice. This can be seen as laying a knowledge and coaching skill foundation. These activities challenge or confirm initial personal ideas you have about coaching teenagers and support the creation of a participant-centred approach that really helps coaches to organise and make sense of their coaching practice.

As you continue to develop as a coach, these and other learning opportunities can continue to be availed of. For example, your interaction with the teenagers you coach, discussions with/observation of other coaches, engagement with parents, adopting a mentor and reading/viewing further, open-source material, provide chances to check and challenge your emerging philosophy, way of doing things, as well as gaining new knowledge. In the MOOCs this is reflected in **personal coaching tasks, tasks you do with others and tasks in your environment**.

It is important to note that much of a coach’s learning can take place ‘on the job’. This **learning from experience** does not just happen. As a coach, you need to grow your self-awareness and develop your **ability to reflect on your experiences**, both during and after your coaching practice. To become a more effective coach, a coach’s ability to learn in this way can be deemed to be essential.

The aim is to assist you in your learning, how the content can be applied to your coaching, and to your growth as a **PARTICIPANT-CENTRED COACH** of teenagers.

Your Development Journey as a Coach of Teenagers









Working with teenagers can be very worthwhile and a positive experience. With the knowledge, practical coaching skills, and the child-centred approach put forward in the ICOACHKIDS MOOCs, this experience can be positive for everyone – every teen, and every coach. It’s over to you now to take the responsibility to grow your coaching knowledge, coaching skills, and coaching effectiveness.

Enjoy the journey Coach!

The Structure of the MOOC Study Guide

In the MOOC, your development as a coach is promoted using a blended learning approach composed of various activities to foster learning. For example, reality-based activities, problem-based learning, practical-coaching opportunities, and reflection in/on the action of coaching. This will promote knowledge gains and behavioural change and encourage you to seek additional self-directed learning opportunities.

The following **HEADINGS** and **ICONS** will signify different activities you will undertake in the MOOC Study Guide:








Coaching Knowledge	
 View	This is the video track linked to the Chapter and Section of the Study Guide you are considering.
 Read	This is the content knowledge that is outlined in the video track. It gives you the opportunity to examine the content at your own pace and/or to review in writing what is verbally outlined in the video.
 Study Guide Task	This is an activity that will assist you to consider how the content you have viewed/read may apply during your coaching with the teenagers that you coach, and reflect on how you may change your coaching behaviours.
Practical Coaching	
After reading and/or viewing, and considering how you may change your coaching behaviours, there are tasks to plan the use of the knowledge, try it in your coaching practice and to reflect on what worked and why. Depending on the section, this may involve using the new knowledge/skills personally, with other coaches or in the environment in which you coach (for example, a club, school community group).	
 Personal Coaching Task	This is an activity that will assist you to apply the content into your personal coaching, with the participants you coach, and to reflect on how it went for them and for you. You may need to do these tasks a few times and reflect on them to be able to fully apply the content into your coaching, in line with your coaching philosophy, and to the benefit of the teens.
 Coaching with others	This is an activity that will assist you to engage with other coaches that you work with to discuss, apply, try, observe, get feedback from, and reflect on how they see/feel your coaching is developing (and theirs), and how the content can be applied by you and the other coaches. It may also encourage you to engage other relevant people, like parents, referees, club officials and the teenager's you coach!
 Coaching in your environment	This is an activity that will assist you to consider how participant-centred is the approach of your club/school/community group. You will then consider/discuss what changes may be made to become a more child-centred environment.
Knowledge Check	
 Quiz	At the end of each chapter there is a quiz for you to complete. This gives you the chance to re-enforce your learning by getting you to re-visit some of the main ideas covered in the chapter and how they can apply to your coaching. Approach the questions in an 'open-book' format, which allows you to re-read the sections of the study guide before you write your answer.
Continuing to Learn	
 Further Reading / Viewing	By its nature, only a certain amount of content is included in the MOOC. If you want to learn more about a topic, this will direct you to additional materials to view or read. This will direct you to linked content on the ICOACHKIDS website (ICOACHKIDS.ORG) and to OTHER RESOURCES from other providers of information.

ICOACHKIDS MOOC 5 Study Guide - Learner Activity Tracker: Chapter 2

Name:

Date:

As you complete each of the activities in each of the sections, please put a tick ✓ in the clear box. This will allow you to track what you have completed and where you can restart, when you return to the Study Guide after a break.

Study Guide Activity / Chapter Section	Coaching Knowledge		Continuing to Learn	Knowledge Check	Practical Coaching		
	 VIEW/READ	 STUDY GUIDE TASK	 FURTHER VIEW/READ	 QUIZ	 PERSONAL COACHING TASK	 COACHING WITH OTHERS	 COACHING IN YOUR ENVIRONMENT
Introduction							
Section 2.1							
Section 2.2							
Section 2.3							
Section 2.4							

If you have completed each of the activities in each section and the Learner Activity Grid is complete, **WELL DONE!** You can move to the next chapter.

Section 2.1: Talent Development Environments: Why and What

 View	<p>The following are the details of the script and video:</p> <p>Video Title: Talent Development Environments: Why and What</p> <p>Writer Name and Job Title: Barnaby Sargent Megicks, PhD Researcher at ICOACHKIDS and Leeds Beckett University</p> <p>Presenter Name and Job Title: Kris Van der Haegen, Director of Coach Education for the Royal Belgian Football Association and Assistant Coach for the Red Flames, the Belgium Women's National team</p> <p>Link to Video: https://youtu.be/U59RuD4sh9k</p>
--	---



Introduction

Hey Coach, great to see you. In the previous chapter we explored what we mean by talent and what a talent development system is. In this chapter we are going to dive deeper into the actual talent development environment or TDE, the beating heart of the talent system, and try to identify what makes for a holistic and effective one.

In this first section – we are going to discuss:

1. Why the environment is so important, and
2. Explore more about what TDEs are

Previously we have seen how talent is a complex phenomenon which is emerging – that is, it happens over time, it's influenced by the environment, and is highly individualised.

Talent is a complex phenomenon which is:

- 1. Emergent**
- 2. Influenced by the environment**
- 3. Individual**

We have even argued that we could start thinking that every young person is a TALENT and should be developed to their potential.

Despite our inclusive view of talent, we are also aware that some young people get selected into TDEs and go through a series of processes aimed at realising their potential.

We are going to explore what we know works in these settings that could be applied to all youth sport environments to support holistic participant development.

What is a TDE?

A TDE is a live and evolving physical and social environment. It is made up of a network of people, resources, processes and practices which interact with an athlete's current ability, to impact on their future development.

This is much more than just the training space where athletes work on their physical, technical and tactical skills.

Researchers (Henriksen et al.) have summarised the TDE as:

1. an athlete's immediate surroundings where development takes place
2. the interrelations between these surroundings
3. the larger context in which these surroundings exist
4. the organizational culture of the club or programme

This allows us to see not only the physical elements of a TDE, but also its socio-ecological nature which is as important.

Conclusion

So, there you go. In the first section we have shown the importance of the environment. Understanding TDEs in this broader sense is important to recognise the whole host of things 'talent' is affected by and their potential impact on the young athlete's experience and outcomes.

Please keep reading the next few sections where we will learn more about all these.

Thanks, and coach on!



More Information

Henriksen (2010) The ecology of talent development in Sport: A Multiple Case Study of Successful Athletic Talent Development Environments in Scandinavia



Further Reading / Viewing

ICOACHKIDS

5th International ICK Conference Presentation: [Healthy Talent Development in Youth Sport](#)

4th International ICK Conference Presentation [Holistic Talent Development Environments](#)



Personal Coaching Task/Coaching with Others


Begin to explore your TDE – Club, squad, community group

A TDE is a live and evolving physical and social environment. It is made up of a network of people, resources, processes and practices which interact with an athlete's current ability, to impact on their future development.

List bullet points under each of the headings below. These will form the basis for a map of your TDE. Discuss them with your co-coaches:

Heading	My Coaching Context
1. The athletes' immediate surroundings where development takes place	
2. The interrelations between these surroundings	
3. The larger context in which these surroundings exist	
4. The organizational culture of the club or programme	

Section 2.2: What are the goals and responsibilities of TDEs?

 View	The following are the details of the script and video:
	Video Title: What are the goals and responsibilities of TDEs?
	Writer Name and Job Title: Barnaby Sargent Megicks, PhD Researcher at Leeds Beckett University and Dr Fieke Rongen, Senior Lecturer at Leeds Beckett University
	Presenter Name and Job Title: Cassandra Missipo, player for the Red Flames, Belgium Soccer National Team
	Link to Video: https://youtu.be/GRcVXoz0vLE



Introduction

Welcome back Coach! In the previous section we covered the WHY and the WHAT of Talent Development Environments or TDEs; now it's time to consider what makes for successful TDEs - or in other words – when can they be considered 'effective'.

Effectiveness can only be determined if we understand what TDEs are trying to achieve, in other words, their goals and responsibilities.

Goals and Responsibilities

Clear goals and responsibilities help set a clear direction for all involved, helps motivate athletes and staff, facilitates evaluation and assessment, and helps track athletes' progress. TDEs have traditionally been associated with one primary goal - providing an optimal environment for those identified as 'talented' to support their development towards senior high performance. TDEs try to do that by equipping young athletes with the required athletic, physical, technical, tactical, psychological and social skills to succeed.

Wider Responsibilities

Whilst this remains the primary goal, researchers and practitioners alike are now advocating that TDEs should have a wider responsibility for the care of young athletes. The International Olympic Committee expert research group has proposed that the those working in talent settings should:

'Develop healthy, capable and resilient young athletes, while attaining widespread, inclusive, sustainable and enjoyable participation and success for all levels of individual athletic achievement'

Being a youth performance athlete is typically a pressurised and challenging experience. Whilst a certain level of pressure and challenge may be necessary to drive development, when mismanaged, it might also make the experience unenjoyable and even unhealthy. This may be because of the social,

educational and financial sacrifices that go with being a performance athlete, or simply because of inadequate practices by coaches and others in the TDE.

Getting the Balance Right

The thing is, when we consider that the chances of progressing to the senior high-performance level are quite slim, we have a moral obligation to maximise the WORTH and VALUE of being part of a TDE. That is why lately there have been calls to think of young athlete development in a more holistic way.

This means that, in addition to supporting transitions to high performance sport, TDEs would also:

1. Provide an **overall fun and enjoyable experience**, striving to secure a life-long love for sport.
2. Safeguard the **health and wellbeing** of young athletes.
3. Provide them with **skills which will help them in life outside of sport**, for example, in school or in future careers.

The best thing is that these performance and personal wellbeing and development goals don't have to be 'MUTUALLY EXCLUSIVE' - the best TDEs will achieve both.

Arguably, happier, and healthier athletes might be more likely to have the required motivation and resilience to, over time, reach high performance levels.

The best TDEs will achieve both goals!

Conclusion

So, there we go, these are the goals and responsibilities of TDEs. Engaging in a TDE is a big deal for young athletes and their families and we should always keep the bigger picture in mind.

Thanks for reading! Enjoy section 3



Further Reading / Viewing

ICOACHKIDS

4th International ICK Conference Presentation [Holistic Talent Development Environments](#) Part 1

4th International ICK Conference Presentation [Holistic Talent Development Environments](#) Part 2

Other Resources

International Olympic Committee [Consensus Statement on Youth Athletic Development](#)



Personal Coaching Task / Coaching with Others

Goals and Responsibilities of TDEs


The IOC has recommended that youth sport should:

‘Develop healthy, capable and resilient young athletes, while attaining widespread, inclusive, sustainable and enjoyable participation and success for all levels of individual athletic achievement.’

Based on this, your Coaching Philosophy (Section 1.2) and what you have explored in MOOC 5 so far, write out the goals and responsibilities for your TDE. Discuss with your co-coaches.

Area	Goals
1. Develop Sports Competence – Tactical, Technical, Physical, Mental, Lifestyle (see Section 1.3)	
2. Provide an overall fun and enjoyable experience , striving to secure a life-long love for sport.	
3. Safeguard the health and wellbeing of young athletes.	
4. Provide them with skills which will help them in life outside of sport , for example, in school or in future careers.	
5. Other:	

Section 2.3: The features and characteristics of effective TDEs

 View	The following are the details of the script and video:
	Video Title: The features and characteristics of effective TDEs
	Writer Name and Job Title: Barnaby Sargent Megicks, PhD Student at Leeds Beckett University
	Presenter Name and Job Title: Antonia Vellguth (Germany), Ju-Jitsu Player, European U21 Bronze Medallist
	Link to Video: https://youtu.be/k4I4ilg9Ce0



Introduction

Hey Coach, welcome back! In this section we are going to learn more about the characteristics and features of successful TDEs. There has been some great research in the area of effective TDEs. For example, the work of people like Russell Martindale and Kristoffer Henriksen has allowed us to learn lots about this.

TDE: Characteristics and Features

Think of the following 4 points as the optimal and aspirational characteristics and features of effective TDEs.

1. A clear philosophy

TDEs should be guided by a clear philosophy which reaches every corner of the environment. Everyone, especially coaches, should understand the philosophy and always keep it in mind. So, what is a philosophy? At a basic level, it is about understanding:

**WHY we do things, and the
WAY we do them**

Every TDE will have a unique philosophy, it might reflect the culture of the sport or the people within or the policy of the talent system. A clear philosophy and vision helps everyone in the TDE 'buy in' to what happens there.

2. A Long-term development focus

TDEs should have a LONG-TERM DEVELOPMENT view of talent development. Ultimately TDEs are for developing NOT performing – they should provide the conditions for continuous improvement and balance the winning today with the becoming a high-performance athlete in the future.

Ultimately TDEs are for developing –
they should provide the conditions for continuous improvement

3. Individualised development

Effective TDEs are those which are able to cater for the individual differences of athletes and provide the correct balance of challenge and support to continue on a trajectory to success. We should recognise that athletes develop in different ways at different times, and have different ‘talents’, and not treat everyone the same:

Athletes develop athletically, physically, technically, tactically, psychologically and socially –
It is very unlikely they are equal in their development in all these areas at one time

We should also recognise that for each athlete to progress, they need to be appropriately stretched and challenged. But we should plan how they are going to develop their confidence, resilience and coping skills to deal with these challenges and pressures now and in the future.

Each athlete - appropriately stretched and challenged
Plan how they are going to develop their confidence, resilience and coping skills to deal with these

We will touch on this important area again in Chapter 3.

4. Social support

Support from those around young athletes is vital in the development process. Research (Rees & Hardy 2000) shows there are different types of the support:

1. **Emotional** support is about being able to turn to others for comfort and feel cared for
2. **Esteem** support is about feeling competent and confident in yourself
3. **Informational** support is about providing advice or guidance with different problems AND
4. **Tangible** support is about specific instrumental assistance to cope with situations.

Emotional (Comfort/Cared for)	Esteem (Competent/Confident)
Informational (Advice/Guidance)	Tangible (Coping with situations)

Different people in the TDE may fulfil these different support needs. The support giver and the type and level of support given might vary according to factors such as age or personal variables. In addition, appropriate role models within the environment can also be a big part of the support system.

Conclusion

So, there we go, we have highlighted the characteristics and features of effective TDEs. Please keep watching and reading to learn more about effective TDEs in our next section!



More Information

Rees et al. (2016) [The Great British Medallists Project: A Review of Current Knowledge on the Development of the World's Best Sporting Talent](#)



Further Reading / Viewing

ICOACHKIDS

4th International ICK Conference Presentation: [Balance is Better – Developing Positive Environments for Young Athletes in New Zealand](#)

Other Resources

Martindale et al. (2023) [The associations between talent development environments and psychological skills in Iranian youth athletes: A variable and person-centered approach.](#)



Personal Coaching Task / Coaching with Others / Coaching in your Environment

TDE: Characteristics and Features

Outline how the 4 characteristics and features of TDEs apply to your coaching context; and draw out any implications – gaps and/or priorities – to focus on. Discuss with your co-coaches. Discuss with officials/management.

Characteristic / Feature	My Coaching Context	Implications – Gaps / Priorities
1. Clear Philosophy		
2. Long-Term Development Focus		
3. Individualised Focus		
4. Social Support		

Section 2.4: Creating a ‘joined-up’ TDE – learning from ICK+ research

 View	The following are the details of the script and video:
	Video Title: Creating a ‘joined-up’ TDE – learning from ICK+ research
	Writer Name and Job Title: Barnaby Sargent-Megicks, PhD Student at Leeds Beckett University and ICK and Field Hockey Coach
	Presenter Name and Job Title: Barnaby Sargent-Megicks, PhD Researcher at Leeds Beckett University and ICK and Field Hockey Coach
	Link to Video: https://youtu.be/hKvLvT1Mf0c



Introduction

Hi there Coach! In the previous section we have looked at what makes an effective TDE and their key features and characteristics– how about we bring it all together then?

An overarching feature of effective TDEs is how “joined up” they are – that is, how well all the components presented in the previous section work together. And what makes all of this work is... **PEOPLE!**



Coaches, club officials, strength and conditioning coaches, sport scientists, support staff, lifestyle and welfare advisors, AND parents, all have a role to play in the TDE.

Integration of efforts

Now, making sure everyone is aligned to maximise athlete development can be a real challenge. This is known as the ‘Integration of Efforts’ and can be described as the:

Coordination and communication between sport, school, family and any other components... and people in the TDE.

ICOACHKIDS study

A recent ICOACHKIDS study explored this by examining and comparing perceptions of TDEs amongst different people. We asked over 1400 athletes, parents and coaches across Europe how they rated their TDE. We found that coaches rated the quality of their TDE higher than athletes, and that athletes rated their TDEs higher than their parents.

Now this could be down to various reasons. For example, coaches are likely to have more knowledge of the ins and outs of the talent development process, so they might see positives in areas that athletes and parents may be unaware of. Previous research also suggests that parents can judge the quality of their child's experience somewhat critically, because of how deeply they care about them and how invested they are.

Above all, what this research tells us is that different people have different perspectives.

Therefore, those in positions of power in TDEs like coaches and programme directors should empathetically consider other people, especially athletes and parents. Regular communication and consideration of their views in the decision-making process goes a long way to make the TDE more 'joined up'.

Co-Created Shared Philosophy

This may be aided by the development of a co-created shared philosophy which clearly articulates the vision of the TDE. This may serve as a reference point for everyday practice and everyone's behaviour in and around the TDE. Getting 'buy in' for this can be helped by consulting everyone on this vision – especially athletes.

Ultimately these strategies should lead to more coherently organised TDEs where everyone works in sync with each other.

Conclusion

So, there we go, this chapter has explored the foundations of effective TDEs that hopefully will help you make your TDE even better!

Remember, above all, it is about bringing people together and working to create the most positive and developmental environment for the young athletes.

In the next chapter, we are going to see what each of the key people in the TDE can do to support young people in their development journey.

All the best and please keep watching and reading!

Chapter Conclusion

There follows some **More Information** for you to explore on talent identification and development and links to **Further Reading and Viewing**, both ICOACHKIDS AND OTHER RESOURCES.

Well, that's it for the 4 sections of Chapter 2.



Please do the Quiz to check your understanding of the contents of the chapter.

Next...

Then move on to Chapter 3 Successful (Holistic & Effective) Talent Development in Practice, where we are going to explore the many roles to be played when working with young people in Talent Development Environments or TDEs and try to identify what makes for a holistic and effective one.

See you then!



Further Reading / Viewing

ICOACHKIDS

4th International ICK Conference Presentation: [Talent Development in the Netherlands](#)



Quiz

To check the knowledge content of the chapter, please complete the 10 multi-choice questions on the content of Chapter 1. After checking the answers to the quiz, if an answer is not correct, please review the relevant section of the chapter and repeat the quiz. The relevant section is listed alongside question.

1. A TDE is a live and evolving physical and social environment made up of a network of people, resources, process and practices which interact with an athlete's current ability, to impact on their future development [see section 2.1]

- a) True
- b) False

2. TDEs can be summarised as [see section 2.1]:

- a) Club setting, coaching staff, policies, squad culture.
- b) Athlete's surrounding, coaching staff, culture, policies
- c) Athlete's immediate surroundings, their interrelations, larger context, club culture
- d) Club setting, interrelations, culture, coaches

3. TDEs are solely focused on one goal – preparation for high-performance sport [see section 2.2].

- a) True
- b) False

4. As well as supporting transitions to high-performance sport, TDEs would [see section 2.2]:

- a) Only focus on Tactics, Techniques and Physical Development
- b) Be challenging, put athletes outside their comfort zones, lead to de-selection
- c) Be competitive, Pressurised, highly coached
- d) Be enjoyable, support health and wellbeing, include skills outside of sport

5. TDEs should be guided by a clear philosophy which [see section 2.3]:

- a) Is only for policy makers.
- b) Is solely for the coaches.
- c) Reaches every corner of the TDE environment.
- d) Keeps parents from being involved,

6. The focus of TDEs should be on [see section 2.3]:

- a) Performing each time one plays/trains.
- b) Providing conditions for continuous improvement.
- c) Winning in every event/game.
- d) Preparing a group to perform/win.

7. Effective TDEs cater for individual differences and provide the correct balance of challenge and support [see section 2.3].

- a) True
- b) False

8. The different types of social support for young athletes includes [see section 2.3]:

- a) Emotional, Families, Peers, Bonding
- b) Mental, Psychological, Psycho-social, Friends
- c) Emotional, Esteem, Informational, Tangible
- d) Psychological, Friends, Coaches, Tangible

9. 'Integration of efforts' is the coordination and communication between sport, school, family and any others components ... and people in TDEs [see section 2.4].

- a) True
- b) False

10. A co-created shared philosophy can serve as a reference point for everyday practice in the TDE by [see section 2.3]:

- a) Athletes / players
- b) Coaches and support staff
- c) Parents and officials
- d) All the above

Please review section 2.4 and complete the quiz again.

Answers:

1. a; 2. c; 3. b; 4. d; 5. c); 6. b; 7. a; 8. c; 9. a; 10. d



ICOACHKIDS.ORG



ICOACHKIDSWORLD



@ICOACHKIDSWORLD



ICOACHKIDSWORLD



ICOACHKIDSWORLD