



COACH
KIDS+
13-18

MOOC #5: Developing Effective Talent Development Environments

Chapter 3: The Role of Different People in TDEs Study Guide



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

Acknowledgments:

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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 3

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 3.1							
Section 3.2							
Section 3.3							
Section 3.4							
Section 3.5							

If you have completed each of the activities in each section and the Learner Activity Grid is complete, **WELL DONE!** You have completed MOOC 5.

Section 3.1: The Role of Coaches in Talent Development

 View	The following are the details of the script and video:
	Video Title: The Role of Coaches in Talent Development
	Writer Name and Job Title: Dr. Tom Mitchell, Senior Lecturer in Sports Coaching, Leeds Beckett University, UK
	Presenter Name and Job Title: Dr Nicolette Schipper-van Veldhoven, Strategic Advisor Youth Sport, Netherlands Olympic Committee* Netherlands Sports Confederation, and Professor of Sport Pedagogy at Windesheim University.
	Link to Video: https://youtu.be/j3uxLuyd4GQ



Introduction

Welcome back! How is your coaching going? In this section we are going to explore the many roles a coach has when working with young people in Talent Development Environments. Remember coaching goes beyond teaching sport skills – have a huge role to play in the holistic development of young athletes. Professors Jean Côté and Wade Gilbert have proposed an integrative definition of coaching effectiveness composed of three broad areas:

1. Coach's Knowledge
2. Athlete Outcomes
3. The Coaching Context

1. Coach's Knowledge

Coaching Knowledge can be broken down into: 1. Professional, 2. Interpersonal and 3. Intrapersonal.

- 1.1 Professional knowledge:** Professional knowledge is typically academic knowledge like sport science, child development, sport-specific knowledge, or pedagogy. Professional knowledge alone, however, is not enough to be an effective coach!
- 1.2 Interpersonal knowledge:** This brings us to interpersonal knowledge which is needed to effectively communicate with and relate to all in the environment. It also includes understanding people's motivations and our ability to be empathetic of them.
- 1.3 Intrapersonal knowledge:** Finally, Intrapersonal knowledge refers to a coach's level of self-awareness and their ability to reflect in and on their practice. This knowledge helps the coach to be able to reflect critically on their practice and ask what went well and why.

To be a truly effective coach, all three aspects of knowledge are very important.

2. Athlete Outcomes

Cote and Gilbert linked this area to 4 key *Athlete Outcomes: Competence, Confidence, Connection and Character*. *These areas go beyond improving technical skill or tactical awareness and often transcend beyond sport into wider life.*

2.1 Competence: *Competence* goes beyond athletic competence and into giving young people the tools to become confident and self-reliant members of their sport and society.

2.2 Confidence: As for confidence, coaches need to build *confidence* in their participants through either technical proficiency or through increasing their ability to tackle new challenges confidently.

2.3 Connection: With regards to connection, this is about creating a sense of belonging to a community and to feel loved and cared for.

2.4 Character: Finally building *Character* should be prioritised in athletes to help support the development of respectful and caring members of the team which will hopefully transfer into athlete's wider role in society.

Effective coaching should result in positive changes in all these outcomes.

3. The Coaching Context

Last but not least, the context in which coaches work plays a vital role as different contexts may require the coach to draw upon different areas of knowledge and prioritise different skills and outcomes. TDEs are a very specific context with very specific objectives and demands, and coaches need to understand what these mean for them and their practice.

Conclusion

Combining coach's knowledge, athlete outcomes and coaching context results in an integrated definition of coach effectiveness:

"The consistent application of integrated professional, interpersonal, and intrapersonal knowledge to improve athletes' competence, confidence, connection, and character in specific coaching contexts"

In summary, a coach's role is more than developing skills for sport! To provide truly impactful experiences, a coach needs to possess a variety of knowledge and be able to adapt to the contexts they work in.

In the next section we are going to focus on the role of the support team within a TDE.

We hope you enjoy the ride!



More Information

Cote & Gilbert (2009) [An integrative Definition of Coaching Effectiveness and Expertise](#)



Further Reading / Viewing

ICOACHKIDS

MOOC 1 [The ICOACHKIDS PLEDGE - 10 Golden Rules for Coaching Children](#)

MOOC 1 [What Is The Pedagogical Climate?](#)

MOOC 3 [How Learning Happens and How Coaches Can Help](#)

MOOC 3 [Reflective Tools for Coaches](#)



Personal Coaching Task/Coaching with Others

Review of Effective Coaching

An integrated definition of coach effectiveness is:

“The consistent application of integrated professional, interpersonal, and intrapersonal knowledge to improve athletes’ competence, confidence, connection, and character in specific coaching contexts.”

Reflect on your personal coaching and learnings from the MOOC so far against the 3 areas of the integrated definition, acknowledging your current knowledge, skills and competence. Then identify gaps and learning that’s you would like to undertake.

Encourage your co-coaches to also complete the personal reflection, then discuss your combined abilities, the implications for coaching in the TDE and identify future learnings to be undertaken.

Effective Coaching Area	Current Knowledge, Skills Competence	Gaps and Future Learning
1. Coaching knowledge: Professional Interpersonal Intrapersonal		
2. Athlete outcomes: Competence Confidence Connection Character		
3. Coaching context: Where & Who I coach Uniqueness Main focus Key goals		

Section 3.2: The Role of the Support Team in Talent Development

 View	<p>The following are the details of the script and video:</p> <p>Video Title: The Role of the Support Team in Talent Development</p> <p>Writer Name and Job Title: Dr. Kevin Till, Professor, Leeds Beckett University, Dr. Stacey Emmonds, Reader, Leeds Beckett University and Dr. Tom Mitchell, Senior Lecturer, 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/Eo10tYr7fyw</p>
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Introduction

Hi Coach! In Chapter 1 we explained the complexity of talent and how its development is influenced by a whole host of factors within an environment.

Because of this complexity, a support team is key to work with coaches, athlete and families to make the TDE work effectively! Its size and composition often depend upon the resources available. For example, a large professional football club may allocate huge sums of money whereas a small club may only have a single coach!

This support team may include Strength and Conditioning coaches, Physiotherapists, Nutritionists, Performance Analysts, Sport Psychologists, and Education & Welfare professionals amongst other possibilities. They all have specific roles but together should be working towards both developing performance as well as holistic and healthy individuals. Let's have a look at what these different people do.

1. Strength and Conditioning Coach

A strength and conditioning coach supports physical development (for example, strength, speed, power, etc) to minimise injury and to help young athletes meet the growing needs of the game.

2. Physiotherapist

A Physiotherapist offers support for injury rehabilitation as well help reduce the occurrence of injury.

3. Nutritionist

A Nutritionist provides nutritional advice and guidance as well as monitoring changes in body composition.

4. Performance Analyst

A Performance Analyst monitors key performance indicators associated with success and feeds this back to the coaches and athletes as appropriate.

5. Sport Psychologist

A Sport Psychologist supports the development of a range of skills such as optimal arousal, coping and goal setting.

6. Education/Welfare Professionals

Finally, the roles of Education and Welfare professionals support athlete's wellbeing and overall safety in the programme as well as ensuring that athletes are going through or considering education programmes should their sport involvement end.

7. Performance Manager

Some organisations may even employ a performance manager to oversee all the separate departments and ensure they are all working jointly and coherently!

Communication and Alignment

Often these teams will meet regularly and discuss athlete progress from each of their viewpoints to make sure they are aligned and to commonly agree on matters such as the training schedule or even match day selection. This alignment is key to optimising athlete development.

In the previous section we talked about the need for the coach to have interpersonal skills. This really comes into play when working as part of a multidisciplinary team.

Conclusion

So, in conclusion, when developing talent, it is important to consider what other professionals/roles you may want to incorporate into the programme to create an effective support team which provides the best possible care for your athletes!

And that's it. In the next section we are going to focus on the role of the family within a TDE.

Please keep watching and reading!



Further Reading / Viewing

ICOACHKIDS

6th International ICK Conference Presentation: [Holistic support in talent development environments](#)

6th International ICK Conference Presentation: [Talent identification and Development on the Ground](#)



Coaching with Others / Coaching in Your Environment

The Support Team (if any)

Because of the complexity of Talent Development, a support team is key to work with coaches, athlete and families to make the TDE work effectively! Its size and composition often depends upon the resources available. For example, a large professional football club may allocate huge sums of money whereas a small club may only have a single coach!


Identify the Support Team available to you, their roles and consider how you may grow the team. Indicate how they communicate and align their work.

Discuss this with your co-coaches and the officials in your environment.

Support Team - Role	Current Availability	How to Grow the Role

Communication and Alignment of the Support Team

Section 3.3: The Role of the Family in Talent Development

 View	The following are the details of the script and video:
	Video Title: The Role of the Family in Talent Development
	Writer Name and Job Title: Dr Sergio Lara-Bercial, Professor of Sport Coaching, Leeds Beckett University and ICCE; Manchester Magic Coach
	Presenter Name and Job Title: Cassandra Missipo, player for the Red Flames, Belgium Soccer National Team
	Link to Video: https://youtu.be/lZFXjBmnPac



Introduction

Hi Coach. Good to see you again. In the previous sections, we saw how coaches and support staff/roles are very important pieces of the Talent Development process. However, nowadays there is greater recognition of the key role played by families, especially parents, and that's why we are going to dedicate this section to them.

Parents play a major part at three levels:

1. Logistics
2. Emotional
3. Career Planning

Now, interestingly, the young person's needs in these three areas will change dramatically over the course of their talent development journey. Adapting to these changes, will be one of the biggest challenges for parents.

Teens Aged 11-16 years

1. Logistics

Typically, from 11 to 16 years of age, parents will need to provide a vast amount of logistical support; including signing up to a club, providing transport, equipment, and other things like a healthy diet and appropriate rest.

2. Emotional

At this stage parents will also provide a lot of emotional support, especially around the development of confidence, motivation, enjoyment, work ethic, and the ability of their children to deal with moments of anxiety, disappointment and failure.

Unfortunately, the reverse of this coin is that parents may also be the source of anxiety and stress, and even burnout and dropout from sport. Things like pressure to train or perform, punishments for underperforming, the use of extrinsic rewards, poor relationships with coaches, and poor behaviour during training and games can have very negative consequences for the young athlete.

Teens Aged 16-19 years

Now, as young people get older, typically from 16 to 19 years, they start transitioning towards higher levels of competition and this brings a whole new set of opportunities for support from parents as well as challenges.

1. Logistics

At this stage parents may have to provide higher levels of logistical support with increased time and financial commitments. Sometimes, however, this may completely be taken care of by the club or programme.

2. Emotional

What is certain is that the need for emotional support continues. This may now be more oriented to helping with the pressure of competing at elite levels or the possibility of setbacks or injuries which are more likely at this stage. Of course, as we said earlier, parents may actually become the source of some of these issues.

3. Career Planning

Very importantly though, at this stage parents will also need to support their children in making informed decisions about their careers. For example, whether to continue or discontinue their academic studies or what collegiate or professional programme to go into. This may even include engaging the service of a professional agent to help them navigate this new and dynamic landscape.

TDE Programme Support of Parents

Throughout the whole complex, dynamic and demanding journey, coaches and sport programmes have a responsibility to support parents, so they can help their kids in the best possible way. Appropriate resources should be dedicated to this purpose.

Conclusion

And that's it. In summary, whether you are a coach or a parent, please work in partnership with each other, and with the young athlete, to create a great development environment.

In the next section we will explore what young athletes themselves can do to thrive during the talent development process.

Thank you and please keep watching and reading!



READ



Further Reading / Viewing

ICOACHKIDS

MOOC 2: [The Role of Parents in Sport](#)

MOOC 4: [What parents can do to enhance participation](#)

Other Resources

Working with Parents in Sport [website](#)



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


Families and Parents

There is greater recognition of the key role played by families, especially parents, in sporting participants. Consider the role you would like them to play in your TDE. Consider how you can support them. Discuss with your co-coaches. Discuss it with officials.

Parental / Family Support	Aged: 11-16 years	Aged 16-19 years
1. Logistics		
2. Emotional		
3. Career Planning		

TDE Support of Parents

Section 3.4: The Role of the Young Athlete in Talent Development

 View	The following are the details of the script and video:
	Video Title: The Role of the young Athlete in Talent Development
	Writer Name and Job Title: Dr Sergio Lara-Bercial, Professor of Sport Coaching, Leeds Beckett University and ICCE; Manchester Magic Coach
	Presenter Name and Job Title: Antonia Vellguth (Germany), Ju-Jitsu Player, European U21 Bronze Medallist
	Link to Video: https://youtu.be/scq5TC268pU



Introduction

Hi there Coach! Good to see you again. In this chapter we have looked at the role of coaches, support staff and parents in the talent development process. This may give the impression that talent development is something that 'others' do to young athletes. Nothing could be further from the truth.

Research shows that the outcome of the talent development process is highly influenced by the psychological skills and personal behaviours that allow young athletes to 1) cope with the demands of the environment, and 2) make the most of the support they get. This picks up on Section 1.4 Talent Transitions; Athlete Outcomes in Section 3.1; and Parental/Family Support in Section 3.3. In this section we would like to focus on this area by exploring two different aspects:

- 1) The psychological skills associated with optimal talent development
- 2) The need to empower young athletes to take charge of their own progression and wellbeing.

1. Psychological Skills Associated with Optimal Talent Development

Research shows that there are 4 main categories of psychological skills that facilitate talent development:

1. The **focus and commitment** that allows young athletes to do what they need to do and to stick with it
2. The **self-awareness** that promotes accurate self-evaluations and the consistent identification of areas for improvement
3. The **goal setting skills** that help athletes map out their progression plan
4. The **coping skills** to deal with the inevitable ups and downs of high-performance sport

Now, the good news is that these skills can be taught and that more and more TDEs are now dedicating time and resource to support their development.

2. Empower Young Athletes to take Charge of their own Progression and Wellbeing

Beyond psychological skills, TDEs must also empower young athletes to take charge of their own development and wellbeing. Unfortunately, there is a lot of work to be done in this specific area. Especially in relation to the capacity and willingness of young athletes to express their views, and for those views to be taken into account by the adults in TDEs. This is not optional but an actual right as per article 12 of the *UN Convention on the Rights of the Child*.

Now, TDEs traditionally use a very top-down approach where athletes are always told what to do. To help redress this balance, we would like to propose a simple model, developed by Professor Laura Lundy, to help clubs and programmes amplify the voice of the young athlete.



The Lundy Model (Lundy, 2009)

The **Lundy Model** proposes 4 main steps:

- 1) Create a safe and inclusive **SPACE** for young people to form and express their views
- 2) Facilitate the young people using their **VOICE** to express those views
- 3) Ensure that there is an **AUDIENCE** listening to those views
- 4) Make sure that those views **INFLUENCE** what goes on in the TDE, in other words that views are acted upon.

Conclusion

In sum, talent development is not something that 'others' do to young people, but a collaborative process. TDEs have to make it their mission to empower young people to take control of the journey as much as possible through the development of relevant psychological skills and by promoting and taking their views into account.

In the next and final section, we are going to provide a quick tool to map your TDE so you can reflect on what you currently do and what you may need to take it to the next level.

Thank you and please keep watching and reading!



More Information

Lundy (2009) ['Voice' is not enough: conceptualising Article 12 of the United Nations Convention on the Rights of the Child](#)



Further Reading / Viewing

ICOACHKIDS

5th International ICK Conference Presentation: Professor Laura Lundy – [Ensuring Children's Voices are Represented in Decision-Making in Youth Sport](#)

OTHER RESOURCES

Sport Ireland [Young Voices Toolkit and Resources](#)



Personal Coaching Task / Coaching with Others

The Role of the Young Athlete in Talent Development: Psychological Skills that Facilitate Talent Development / Empower the Athletes

1. Psychological Skills that Facilitate Talent Development

The following 4 psychological skills can facilitate talent development. The good news is that these skills can be taught and that more and more TDEs are now dedicating time and resource to support their development. How would you develop these in your TDE? Discuss with your co-coaches.

Psychological Skill	Developed in Athletes/Players
1. Focus and Commitment	
2. Self-Awareness	
3. Goal Setting Skills	
4. Coping Skills	

2. Empower the Athletes

TDEs must also empower young athletes to take charge of their own development and wellbeing. How will you approach this in your coaching? Discuss this with your co-coaches.

Section 3.5: Mapping and Evaluating Your TDE: Where to Start

 View	The following are the details of the script and video:
	Video Title: Mapping and Evaluating Your TDE: Where to Start
	Writer Name and Job Title: Barnaby Sargent-Megicks, PhD Researcher at Leeds Beckett University and ICK and Field Hockey Coach
	Presenter Name and Job Title: Barnaby Sargent-Megicks, PhD Student at Leeds Beckett University and ICK and Field Hockey Coach
	Link to Video: https://youtu.be/qg-nhRmLTzE



Introduction

Hi Coach! In this MOOC and study guides we have looked at talent systems, some key talent concepts, and the key components and roles in effective TDEs. A lot of moving pieces in the world of ‘talent development’.

In this final section, we will look at how you can start to evaluate your environment and map out its strengths and areas for improvement. There are some evaluation tools that can help us. So, here go some practical tools that allow us to gather information, and reflect on things that sometimes escape us in the hustle and bustle of the day-to-day work:

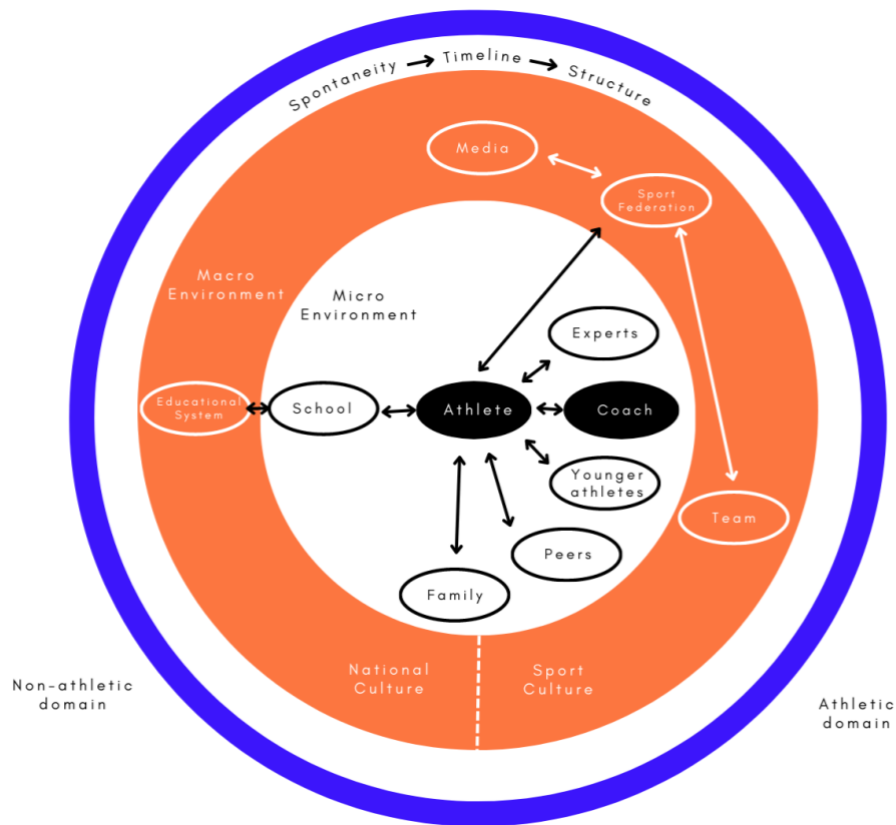
1. Mapping
2. Observation and Conversation
3. Questionnaires

1. Mapping

A great start to evaluating your TDE is to try and answer the following question:

What are all the different people, components and events that affect athletes in our environment?

Get this down on paper. A good way to help us do this practically is to draw a map of those things – what Henriksen would call an ECOLOGICAL MAP.



Ecological Map – adapted from Henriksen (2010)

This map might be a great conversation starter with coaches, support staff, athletes and parents. As you worked through MOOC 5, you would have built up the detail for this map, starting in Section 3.1.

2. Observation and Conversation

This is perhaps the most powerful tool – stop and take a step back, watch and listen to what is going on around you. You could do this for example, by visiting areas, rooms or social spaces you don't often visit and at times you don't often go, or by talking to people you normally don't. As you observe and listen, you could consider questions such as:

- Does that help us towards our goals?
- Does it align to our philosophy?
- Does it ultimately help athletes develop in the long-term?

As you worked through MOOC 5 and the Coaching Tasks, you would have reflected on the current practice in your coaching environment and had many conversation with athletes, co-coaches, officials and parents.

3. Questionnaires

Sometimes, it might be useful to carry out a more formal and objective assessment of your TDE. One way to help us access that information is by getting athletes to complete a questionnaire.

For example, you could use the Talent Development Environment Questionnaire or TDEQ to rate different aspects of your TDE. This is very helpful and informative to identify areas to focus and improve. The TDEQ consists of five overarching factors:

1. Long-Term Development
2. Holistic Quality Preparation
3. Support Network
4. Communication
5. Alignment of Expectations

The TDEQ is a great start for an overview of your TDE. But there are other options and, you can also make your own surveys to suit what you want to learn more about.

Conclusion

So, there you go, three different evaluation tools you can start using today to learn more about your TDE and plan new developments.

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 5 sections of Chapter 3.



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



Please do the Practical Coaching Tasks to consider how you could transfer the chapter contents into your coaching practice.

MOOC Conclusion

We hope you have enjoyed the course and thank you so much for all the work you do with young athletes! They sure appreciate it.

Keep calm 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

MOOC 1: [Creating a Vision and Strategy for your Club](#)



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 each question.

1. An integrated definition of coaching effectiveness is comprised of 3 broad areas [see section 3.1]:

- a) Coaching skills, Athlete performance, Culture
- b) Coaching set-up, Athlete development model, Policies
- c) Coaching knowledge, Athlete outcomes, Coaching context
- d) Coaching knowledge, Athlete attitude, Policies

2. Athlete outcomes from effective coaching (often transcending sport) are [see section 3.1] :

- a) Tactical, Technical, Physical, Mental.
- b) Competitive, Commitment, Coping, Lifestyle
- c) Confidence, Psycho-social, Tactical, Technical
- d) Competence, Confidence, Connection, Character

3. Coaching effectiveness can be defined as the consistent application of integrated professional, interpersonal and intrapersonal knowledge to improve athletes competence, confidence, connection and character in specific coaching contexts [see section 3.1].

- a) True
- b) False

4. If they play their roles, communication and alignment amongst TDE support team members is NOT necessary [see section 3.2].

- a) True
- b) False

5. Families and parents play a major role in the TDE process in 3 areas [see section 3.3]:

- a) Lifts, Sports gear, De-briefing events
- b) Spectating, Laundry, Catering events
- c) Meeting coaches, Analysis, Transport
- d) Logistics, Emotional, Career planning

6. Parents may also be a source of anxiety and stress, and even burnout and dropout [see section 3.3].

- a) True
- b) False

7. The 4 psychological skills that facilitate young athlete's development include [see section 3.4]:

- a) Attendance, Commitment, Focus, Visualisation
- b) Focus & commitment, Self-awareness, Goal setting, Coping skills
- c) Confidence, Mindset, Affirmations, Buy-in
- d) Commitment, Mental fitness, Visualisation, Self-talk

8. The 4 steps in the Lundy Model, for young people to express themselves, are [see section 3.4]:

- a) Setting, Talking, Listening, Noting
- b) Setting, Voice, Noting, Acting
- c) Space, Voice, Audience, Influence
- d) Space, Talking, Listening, Acting

9. An Ecological Map of a TDE includes [see section 3.5]:

- a) Policy, Setting, Coach-centred, People
- b) Club-centred, Roles of personnel, Schedule, Athletes
- c) Club-centred, Policy, Roles, Schedule
- d) Athletes in middle, People who interact with TDE, Arrows to show interactions, Close to middle – bigger impact

10. Observation and conversation are powerful tools in examining a TDE [see section 3.5].

- a) True
- b) False

Answers:

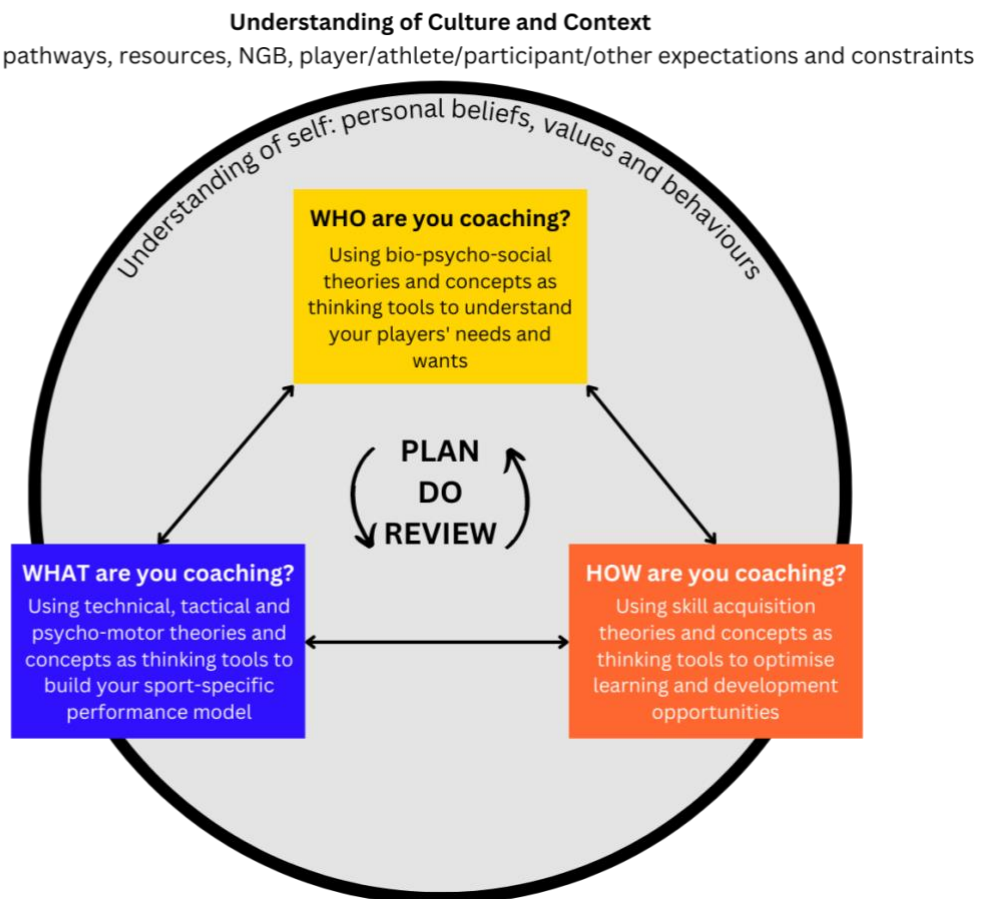
1. c; 2. d; 3. a; 4. b; 5. d; 6. a; 7. b; 8. c; 9. d; 10. a



Personal Coaching Task/Coaching with Others

Please do the Personal Coaching Task to consider how you could transfer the chapter content into your coaching practice.

The Coach Decision Making Model (Abraham & Collins, 2011) is a useful tool for coaches to 'bring it together'. By taking the information from the different sections of MOOC 5 and including it in the Coach Decision Making Model, you and your co-coaches will have identified exactly what you will do in the athlete centred TDE that you coach in. The model can also be used to monitor, review and update what you do.



The Coach Decision-Making Model. Adapted from Abraham and Collins (2011)

Coach Decision Making Model – TDE

Name of Club/TDE: _____

CDMM Area	Application
Context	
Describe the main goals of your club / school / community group, It's the raison d'être	
Describe the level of resources available to your club / school / community group	
Describe the context (at local - club / school / community group - or national level)	
Self-Awareness	
Outline what you think is the role of the coaches / support team what values and beliefs you bring to your TDE	
Who, What, How?	
WHO – List the age, number and characteristics of the athletes you coach	
WHAT – In key words, what are you trying to achieve (goals); and where are these athletes going after they finish with you this year/in the future	
HOW – What kind of activities and coaching strategies are you going to use to achieve the goals	
Coaching Programme – Plan-Do	
Around the “what” and the “how”, identify the duration of the season; the frequency of coaching sessions; and the number of events/games	
Do-Review	
During and at season end, reflect on how well is the TDE providing for the athletes; and what are the key areas for improvement	



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