



**COACH
KIDS+**
13-18

MOOC #5: Developing Effective Talent Development Environments

Chapter 1: The Talent Development Process Study Guide



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

Acknowledgments:

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Contents

Introduction	3
Welcome	3
The Importance of Talent Development.....	3
What MOOC 5 is About	3
Successful (Holistic and Effective) Talent Development in Practice	4
Study Guide Introduction	5
Welcome	5
Task 1: What are you bringing to coaching?	6
Task 2: How Do You Like to Learn?	7
Learning Support in the MOOCs and Study Guides	8
Your Development Journey as a Coach of Teenagers	8
The Structure of the MOOC Study Guide.....	9
ICOACHKIDS MOOC 5 Study Guide - Learner Activity Tracker: Chapter 1	10
Section 1.1: The Talent Identification and Development Process	11
Introduction	11
Talent System - Aim	11
1. Talent Recruitment	12
2. Talent Development.....	12
Talent System - Structure	12
Talent System - Examples.....	12
Talent Systems – Challenges.....	13
Conclusion	13
Further Reading / Viewing.....	14
Section 1.2: What is Talent?.....	15
Introduction	15
What is Talent?.....	15
Talent in Sport	16
3 by 3 matrix of performance vs. potential	16
Conclusion	17
Further Reading / Viewing.....	18
Personal Coaching Task / Coaching with Others	19
Section 1.3: Talent Identification: Trying to Get it Right	20

Introduction	20
1. How do we understand the current and future demands of our sport?	20
2. How do we understand how young people grow and develop?	21
3. How do we make informed decisions?	22
Conclusion	22
More Information	23
Further Reading / Viewing.....	23
<i>Section 1.4: Talent Transitions</i>	<i>24</i>
Introduction	24
Talent Transitions	24
Demands vs Ability to Cope.....	24
Supporting the Transitions	25
Conclusion	25
Chapter Conclusion	26
More Information	27
Further Reading / Viewing.....	27
<i>Quiz.....</i>	<i>28</i>
<i>Personal Coaching Task/Coaching with Others</i>	<i>30</i>

MOOC 5: Developing Effective Talent Development Environments

Introduction

 View	The following are the details of the script and video:
	Course Title: Developing Effective Talent Development Environments
	Video Title: Course Introduction
	Writer Name and Job Title: Kevin Till, Professor at Leeds Beckett University and Strength & Conditioning Coach at Leeds Rhinos Rugby League Academy
	Presenter Name and Job Title: Kris Van Der Haegen, Director of Coach Education for the Belgian Football Association and the Assistant Coach for the Belgium Red Flames, women's national team
	Link to Video: https://youtu.be/mNrErXRPCNs



Welcome

Hi Coach! Welcome to the **ICOACHKIDS MOOC 5 – Developing Effective Talent Development Environments**.

This is a topic close to all of our hearts. We are really excited to bring you some top drawer content to help you support developing athletes.

The Importance of Talent Development

But first, why is this important? Well, modern day Olympic and Professional sport is arguably more competitive NOW than ever before. Many sports focus on identifying talented athletes and developing them into the sporting superstars of tomorrow. Whilst this approach is common – it is certainly not easy! And this is made even more difficult and risky as talent identification and development is usually undertaken with children and young people, and can also have negative effects!

This has led some individuals to even question the appropriateness and healthiness of talent identification and development programmes! For these reasons, it is super important that coaches understand this process.

What MOOC 5 is About

This MOOC aims to take you through 3 main steps:

1. The Talent Identification & Development Process including:
 - a) What is talent?
 - b) The processes of talent identification and development

- c) Talent identification: trying to get it right
 - d) Talent confirmation
2. The Goals, Responsibilities & Components of Talent Development Environments.
 3. Effective Talent Development in Practice, including the role of athletes, coaches, support staff and parents.

Successful (Holistic and Effective) Talent Development in Practice

The following sections contain some great information on developing effective talent development environments. This information will help you create appropriate environments to help young people be happy and healthy and develop within the sports they love.

Good luck and enjoy the content!

Study Guide Introduction



“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 and teenagers
- 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 get 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 1

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 1.1							
Section 1.2							
Section 1.3							
Section 1.4							

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 1.1: The Talent Identification and Development Process


View

The following are the details of the script and video:

Video Title: The Talent Identification & Development Process

Writer Name and Job Title: Kevin Till, Professor at Leeds Beckett University and Strength & Conditioning Coach at Leeds Rhinos Rugby League Academy

Presenter Name and Job Title: Cassandra Missipo, Red Flames Player (Belgian Women's Football National Team)

Link to Video: <https://youtu.be/7iBuyrxuvfy>

Introduction

Hi there! How is your coaching going? In this section we are going to discuss the talent identification and development process. To support and achieve sporting success at the Olympic or professional level, federations and professional clubs invest a lot of resources into identifying and developing future superstars. This is commonly known as a Talent System.

Talent System - Aim

Simply put, a talent system aims to develop standard sporting practice to as high a quality as possible. This approach hopes to give young people the best chance of achieving sporting success!

Talent ID & Development Processes

The diagram illustrates the Talent ID & Development Processes as a continuous cycle of four stages: Detection, Identification, Development, and Transfer. Each stage is connected to a central circle, and each has a descriptive text block:

- Detection:** The discovery of **potential performers** who are NOT currently involved in a sport in question
- Identification:** The **process of recognising participants** with the **POTENTIAL** to excel in a particular sport
- Development:** Providing the most **suitable learning environment** for athletes to realise their **potential** or **accelerate** their development
- Transfer:** **Transfer and fast-tracking** of **talented individuals** from one sport to another sport where there are opportunities to succeed

At the bottom of the cycle, a box labeled **Selection** is connected to the central circle. Below it, the text reads: "The **selection** of **players** at various stages who demonstrate **prerequisite standards of performance** for **inclusion** in a particular team or squad".

Williams, A.M. & Reilly, T. (2000) Talent identification and development in soccer. *J SportsSci*, 18, 657-667

Talent systems generally involve two main processes – 1) Talent Recruitment and 2) Talent Development.

11

1. Talent Recruitment

Talent Recruitment includes...

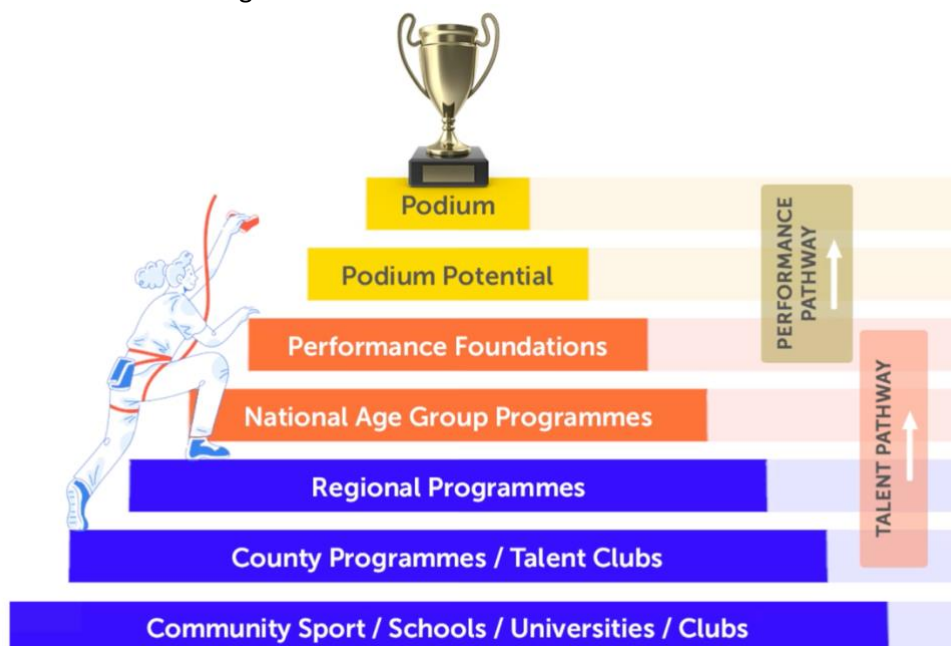
- **Talent Detection** or the discovery of potential performers who are not currently involved in the sport in question.
- **Talent Identification** or the process of recognising players already participating in the sport who have the potential to excel.
- **Talent Selection** or the ongoing process of selecting individuals at various stages of development who demonstrate the required standard to progress to the next level.
- **Talent Transfer** or the moving of individuals from one sport to another sport where they have greater opportunities to succeed.

2. Talent Development

Talent Development involves providing athletes with a suitable learning environment to accelerate or realise their potential within a sport. This happens through coaching and support staff delivering appropriate training and competition.

Talent System - Structure

Talent systems typically employ a pyramidal structure. This means that the number of places available decreases as athletes get older.



Talent System - Examples

For example,

- From community sport
- To Regional selection OR Pre-Academy
- To National selection OR Post Academy
- To Professional or Olympic level

These stages and transitions vary depending on the sport and country. For example, in the UK, football identifies approximately 15 players to enter a professional club's academy from the age of 7–8 years. In comparison, Rugby union identifies approximately 120 players at 14–15 years for a Regional Academy programme.

How talent is developed within these sports also differs. Football usually includes 3 to 4 training sessions and 1 competition per week. Whilst a Rugby Union regional academy includes 1 monthly training session and 2-3 annual competition opportunities per year with most rugby played within school and community clubs.

Therefore, all talent systems are different!

Talent Systems – Challenges

Whilst talent systems are common across the world – it is not a straightforward process. And these talent systems are affected by the resources available (for example financial, personnel, or facilities). Researchers have highlighted issues and a lack of evidence for such approaches. A recent article by Professor Kevin Till and Professor Joe Baker summarised the two key challenges facing all talent systems.

1. Which individuals DO (OR DO NOT) get the opportunities to be identified into a talent system?
2. How appropriate and healthy are talent systems for those individuals that get these opportunities?

Conclusion

We look forward to providing some answers to these questions in the following chapters.

We hope you enjoy the ride



Further Reading / Viewing

ICOACHKIDS

6th International ICK Conference Presentation: [Challenges and \[possible\] solutions to optimizing talent identification and development in sport](#)


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

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

Other Resources

Article: Till & Baker (2020) [Challenges and \[possible\] solutions to optimizing talent identification and development in sport](#)

Section 1.2: What is Talent?

 View	The following are the details of the script and video:
	Video Title: What is Talent?
	Writer Name and Job Title: Kevin Till (England), Professor at Leeds Beckett University and Strength & Conditioning Coach at Leeds Rhinos Rugby League Academy
	Presenter Name and Job Title: Antonia Vellguth (Germany), Ju-Jitsu Player, European U21 Bronze Medallist
	Link to Video: https://youtu.be/iqbnQfjwC5k



Introduction

Welcome back coach! In the previous section, we introduced the talent identification and development process. We presented two key challenges.

1. Which individuals DO (OR DO NOT) get the opportunities to be identified into a talent system?
2. How appropriate and healthy are talent systems for those individuals that get these opportunities?

We are going to start exploring question 1 by exploring the very important question ‘What is Talent?’

What is Talent?

Talent is a commonly used term in society. It can be applied across education, the arts, and of course, sport.



Talent can also be talked about in different ways. People may...

- Label an individual as talent - “that player is a talent”
- Describe it as an innate ability - “that athlete has a talent for tennis”
- Describe it as a quality to be developed - “we can nurture that child’s talent”

This has often led to the Nature vs Nurture debate. Ultimately, talent is BOTH - a combination of Nature and Nurture!

NATURE + NURTURE = TALENT

Talent in Sport

In sport, researchers have defined talent as:

“The presence of particular skills or qualities, identified at an early age, that correlate to or predict expert future performance” (adapted from Cobley and colleagues, 2012)

Therefore, talent is about understanding the relationship between current PERFORMANCE and future POTENTIAL.

However, this leaves us with an important question – what does talent look like? Unfortunately, the existing scientific literature generally has limited high-quality evidence to help!

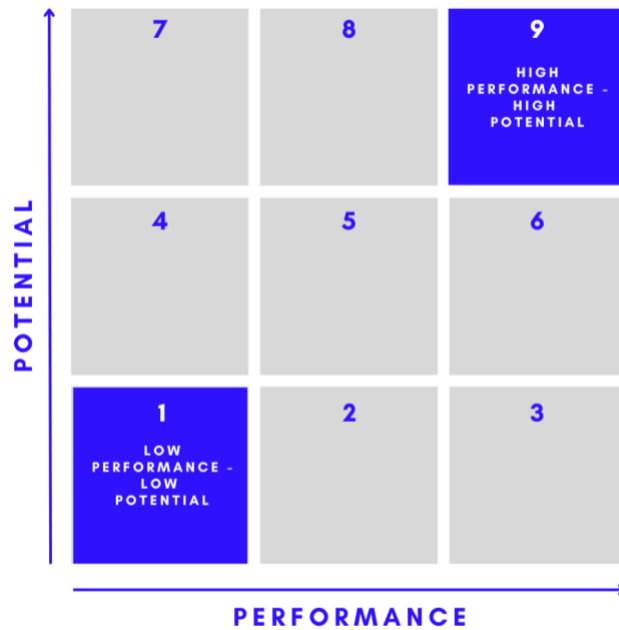
What we do know is that talent is....

1. **Emergent** – That is, a continuous process of becoming.
2. **Environmental** – Is influenced by a range of factors like parents, coaches, peers, and the available opportunities (the environment).
3. **Individual** – Is individual, meaning that all athletes have different skills and require different developmental programmes.

Positioning talent like this requires a different approach to talent identification and development – one where talent is **NOT** perceived as a fixed and measurable trait. To achieve this, practitioners need to understand, assess, and consider both current performance ability and future potential when making talent decisions.

3 by 3 matrix of performance vs. potential

The 3 by 3 matrix of performance vs potential developed by Professor Joe Baker (2020) may be a useful tool to start exploring such complexities. This is a simple decision-making grid developed for coaches to think about talent differently, recognising that there are different levels of risk associated for TDE stakeholders when selecting athletes at different points of the matrix. For example, there are low risk decisions associated with selection decisions on individuals at points 1 and 9, medium risk at points 2, 4, 5 and 6, and finally, high risk at points 3, 7 and 8.



However, understanding what talent is, is really tricky!

Conclusion

Talent systems and coaches should value long-term development and player improvement over short-term outcomes like winning and current performance.

In summary, talent is...

- complex and often misunderstood
- not a straight road and constantly changing
- lacks robust research evidence
- and is very difficult to assess

Therefore, our recommendations are that we should start thinking that every young person is a TALENT. This means that you could apply the recommendations within this course to as many young people as possible for as long as possible.

Start thinking that every young person is a TALENT!

Such an approach may result in greater use of resources whilst having the potential to improve performance, opportunities and health for everyone in the long-term resulting in a more efficient system. Go start using this philosophy and see what happens!

Thanks for watching and reading, see you soon!



Further Reading / Viewing

ICOACHKIDS

4th International ICK Conference Presentation: [The Pitfalls of Talent Development Environments](#)

6th International ICK Conference Presentation: [Challenges and \[possible\] solutions to optimizing talent identification and development in sport](#)

Other Resources

Book: The Tyranny of Talent: How it compels and limits athletic achievement... and why you should ignore it by Joe Baker



Personal Coaching Task / Coaching with Others

Your coaching philosophy and approach to talent development

Start thinking that every young person is a TALENT

When answering these questions, don't try to think in terms of right or wrong. Taking account of what you have read in this section, just be completely honest and use it as a chance to clarify your approach to coaching. The players/athletes you coach, their parents, co-coaches and others will be forever grateful to you for this clarity! Discuss your thoughts with your co-coaches.

Question	Response
Why do I coach?	
What is the purpose of sport for teenagers?	
What is the core of my job as a coach of teens?	
How do I define success in my coaching context?	
What are my core values?	

Section 1.3: Talent Identification: Trying to Get it Right

 View	The following are the details of the script and video:
	Video Title: Talent Identification: Trying to Get it Right
	Writer Name and Job Title: Kevin Till, Professor at Leeds Beckett University and Strength & Conditioning Coach at Leeds Rhinos Rugby League Academy
	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/VnLwDnIFf0



Introduction

Hello again coach! This section is going to discuss 3 basic problems in Talent Identification:

1. Understanding the current and future demands of sport.
2. Understanding how young people grow and develop.
3. Making informed talent identification decisions.

1. How do we understand the current and future demands of our sport?

Sport performance is multidimensional – it can be classified as technical, tactical, physical and psycho-social. Practitioners are required to understand these demands to make talent identification decisions.

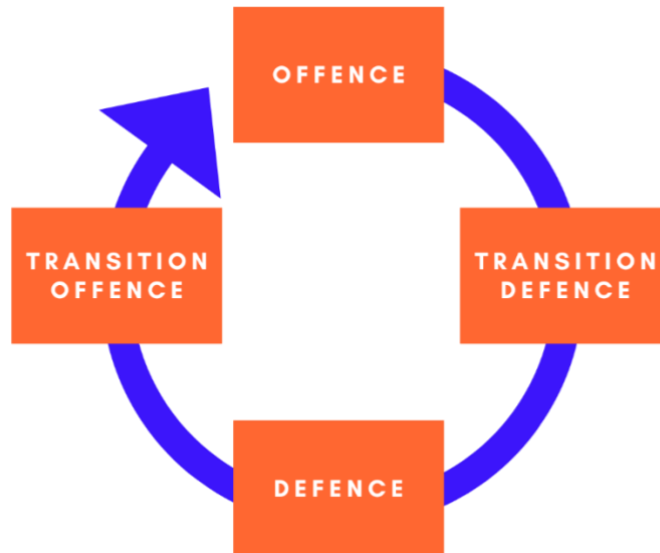
Sport: Technical – Tactical – Physical – Psycho-social

Furthermore, do you know what a sport may look like in 10, 15 or even 20 years' time? Because sports change - the rules, the demands, the player characteristics, the playing styles. All this must be considered when making talent identification ... not easy! It's a bit like looking into a crystal ball!



To overcome, these challenges we have two recommendations:

1. Establish a **clear performance model** - this allows a clear 'vision' of the physical, technical, tactical, and psycho-social aims and demands of your sport. This helps provide clarity on what a system is working towards and helps communication and decision-making.



Moments of the Game, adapted from [Basketball England Player Development Framework Playbook](#)

2. Anticipate and create **future changes** to the sport. A strong and clear vision has been shown as a common trait of serial winning coaches (Lara-Bercial & Mallett, 2016). Therefore, how can you imagine and create how your sport will look in the future?

2. How do we understand how young people grow and develop?



Identifying talent is even more difficult because it is most often done with young athletes. Therefore, practitioners need to predict future adult performance which is heavily influenced by a range of biological, psychological, and social developmental factors. This complicates the talent identification decision-making process!

For example, when we combine the biological-psychological-social development of young people with how youth sport is structured around age groups, this results in individuals being advantaged or disadvantaged within talent identification. Two common selection biases are the Relative Age Effect and Maturity biases.

This means that understanding young people is key for understanding what is talent and perceiving performance vs potential!

Common recommendations include delaying talent identification until post maturity and providing more development opportunities for more athletes, so no-one slips through the net.

There is more information on growth and development and coaching implications in MOOC 2, Chapter 3: How Children Grow and Develop.

3. How do we make informed decisions?

Based on the above two challenges, it is not surprising that the effectiveness of talent identification decisions is generally limited. We recommend asking yourself two questions regarding your talent identification processes...

1. When should talent identification commence in your sport?
2. Why? What is the reason behind trying to identify talent at this point?

Answering such questions allows you to justify when talent identification starts in your sport – it has to start at some point.

To best inform this talent identification process we recommend using a multidimensional talent identification tool. This can include data on the physical, technical, tactical and psychosocial characteristics of your athletes. This tool can include objective data, like fitness tests, and subjective data, like coaches ratings. Ideally factor in any bio-psycho-social information too.

Conclusion

So, in summary...

- UNDERSTAND YOUR SPORT
- UNDERSTAND YOUNG PEOPLE and
- DEVELOP A MULTIDIMENSIONAL TALENT ID TOOL
- AND TAKE YOUR TIME!

This is probably the best way to make informed talent identification decisions.

Good luck!



More Information

[Basketball England Player Development Framework Playbook](#)



Further Reading / Viewing

ICOACHKIDS

ICK MOOC 2, Chapter 3: [How Children Grow and Develop](#)

ICK MOOC 1, Chapter 4: [Making the Sport Fit the Child, not the Child Fit the Sport](#)

Section 1.4: Talent Transitions

 View	The following are the details of the script and video:
	Video Title: Talent Transitions
	Writer Name and Job Title: Tom Mitchell, Senior Lecturer in Sports Coaching at Leeds Beckett University
	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/47KLz6ezPCQ



Introduction

Welcome back! How is your coaching going? In this section we are going to explore how we might support the final step of the journey from a talent system to entering elite sport at senior level and becoming a mega star!

Talent Transitions

The four major transitions in the talent system were outlined in Section 1.1. as:

- From community sport
- To Regional selection OR Pre-Academy
- To National selection OR Post Academy
- To Professional or Olympic level

One of the biggest steps a young athlete will make is moving from junior to senior level or post academy to professional level. Or more importantly moving from a *development* to a *performance environment*. This is known as the junior to senior transition. An example of this transition might be when a football player obtains their first professional contract or begins to train with the professional team.

Demands vs Ability to Cope

The outcome of these career transitions are typically a factor of the demands put on the young athlete, and their ability to cope with them successfully.

For example, regarding the demands, when athletes move from junior-to-senior, they may experience increased competition levels and intensity of practices, which may be both physically and mentally demanding. They may also be moving from adolescence into young adulthood which coincides with more general cognitive, social, psychological and physical developmental demands.

This may be made even more challenging by the fact that the transition may span across several years, with athletes in a continual period of uncertainty and challenge (Alfermann & Stambulova, 2007).

Other transitional moments might include moving from a small to a large team or from a lower to a much higher league. Finding ways to allow young athletes to keep progressing into their 20s is vital. Having development squads in lower leagues or allowing players to go on loan to other teams has proven quite successful in many sports.

Supporting the Transitions

Coaches therefore need to consider how they support their athletes before, during and after these transitions. Researchers (Mitchell et al, 2020) have provided three perspectives when considering how to assist athletes in coping with career transitions:

1. **Preventive**, that is putting in place systems to avoid any potential issues. This may include providing information of what a future transition might be like.
2. **Crisis coping** or having the tools and people in place to deal with a situation when it arises. These might include working with a sport psychologist.
3. **Coping with consequences** - helping them to cope with the negative-consequences from a given crisis. This might require further support from coaching and welfare staff to fully understand the challenges faced.

Furthermore, the International Society for Sport Psychology (ISSP) position stand on career development and transitions recommends that coaches view athletes holistically and should offer guidance in the areas of career planning, balancing lifestyle, stress/time/energy management, and effective recovery, as well as support from significant others.

Transitioning and coping skills for athletes are dealt with further in Chapter 3.

Conclusion

In summary, with careful planning and support, coaches can take positive action to increase the success of athlete transitions further supporting their career development and wellbeing.

Why not plan what you can do for your athletes at your next coaches meeting!

Chapter Conclusion

Well, that's it for the 4 sections of Chapter 1.



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



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

Next...

Then move on to Chapter 2 Talent Development Environments: Why and What, where 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.

See you then!

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.



More Information

Book: The Tyranny of Talent: How it compels and limits athletic achievement... and why you should ignore it by Joe Baker



Further Reading / Viewing

OTHER RESOURCES

Mitchell et al. (2020) [Practitioner Perspectives on the Barriers Associated with Youth-to-Senior Transition in Elite Youth Soccer Academy Players](#)

Morris, Tod & Eubank (2017) [From youth team to first team: an investigation into the transition experiences of young professional athletes in soccer](#)



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 with each question.

1. A talent system aims to develop standard sporting practice to as high a quality as possible [see section 1.1]

- a) True
- b) False

2. Talent systems involve 2 main processes [see section 1.1]:

- a) Talent testing and talent de-selection.
- b) Talent recruitment and talent development
- c) Talent pushing and talent structures
- d) Talent building and talent exploitation

3. Talent is... [see section 1.2]:

- a) A thing one is born with, defined, easily identified
- b) Emergent, based on selection, developed in groups
- c) Emergent, environmental, individual
- d) Natural, needs a high-performance setting, individual

4. Talent is a fixed and measurable trait [see section 1.2]:

- a) True
- b) False

5. We should start thinking that every young person is a Talent and should apply Talent Development to as many young people as possible for as long as possible [see section 1.2]:

- a) True
- b) False

6. Sport performance is multidimensional – it can be classed as Technical, Tactical, Physical and Psycho-social. To understand talent development in a sport, coaches should have [see section 1.3]:

- a) an adult model of play and know the history of the sport
- b) a Tactical/Technical model and push fitness
- c) knowledge of the history of the sport and replicate this in the talent development system
- d) a clear performance model – and anticipate and create future changes (a vision of how the sport should be played)

7. Common recommendations include delaying talent identification until post maturity and providing more development opportunities for more athletes, so no-one slips through the net. [see section 1.3]:

- a) True
- b) False

8. In any sport we recommend asking yourself two questions regarding your talent identification processes... [see section 1.3]:

- a) 1. Should talent identification start from an early age? *And* 2. What should we look for?
- b) 1. Where will we conduct talent identification? *And* 2. How can we reduce the numbers?
- c) 1. When should talent identification commence in your sport? *And* 2. Why? What is the reason behind trying to identify talent at this point?
- d) 1. How will we conduct talent identification? *And* 2. How can we ensure that only 'the best' are picked?

9. Use three (3) perspectives when considering how to assist athletes in coping with career transitions [see section 1.4]:

- a) Avoid, Put off, Woke
 - b) Preventive, Crisis coping, Dealing with consequences
 - c) Preventive, Rely on coaches, Blame others
 - d) Crises before, Crises during and Crises after
- Please review section 1.4 and complete the quiz again.

10. The International Society for Sport Psychology (ISSP) position stand on career development and transitions recommends that coaches view athletes...[see section 1.4]:

- a) holistically, offering leaflets and information on other aspects of life, but really focus mainly on their sporting development
- b) with a sport only focus, with the aim of optimising their performance and leave all other aspects of support to family and the athlete's social support
- c) holistically and offer guidance in the areas of career planning, balancing lifestyle, stress / time / energy management, and effective recovery, as well as support from significant others.
- d) as performers, supporting their tactical, technical and physical development to perform in the sport and de-selecting the athletes that do not reach the standards

Answers:

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



Personal Coaching Task/Coaching with Others

For the athletes/players you coach, identify the transitions they have: a) Into the group/squad; b) From the group/squad; c) Any things you should be aware of for both a) and b); taking account of the circumstances of individuals; and d) Implications for coaches.

Discuss your notes with your co-coaches.

a) Transitions INTO the group/squad

--

b) Transitions FROM the group/squad

--

c) Things to note (taking account of the circumstances of individuals)

INTO	FROM

d) Implications for coaches.

INTO	FROM



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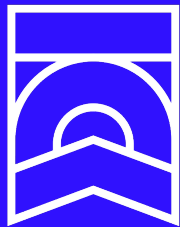
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COACH
KIDS+
13-18

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**

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Disclaimer

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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>
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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



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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**

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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 3	8
<i>Section 3.1: The Role of Coaches in Talent Development.....</i>	<i>9</i>
Introduction	9
1. Coach's Knowledge	9
2. Athlete Outcomes	10
3. The Coaching Context.....	10
Conclusion	10
More Information	11
Further Reading / Viewing.....	11
Personal Coaching Task/Coaching with Others.....	12
<i>Section 3.2: The Role of the Support Team in Talent Development</i>	<i>13</i>
Introduction	13
1. Strength and Conditioning Coach	13
2. Physiotherapist	13
3. Nutritionist	14
4. Performance Analyst	14
5. Sport Psychologist.....	14
6. Education/Welfare Professionals	14
7. Performance Manager.....	14
Communication and Alignment	14
Conclusion.....	14
Further Reading / Viewing.....	15
Coaching with Others / Coaching in Your Environment.....	16
<i>Section 3.3: The Role of the Family in Talent Development</i>	<i>17</i>
Introduction	17

Teens Aged 11-16 years.....	17
Teens Aged 16-19 years.....	18
TDE Programme Support of Parents	18
Conclusion	18
Further Reading / Viewing.....	19
Personal Coaching Task / Coaching with Others / Coaching in your Environment	20
<i>Section 3.4: The Role of the Young Athlete in Talent Development.....</i>	<i>21</i>
Introduction	21
1. Psychological Skills Associated with Optimal Talent Development	21
2. Empower Young Athletes to take Charge of their own Progression and Wellbeing	22
Conclusion	22
More Information	23
Further Reading / Viewing.....	23
Personal Coaching Task / Coaching with Others	24
<i>Section 3.5: Mapping and Evaluating Your TDE: Where to Start.....</i>	<i>25</i>
Introduction	25
1. Mapping	25
2. Observation and Conversation.....	26
3. Questionnaires.....	26
Conclusion	27
<i>MOOC Conclusion</i>	<i>27</i>
More Information	28
Further Reading / Viewing.....	28
<i>Quiz.....</i>	<i>29</i>
Personal Coaching Task/Coaching with Others.....	31

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



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:

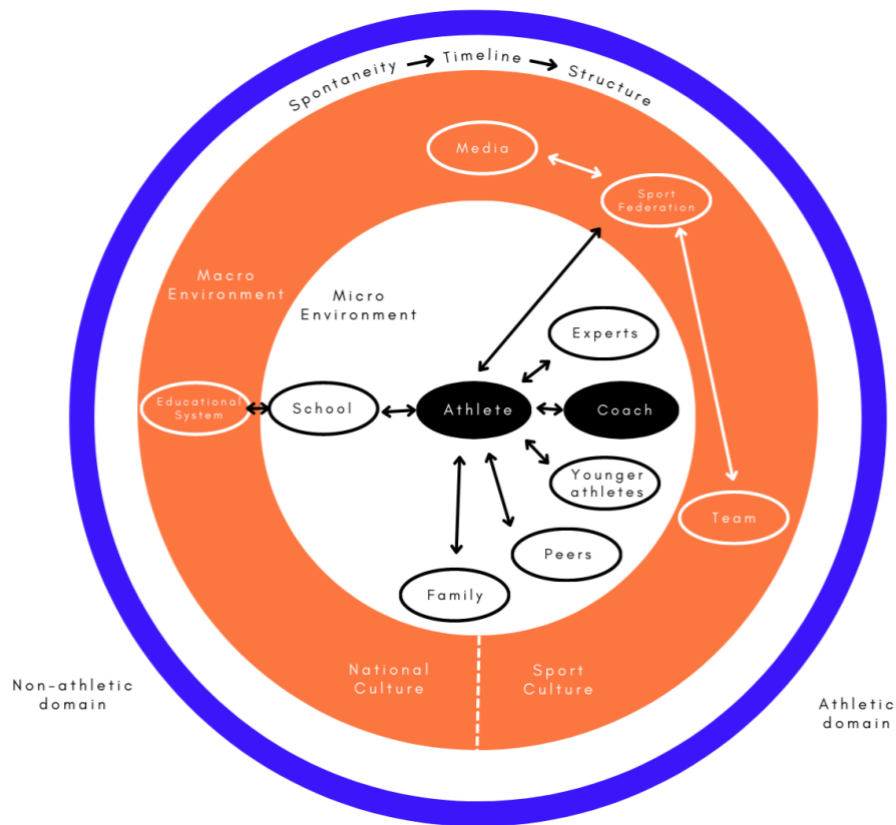
1. Mapping
2. Observation and Conversation
3. Questionnaires

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 conversations 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:

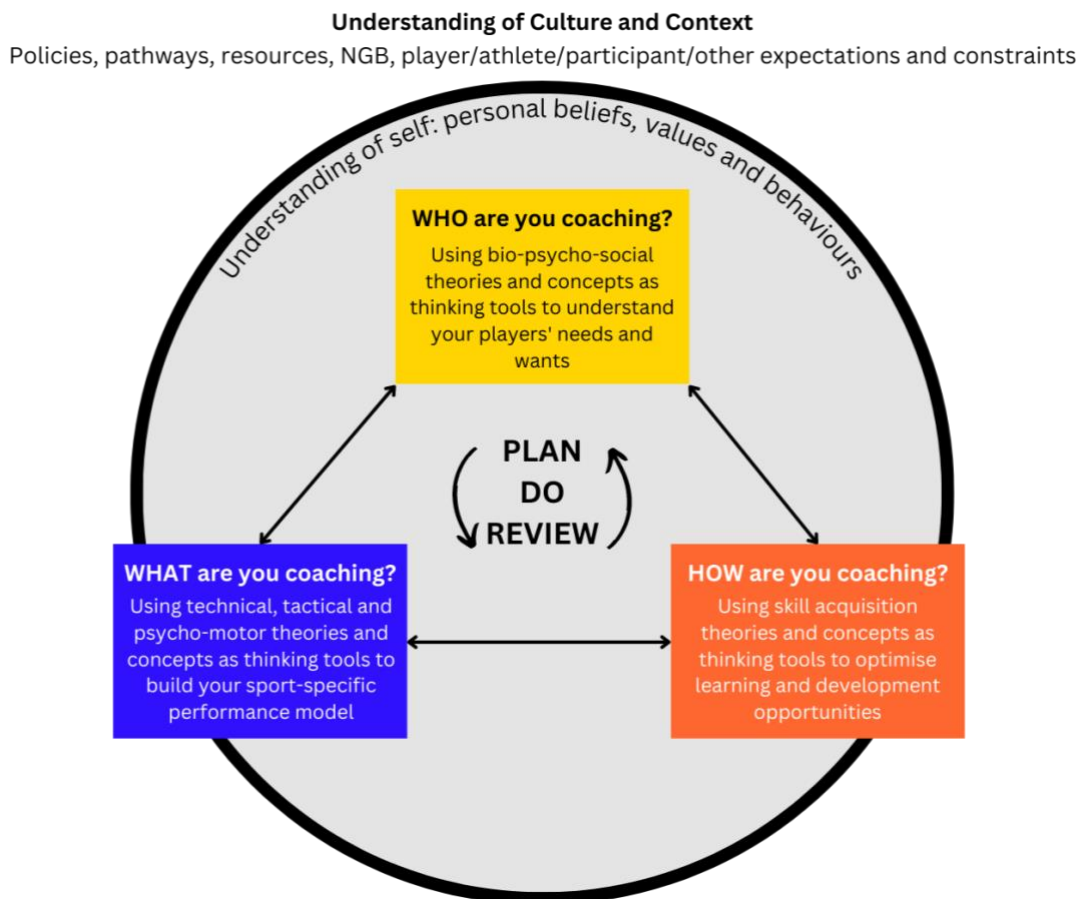
1. c; 2. d; 3. a; 4. b; 5. d; 6. a; 7. b; 8. c; 9. d; 10. a



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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