

**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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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>



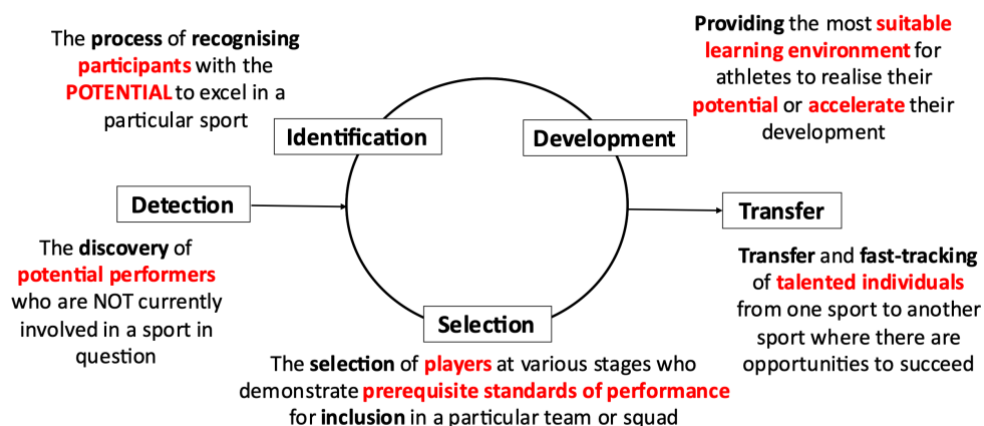
Introduction

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



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.

1. Talent Recruitment

Talent Recruitment includes...

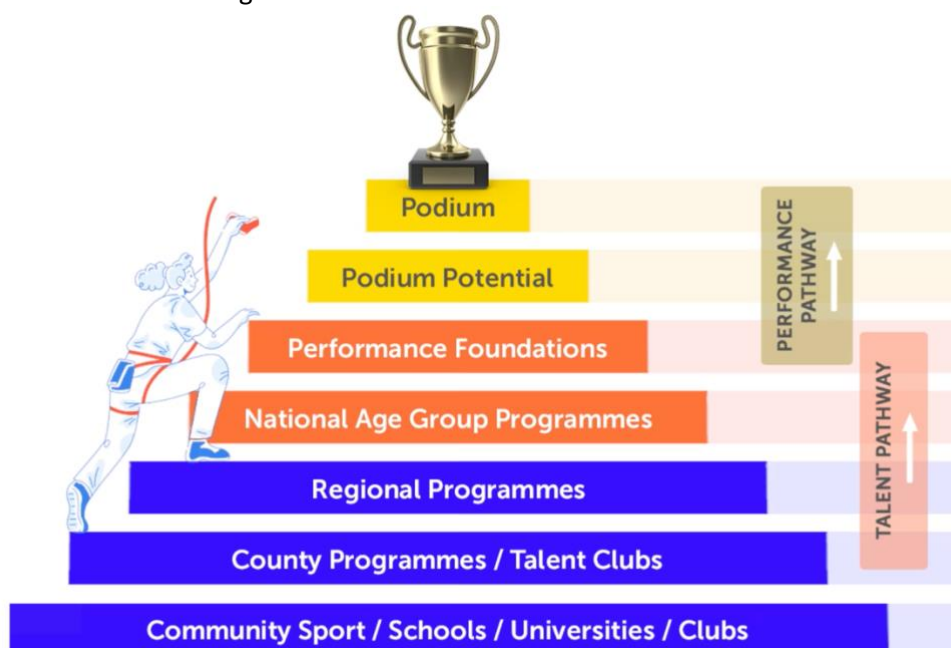
- **Talent Detection** or the discovery of potential performers who are not currently involved in the sport in question.
- **Talent Identification** or the process of recognising players already participating in the sport who have the potential to excel.
- **Talent Selection** or the ongoing process 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!

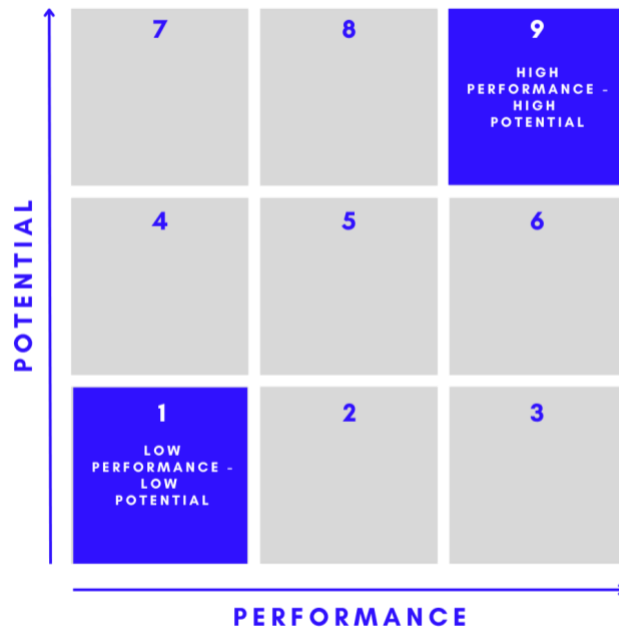
What we do know is that talent is....

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.

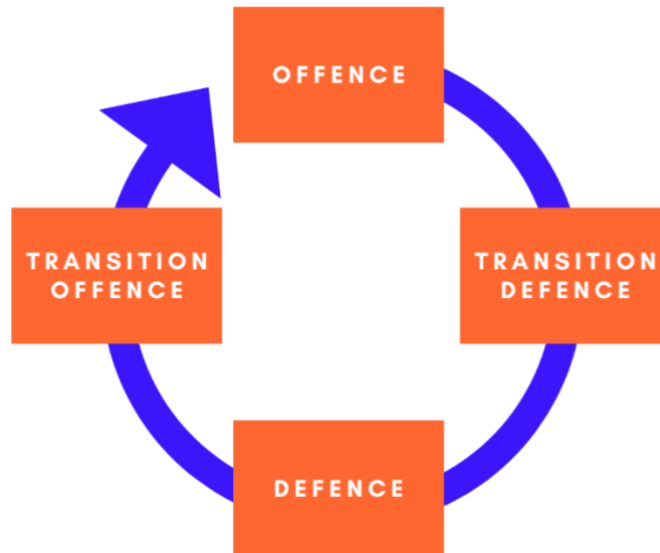
Sport: Technical – Tactical – Physical – Psycho-social

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

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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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