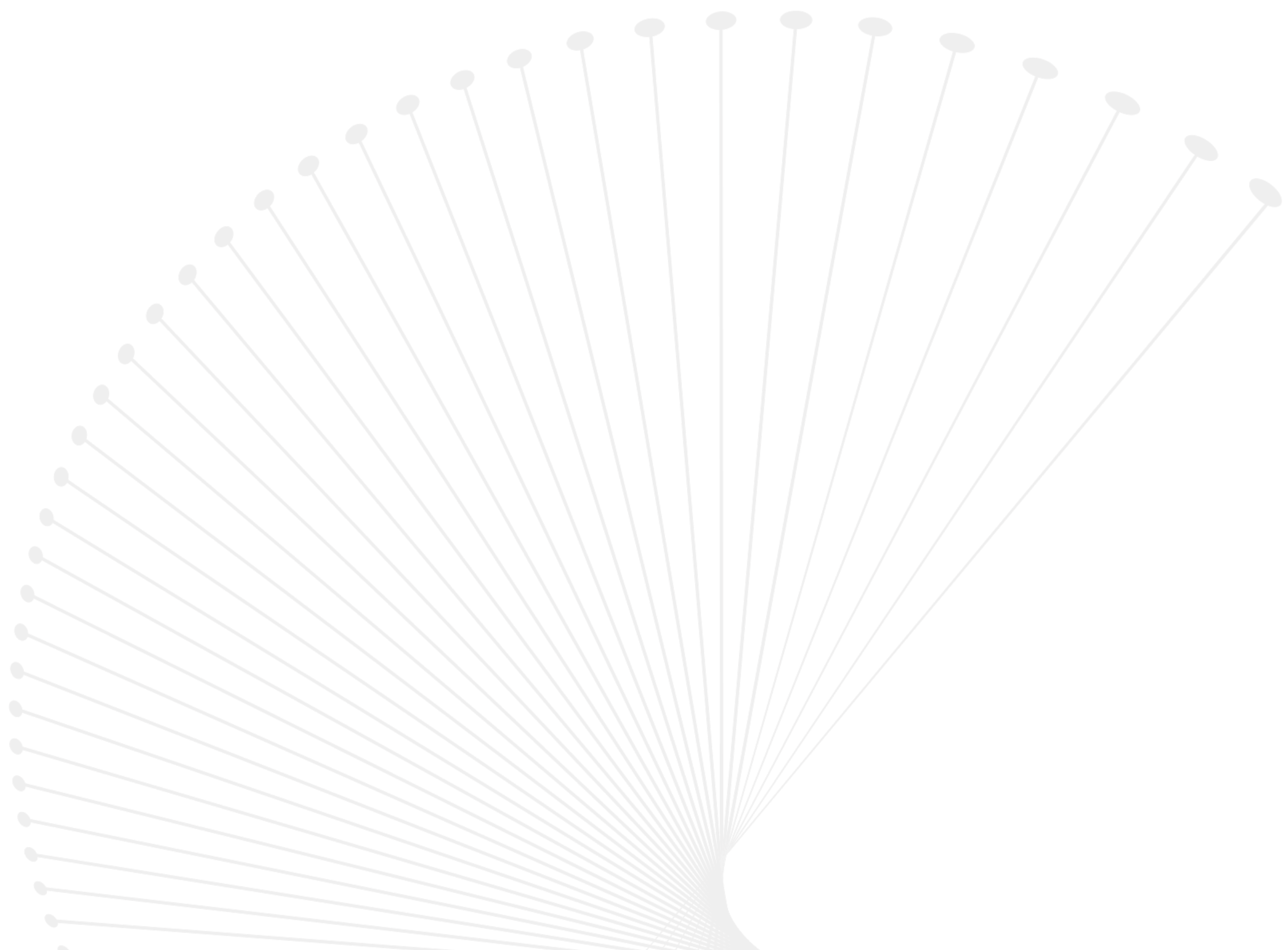




**ENGLAND
HOCKEY**

TALENT DEVELOPMENT
A NEW WAY FORWARD

GLOSSARY OF TERMS REFERENCED IN THE MARCH UPDATE
AND THE TALENT CENTRE/TALENT ACADEMY FRAMEWORKS



GLOSSARY OF TERMS

A. TALENT SYSTEM FRAMEWORK

The Talent System Framework (TSF) is an evolution of the existing Talent Development Framework (TDF). It will build on the TDF and provide more detail of the ideal experiences and environments that will support a player's journey through the Talent System.

The purpose hasn't changed. The Talent System Framework will:

- Offer a reference point for decision-making for Talent Development
- Providing a common language for the development of players through the talent system across Great Britain
- Allow for a shared understanding to guide player development – putting the player at the centre, through talent development
- Empower coaches to become the architects of exceptional learning environments
- Educate and support other key stakeholders in how they can support a player's journey through the talent system

It will also include tools to help coaches nurture these qualities in players by understanding a player's current status and creating a plan for their development (for example through player profiling).

It will not prescribe one method (a *how*) in developing these qualities. Our belief is that reaching alignment and giving clarity about *what* we need to develop and *why* will allow us to lead coherent player development. There are many ways to achieve this.

More details will follow over the coming months including a series of online seminars to provide an overview of each aspect of the new framework.

B. OUR DEFINITION OF TALENT

Everyone has a certain amount of 'natural giftedness'. This natural make up we all come with is unique to all of us and is only the starting point. We do not define this as talent, and do not describe players with an abundance of natural gifts as 'talented'. We describe them as '**having potential**'. Talent is what you develop from these natural beginnings through experiences and training.

Someone who is talented has developed their natural ability, using their potential, into a talent specifically for hockey. For example, a player with fantastic hand-eye co-ordination develops this ability into a fantastic first touch. They know exactly what angle their stick should be at and how soft their hands should be to manipulate the ball into exactly the right position for their next action. This first touch is a talent for hockey.

The question that could be asked is at what point does a player move from 'having potential to 'being talented'. We should save the use of the word 'talented' for the top performers of the game.

You might feel the use of 'potential' and 'talented' is semantics, but numerous studies have shown that labelling a child as talented as opposed to having potential can have a dangerous impact on their development. Potential suggests they have a gap to bridge to become successful and is motivational. Being labelled talented can give a sense of 'already made it' and become a demotivator in some individuals.

C. TALENT DEVELOPMENT APPROACH

This will be covered in more detail in the Talent System Framework. While not an exhaustive list, the following statements will underpin our approach to talent identification and development.

- 1. Talent identification is about future potential not just current performance:** Current performance plays a part in understanding future potential but in isolation is a poor indicator and should not be relied on by itself.
- 2. An open, inclusive and a ‘keep the net wide’ approach:** Selections & decisions should be at ‘this point in time’ and not final; a ‘yes for now’ or ‘not now’ not a ‘never’ or ‘yes for forever’. Consistent with this, our talent system should be open to all without rigid entry and exit points.
- 3. Multiple opportunities; multiple eyes; multiple contexts:** Identification and selection decisions should be as objective as possible based on evidence from observations from using multiple eyes, multiple times and in multiple contexts.
- 4. Right Athlete, Right Environment.** A young person’s experience is shaped by the environments they inhabit so matching the environment to their physical, mental and social needs at any point in time is critical to ensuring they can thrive, develop and enjoy their time.
- 5. Volume, quality and frequency of training and competition is critical:** Frequent high-quality training and competition with a critical mass of players which includes regular stretch to promote the development of the essential player qualities should be a consistent feature of the talent system.

HEALTHY TALENT DEVELOPMENT CULTURE (THE FOUR P’S)

As a first step to developing a shared understanding across the hockey community about what a healthy talent development culture looks and feels like, we have defined four principles. These underpin the Talent System culture we want to co-create with the hockey community to ensure everyone involved can thrive.

PERSON: Every person matters

Every player is first and foremost a young person: the health, safety, wellbeing and long-term development of every young person matters. We have a duty of care to everyone who interacts with the talent system.

PLAYER: Player-centred decision making

A recognition that while there are multiple stakeholders involved in the talent system with many different personal, organisational, wants and needs, its fundamental purpose is to provide high quality positive environments for players to thrive, progress and realise their potential.

PERFORMANCE: Performance matters; it’s more than just about the taking part

A healthy talent culture values performance and excellence, encourages and expects high quality and high standards of behaviour on and off the pitch. Players require physical and mental stretch and challenge to progress, they need to experience setbacks and be uncomfortable at times, and they need opportunities to experiment, innovate and have fun. All this will be present in a high functioning performance orientated talent environment.

PARTNERSHIP: Partnership working

A recognition that working together and maximising our (club, school, county, England Hockey) collective expertise and strength will create a stronger and more fulfilling talent system for all involved. Junior hockey is organised and delivered by adults for children. Competitiveness and ambition by young players need to be matched by collaboration off the field of play by adults, thereby ensuring that the person first, player centred, performance focussed principles can coexist.

D. PLAYER PROFILE AND THE PROFILING PROCESS

The player qualities and the player profiling process was introduced in October 2020 as part of the England Age Group nomination and assessment process. These will be included in the Talent System Framework; however, they are summarised in the diagram below.

PLAYER QUALITIES

1. Highly Skilled Actions

Detailed level of ability to perform the actions necessary to deliver the hockey intelligence in a game.

2. Game Understanding

The decision-making capability to use the highly skilled actions and the team's tactics at the right time in the right context to allow the team to achieve their objective at any one moment during a game.

3. Mental Strength

The skills required to mentally support, motivate and challenge an individual in their quest to pursue excellence.

4. Physical Capability

Including all physical facets required in hockey – robustness; strength; endurance; speed endurance; speed; power; agility; and mobility.

5. Teamship Skills

The level of skills required to be a strong team member.



The beauty of the future GB qualities is identifying the unique blend of each individual. This will help to identify key areas of strength (what we have termed super-powers) and key limiters (what we have termed super-focus). Identifying these areas is critical to the development of players. The skill is not only identifying the areas to put the most energy in to, but how they are then developed with the player.

E. PLAYER PROFILING

A player profiling tool has been built to capture the player qualities, and four profiles have been created. They have increasing levels of detail for use at early talent foundations level through to England Age Group selection. We describe hockey as an early sampling, late specialisation sport. Therefore, whilst players will be observed and feedback given at different stages, the first point where a formal selection process will exist is late talent foundations, specifically for entry to Talent Academies.

The most basic profile is a coaching and development tool not a player identification tool. This is the profile which will be most relevant to Talent Centres and can be used to give players feedback on their areas of super strength and super focus. It's use by coaches will help prepare players to understand their own game better, and to seek and receive feedback from an early age.

F. SCOUTING AND SCOUTS

A key component of the talent system is identifying players and confirming their potential. The process of observing and identifying players is called scouting. The people who do this are referred to as scouts.

It may be conducted by coaches, and early in the system it will mainly be coaches. At high levels there may be specifically appointed scouts who will observe, profile and identify players. At higher levels the role of the scout changes from identifying and confirming potential to confirming hockey talent. England Hockey's aspiration is to have a network of roving scouts to aid player identification and selection into England Age Group programmes.



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