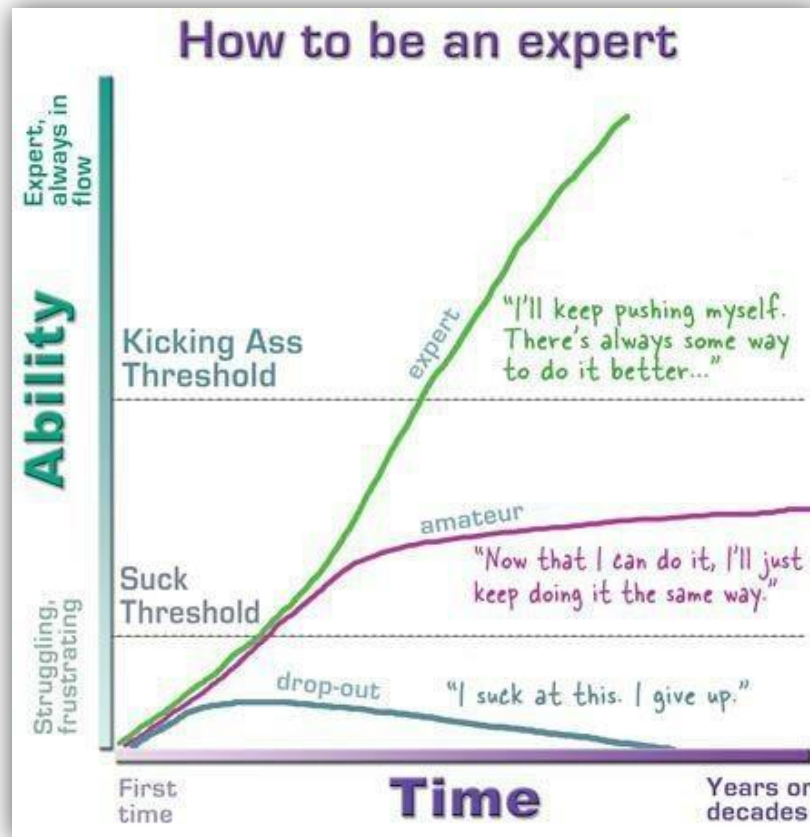


Understanding talent



*Providing high performance expertise
to sport and athletes in Scotland*

Talent system challenges



The notion of talent is confusing

“As a teenager I was told I would never make it as a swimmer. It was because my sister was so amazingly talented, could swim and be so good at it. My stroke wasn't great and I was told that, as I wasn't a natural swimmer, I just wouldn't make it”

Jo Jackson, Olympic Bronze medallist



Talent makes sense if we understand..

1. Physical suitability
2. How advantages are gained or lost over time
3. How your beliefs shape your behaviour

Physical suitability

Knowing the physical demands of your sport and working hard on strengths **and** weaknesses



How advantages are gained or lost over time

Understanding the development process

Experts differ from non-experts in their ability to **self-regulate**.

- Set specific goals
- Have detailed plans in place
- Continually review and adapt the plan
- Self reflect
- Identify reasons for failure



“... If things go wrong I need to know why. If we are doing a 200 metre session at this time of year I need to know the reason”

Jessica Ennis: Unbelievable 2012

Self-regulation

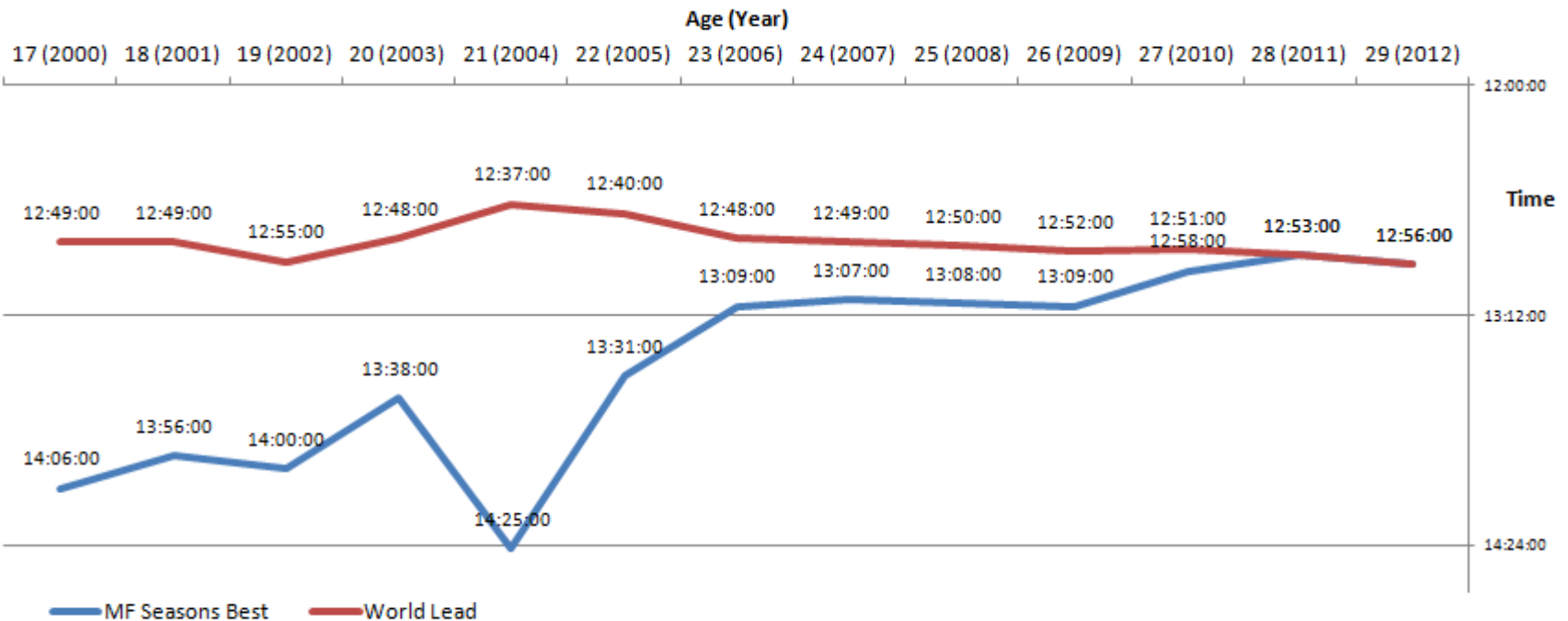
‘When Jamieson was 15 he had a meeting with his coach, who asked him: "Why are you in this sport, and what do you want to get from it?" Jamieson wrote down a list of goals. The top target was to win a medal at the 2012 Olympics. His coach asked him what time he thought it would take to do it. "I looked at the progression of Olympic results from Atlanta, Sydney and Athens," Jamieson says. "I calculated that it was going to take a swim of 2min 8sec to win a medal." He wrote it down on a piece of paper, which he kept by his bedside.’

The Guardian, March 2013



Understanding progress in non-linear

Mo Farah 5000m progression

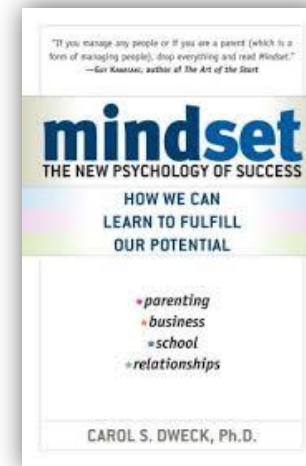


How young athletes think



Beliefs and how they shape behaviour

Based on the **mindset** work of psychologist Carol Dweck and others who have undertaken decades of research on achievement and success.



Behaviours and learning

	FIXED behaviours	GROWTH behaviours
Believe..	...talent is something you are born with	...talent is a process of learning
Motivation....	...showing off your ability	...learning how to develop your ability
Effort focus	Expect things to come easily	Focus effort in KEY areas
Challenges	Avoid challenges you struggle with	Embrace challenges – you can't do it YET
Set backs	Setbacks confirm you are no good	Setbacks are part of the learning process
Negative feedback	Ignore useful negative feedback	Learn from criticism
Ownership	If things don't work out...it's not my fault!	Understand you need to drive things
As a result..	...can plateau early and under achieve	...maximise potential

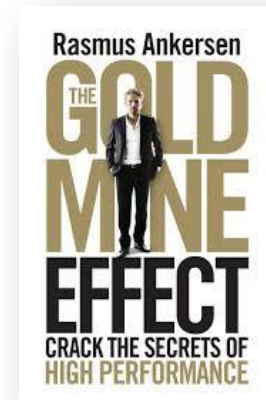
Key point

Your **beliefs** are crucial in shaping your behaviours and what you achieve.

Where do your **beliefs** come from?

How beliefs are shaped

“Our parents, friends, teachers, the media and many other sources all try to sell us their version of the truth. The problem is that many people end up accepting a ‘truth’ that limits them rather than opening up possibilities for them”



What does all this mean?

Talent is about committing to be good in future by.....

1. Knowing the demands of your sport and **developing** your physical strengths and weaknesses
2. Understanding the development **process**
3. Consistently displaying **growth** behaviours

How do we use what we know?

“Our aim is not to create a champion, but create situations in which champions are inevitable”



Forbes Carlile, Olympic swimming coach

Focus on creating environments where..

1. Talent is understood

Clarity throughout the system - athletes, parents, schools, clubs etc.
A focus on retention rather than selection

2. The **coaching team** are growth mindset

Talent education for coaches at all levels
Supporting individual development plans and feedback strategies

3. You develop growth mindset **athletes**

Profiling and feedback plans in place

4. You get the development **process** right

You deliver effective and measurable interventions

5. You **maximise** time on task

Facility access, coach availability and non-contact time opportunities

Inspiration – what will you do now?

Talent environments - Coach Planner

Framework	Focus	Action	Notes
Talent is understood	Detailing your philosophy on talent	Reflection	We have given you a start point. What do you think and what experiences have shaped your thinking?
Growth coaching	Developing growth behaviours through your coaching	Self-assessment, changing habits and seeking feedback	Complete the key coaching messages checklist and create an action plan and feedback strategy to work on targeted areas
Growth athletes	Recognise fixed and growth behaviours in your athletes	Observation & planning of specific interventions	Record what you observe and make a plan to help athletes address fixed behaviours
Effective and measurable interventions	Help the athletes learn more about the development process	Data collection and athlete education	Detail the demands of elite level in your sport and help athletes understand what will be required to achieve their goals
Time on task	Maximising development opportunities	Prioritisation and innovative thinking	Detail the optimal development plan for your athletes and how you can use contact and non-contact time activities to maximise potential

Keep asking the question – what am I doing to make me a better coach?

The take home message

We need to **develop** athletes who....

Understand the
process



Questions

www.sisport.com/talent

