

Sport Northern Ireland

- Talent Workshop
- Thursday 28th
January 2010
- Holiday Inn Express,
Antrim

Outcomes

- By the end of the day participants will be able to:
 - Define and differentiate between the terms ability, gifted, skill, talented, benchmarking and profiling
 - Explain the purpose of benchmarking and profiling
 - List the specific areas of performance that need to be included when designing a benchmarking and profiling system
 - Suggest a methodology for improving the objectivity of profiling
 - Describe potential refinements to benchmarking and profiling under the headings of stage of development, gender, events, positions, psychology and ownership

Timetable

Timings	Main Theme	Content
9.30 – 10.45	Benchmarking	<ul style="list-style-type: none">• Introductions and Learning Outcomes• Definitions• Benchmarking: What, why, when?
10.45 – 11.00	Break	
11.00 – 12.15	Profiling	<ul style="list-style-type: none">• Profiling: What, why, when?• Critically analyse a practical example
12.15 – 12.45	Lunch	
12.45 – 14.00	Discussion	<ul style="list-style-type: none">• Benchmark: Stage of development• Benchmark: Males and females• Benchmark: Events and Positions• Benchmark: Psychology• Ownership
14.00 – 14.15	Break	
14.15 – 15.00	Parent Education	<ul style="list-style-type: none">• Badminton's experiences
15.00 – 15.30	CPD	<ul style="list-style-type: none">• Your wish list

Ability and Giftedness

- Ability

“a relatively stable, enduring trait that is for the most part genetically determined and underlies performance” (Schmidt and Wrisberg 2000)

- Giftedness

“Giftedness refers to a student's outstanding potential and ability in one or more domains”

Gagné (1991)

Domains

- Intellectual
- Creative
- Social
- Sensorimotor

Identify the Gifted

- Non-sports specific
- Looking at abilities
- Use care:
 - A bad day
 - Abilities shown now may not be the same as those needed later
 - 5 – 15%?
 - Give opportunity for all?



Skill

■ Skill

- “the capability to produce a performance with maximum certainty/ minimum energy/minimum time”.
- Developed through practice
- Tend to be sports specific
- Are more easily developed if the person has the right underpinning, genetically determined abilities

Talent

- Talent

- “displaying high levels of competence in generic sporting abilities” (i.e. giftedness)
- “capacity to learn”
- “commitment to build and maintain skills via practice, training and competition”

- Talent = giftedness + learning + commitment
- Learning and commitment can be heavily influenced by the quality of the environment

Selecting Talent

- We select talent from those participants who have been exposed to some degree of sports specific training

Benchmark: What, why, when

- What is it (define) and what specific areas of performance will we want to measure?
- Why?
- When? (and how often)

Benchmark: What, why, when

- “Realistic, aspirational level of performance against which we can measure”
- Technical, tactical, physical, psychological and lifestyle are “typical” areas of examination
- To measure against (puts measurements of performers in context)
- How often?
- By the end of – year of training the player will be able to.....
- By the age of – the player will be able to

Profile: What, why, when

- What: “A valid and reliable measure of a participant’s current level of performance ”
- What: Technical, tactical, physical, psychological and lifestyle are “typical” areas of examination
- Why:
 - Monitor progress
 - Guide training content
 - Select/de-select
 - Motivate
- How often?

Describe potential refinements to benchmarking and profiling

- Stage of development
- Gender
- Events
- Positions
- Psychology
- Ownership

Outcomes

- By the end of the day participants will be able to:
 - Define and differentiate between the terms ability, gifted, skill, talented, benchmarking and profiling
 - Explain the purpose of benchmarking and profiling
 - List the areas that need to be included when designing a benchmarking and profiling system
 - Suggest a methodology for improving the objectivity of profiling
 - Describe potential refinements to benchmarking and profiling under the headings of stage of development, gender, events, positions, psychology and ownership