



Project DITEAM12

Diverse and Inclusive teams for children under 12

Competency of the coach: How to
recognise and cultivate individual
talents



Asociación
Mi Hijo y Yo



European
Paralympic
Committee

PEDAGOŠKI INŠTITUT



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What will you learn today?

How to recognise and cultivate individual talents

- What means recognising and cultivating individual talents?
- Why is this competence needed?
 - How could children, parents and coaches benefit from the coach's competence to recognise and cultivate talents?
- How can coaches achieve this competence?



What is this competence?

How to recognise and cultivate
individual talents

Background

- How to recognise individual talents?
 - The coach needs to apply observer strategies to assess the strengths and individualised possibilities of the child
- How to cultivate individual talents?
 - The coach needs to know how to nurture specific forms of talent



- Why is talent identification and cultivation needed? How could children, parents and coaches benefit from the competence to identify and cultivate talent?

- For supporting the individual approach to each child in the group, knowing and acknowledging strengths.
- For demonstrating the child that her or his strengths are recognised and acknowledged.
- For focusing on positive aspects (strengths), because this approach might make it more likely that the child loves to partake in sport activities because she or he feels capable to perform.

Parents might take the coach as a role model and apply similar strategies, such as praising the talents of the child, at home or in other settings.



How can this competence be achieved?

Step 1

– talent identification –

- **Observe:** Watch the child play and interact. Do not focus too much on single aspects, observe as broadly as possible at first
- **Evaluate your observations:** Decide on one or more areas of your observations (examples: interaction with other kids, specific motor ability), in which you see the strengths and talents of the child
- **Communicate the talents:** Let the child know where you see his or her talents
- **Feedback:** pay attention to the feedback you receive from the child: How does the child react? Is he or she smiling and/or seems more motivated afterwards?
- **Reflection:** What does the child's reaction tell you? What conclusion can you draw from the reaction to your chosen form of communication?



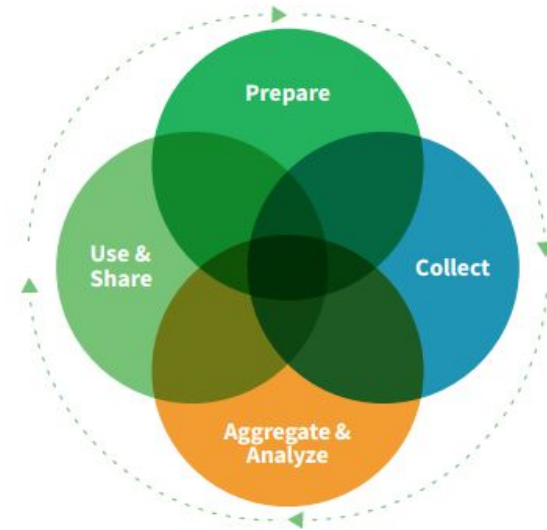
How can this competence be achieved?

Step 1

– talent identification –

- Observe

Plan, conduct, analyse and share your
observation:



source: National Center on Early
Childhood Development, Teaching
and Learning



How can this competence be achieved?

Step 2

The principle of meaningful involvement

- this principle ensures that every player is given an opportunity to contribute to the success of his or her team through their unique skills and qualities. Personal talents are mentioned under 2)

This means that the player

- 1) ...demonstrates sufficient sport-specific skills and game understanding
- 2) ...plays a valued role on the team that emphasises his or her personal talents
- 3) ...has the opportunity to play without a heightened risk of injury



How can this competence be achieved?

Step 2

Indicators of meaningful involvement

- Teammates compete without causing undue risk of injury to themselves or others.
- Teammates participate according to the rules of competition.
- Teammates have the ability and opportunity to contribute to the performance of the team.
- Teammates adjust their skills according to those of other players, resulting in improved performance by team members with lesser ability.



How can this competence be achieved?

Step 3 - cultivating talent -

How do you cultivate the talent of the child?

Example:

You identified that a young girl is really good at motivating her team. Even if the team she plays in is about to lose the game or faces other difficulties, she does not give up and motivates her team to keep going, too.

To cultivate her talent, the coach could point out her role, praise her and give her explicitly the task and responsibility to hold the team together and guide them in difficult situations.



Activities

Activities to achieve this competence

Activity 1

*Please think of different forms of talent.
In which areas could a young child athlete be
talented? Write them down.*

- 1.
- 2.
- 3.
- 4.



Activities

Activities to achieve this competence

Activity 1

*Please think of different forms of talent.
In which areas could a young child athlete be
talented? Write them down.*

1. motivating his or her team
2. listening to instructions
3. good feeling for the ball
4. very flexible
5. caring about and for others who are new to the team



Activities

Activities to achieve this competence

Activity 2

How do you recognise talent?

Imagine the following situation: A young girl is new to your PA class „ball games“. She seems shy and does not know the other kids.

- 1. What methods do you apply to recognise her talents?*
- 2. How do you approach her?*

How do you cultivate talent?

- 1. You realised after some lessons that she is really good at throwing the ball. What do you do with this knowledge?*



Activities

Activities to achieve this competence

Activity 2 – Solutions

How do you recognise talent?

- 1. Observe her during the game and apply the techniques mentioned on the slides: “Step 1 – Talent identification”*
- 2. As she seems shy, do not put her in the center of attention when you talk to her – try to talk to her without too many other kids listening and praise her activities, just mention positive aspects, no areas of improvement/weaknesses.*

How do you cultivate talent?

- 1. Please check slide 8, step 3 – talent cultivation and transfer the knowledge to the given situation.*



Activities

Activities to achieve this competence Activity 3

What means talent?

Please explain what talent means to you.

List examples of talents that the child athlete could have.

1. example: talented in creating a welcoming atmosphere to new kids in the group

2. example: talented in running after each ball during a game, being highly motivated and never giving up

3.

4.

5.



Good Practices

Examples of good practices in achieving this competence

- Although targeting primarily parents, the blog entry of the Satellite School in India delivers ideas to identify and let talents grow, which could be used by coaches as well: [5 Ways You Can Identify and Grow the Natural Talents in Children \(satelliteschool.in\)](https://satelliteschool.in/5-ways-you-can-identify-and-grow-the-natural-talents-in-children/)
- The greensprings school in Lagos, Nigeria, published similar ideas: [9 Ways to Identify & Nurture Your Child's Talent — Greensprings School](https://greenspringschool.com/ways-to-identify-nurture-your-childs-talent/)



Think/ Practice!

- What is the difference between identifying/recognising and nurturing/cultivating talent?
Give one exemplary scenario for the identification of talent and one for the nurturing of talent.
- How do you deal with a child where you feel he or she is hiding his or her talents?



Further resources

Koopmann T, Faber I, Baker J & Schorer J: Assessing Technical Skills in Talented Youth Athletes: A Systematic Review. Sports Medicine (2020), 50:1593–1611 <https://doi.org/10.1007/s40279-020-01299-4>

ICoachKids. Talent Identification and Development. [iCoachKids: Talent Identification and Development](#) accessed on 07.05.2021

The U.S. Department of Health and Human Services provides podcasts, videos and other sources on their website about observation strategies (in toddlers - but the strategies can serve as examples for older children, too): [Clearing Your View: Staying Objective in Observation | ECLKC \(hhs.gov\)](#) accessed on 27.05.2021



What have you learnt?

- Talent has many facets and all forms of talent should be acknowledged equally. The coach should give each child the opportunity to be meaningfully involved in the sport activity with his or her talent(s).
- Observe, evaluate the observation, communicate the talent, pay attention to the child's feedback and reflect on your own action to identify and communicate talent in children.
- To nurture talent means to give specific tasks to the child, in which he or she can apply the talent.
- The coach should praise the child for his or her talent.



Sources

Special Olympics, 2012: Principle of Meaningful involvement ([Microsoft Word - 4.8-Principle-Meaningful Inv_09 12 12.doc \(specialolympics.org\)](#)) accessed on 07.05.2021

National Center on Early Childhood Development, Teaching and Learning: Preparing for and Implementing Ongoing Child assessment. [Ongoing Child Assessment Guide: Preparing for and Implementing Ongoing Child Assessment \(hhs.gov\)](#) accessed on 27.05.2021