

Good sport development environments

a study on successful Swedish elite sport environments.

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Disposition

- Theoretical background and design
- Results
- Summary

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Successful talent development environments

...teams or clubs (environments) which continuously manage to produce elite sport athletes from their junior sport programs and give them resources to manage future career

(Alferman & Stambulova, 2007)

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The aim of the project

....to study the dynamic processes of successful Swedish talent development environments

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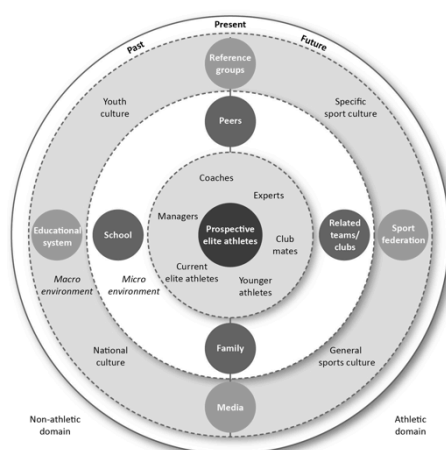
Underlying questions:

- How do different actors describe successful sporting environments?
- Is it possible to identify **similarities and differences** in the successful environments that continuously develop new elite athletes from their youth program?

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ATDE: Athlete Talent Development Environment



(Henriksen, 2010
Bronfenbrenner)

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Methods

STEP 1

- Interviews 12 Sport federations:
- Badminton, Basketball, Soccer, Athletics, Handball, Floorball, Ice hockey, Figure skating, Orienteering, Swimming, Shooting and Tennis.

STEP 2

- Data collections on regional/local level within inom sex sports:
- Basketball, Soccer, Athletics, Ice hockey, Swimming and Tennis


STEP 3

- Summarizing of interviews
- Analysis in relation to research and theoretical framework
- Report

STEP 4


- Interviews with top athletes:
- Significant factors on the road to elite level
- Special focus on environmental factors – “on the way”
- Critical incidents/periods of significance for their development.

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Results

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Successful development environments

- **Organisation, culture and material resources**
- **Social factors**
- **Coaches' sport and pedagogical competence**

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Organisation, culture and material resources

- **Culture with clear goals** – open-minded, no prestige
- Established, **value-based** and clear vision: a **positive slowness**
- **Confidence:** *In this environment you can be develop and become successful.*
- **Structured**, well organised activities
- **Progression, long term perspective** – a red thread

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Organisation, culture and material resources

- **Long-term perspective**
 - regarding goals and strategies
 - individual development
- **Significant persons** (i.e. coaches) importance for structured activities and long-term development of young athletes.

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Organisation, culture and material resources

- **Material resources – physical training environment**
- Relevant **facilities – close to the facilities – Access**
- Not necessarily the best facilities but **most possible access...**
- **Competence** regarding the material resources **within the team of coaches**, significant others of great importance

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Social factors

- **Holistic perspective on the athlete**
 - *Not a young female football player – a young girl playing football*
 - Holistic program design – sport/school family/friends
- **Not only focus on sport** – consideration is given to other factors that concern the athletes and allow them to focus on their sporting development
- **Social safety net**
- **Social support** from coaches, parents, friends, etc. but also a **support system** – ex. medical service, nutrition, and mental training/support
- **Importance of coaches and managers**

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Social factors

- **Training group very important for a good social and motivating environment**
- Access to **suitable sparring, challenging training/development.**
- **No barriers between training groups, development from junior – elite**
- **Interaction between established and younger athletes** – good role models
- **Supporting relations** and friendship regardless of athlete's level/performance

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Coaches' sport and pedagogical competence

- **Coaches significant:**
 - **Long-term focus**, cooperation, open-minded/development-oriented climate, etc.
 - **Training methods** according to age and level, interaction between age groups abs level – good role models
 - A good **relation between children, parents and sport**.
 - How **facilities** are used.

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Coaches' sport and pedagogical competence

- **Total competence within the group of coaches and leaders/managers** crucial
- **Coach competence not person-related**, makes the training environment less vulnerable for changes in staff
- **Open atmosphere no prestige** between coaches/managers – even in other environments.
- **Planned development** of coaches and managers
- **Strategy for recruitment** of “talented” coaches

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Coaches' sport and pedagogical competence

- Total **sport and pedagogical competence** in the coach group.
- Sport can/has **learn from** knowledge about development environments for young people, i.e. from **schools** (?)
- Genuine *sport (content) knowledge* – but also *pedagogical competence = pedagogical content knowledge*:
 - Coach must have genuine **knowledge within his/her sport**
 - Good knowledge about **how good training is organised,**
 - **how different knowledge is taught/trained,**
 - Good understanding of **athletes learning**

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Summary

- **Organisation, culture and material resources**
 - **Social factors**
 - **Coaches' sport and pedagogical competence**
- Education?!
Recruiting
Development
- **The coaches need extended competence** to run and lead good development environments.
 - Further the organisations need **administrative competence to manage the environments** and to take the overall responsibility for the development with a long-term perspective.

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**Socio-cultural Perspectives on Successful
Talent Development Environments in Sports.**



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