

WOMBLES

WIMBLEDON HOCKEY CLUB



Talent Development Principles

 TeamOppy

WIMBLEDON
HIGH SCHOOL

OSAKA 大阪 大阪



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People join Wimbledon to get better. At all levels.

A Track record of aiding development at all levels:

- Athletes join our 1st XIs to help them make the next step to Seniors
- Juniors join us to help them make the next step in their journeys from junior international to Talent Academy to County and School levels

We must understand our *responsibility* and take care in *supporting* the ride.

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Talent Coaching is not about winning for yourself but take pride in enjoying their moments of success



LUCAS

SIENNA

MABEL



WOMEN'S 1s Debut
VS EAST GRINSTEAD
SAT 21ST MARCH

ENGLAND PREMIER DIVISION



OLIVIA

WILF

CORA

MAGDALENA

MANA

CHARLOTTE

NATIONAL LEAGUE DEBUT

CONGRATULATIONS!
NATIONAL AGE GROUP SELECTION



Meg
DEFENDER

TALENT DEVELOPMENT APPROACH

The following principles will underpin our approach to talent identification and development

1 Recognising talent 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. Other indicators of future potential are:

- **Superstrengths** – current superstrength of a player that sets them apart from others
- **Level of all the Player Qualities** (see Chapter 4)
- **Intent to learn** – players who can respond positively to a learning stimulus. This can be a differentiating factor of potential meaning they progress faster than their peers
- **Physical, psychological, social maturation** – understanding how mature a person is in relation to their peers in all these three domains can indicate how much room for growth exists
- **Relative Hockey and Physical Training age** – determining how much time has been spent in quality environments on a hockey field and performing specific physical training can also indicate how much more room for growth there is

It is important that we continually re-evaluate our view on a player/s potential. Constantly re-assessing is critical.

2 RARE principles - 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.

Knowing what is right for an individual, placing the player at the heart of any decision.

You can find out more about the RARE principles on page (add the page of the new section for RARE) and how to help them thrive page (the page number of the player experience model).

3 Open, inclusive and 'keep the net wide' approach

We know that selecting talent is tricky. With this in mind, one of the most important things is that our talent system is 'open' with opportunities to join / re-join over many years. We have plenty of examples where players have not played age group hockey but have still been a successful senior international.

Inclusivity is about all people (irrespective of age, gender, ethnicity, religion, sexual orientation, disability) fitting in and feeling comfortable. We all have a responsibility to support one another feeling welcome and integrated.

'Keeping the net wide' refers to allowing opportunity for more players to develop their gifts over longer periods. Selection and decisions should be at 'this point in time' and not a final decision.

4 Multiple opportunities; multiple eyes; multiple contexts

Providing opportunity for players to perform over numerous contexts, such as training and matches in different environments, allows greater opportunity for them to demonstrate their potential.

Having multiple eyes on players, whether that be coaches, teachers, managers, or scouts, allows a more comprehensive view. Multiple opportunities allows us to work with players over a longer period of time to fully inform ourselves about the player rather than a one-off snapshot.

5 Quality and frequency of training and competition

Providing frequent, high quality, enjoyable training and competition is the bedrock of developing talent.

Partnerships between school, club, county and other stakeholders are key in providing more consistent messages to players, whilst keeping the player at the heart.

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What does this look like?

1 – Recognising Talent as future potential

- Select based on where you think they will be rather than where they are.
- Understand that they become 'ready' by being in the environment. By proxy, they therefore may not be 'ready' whilst they are adapting.
- Be comfortable that 'learning how to swim takes time' and be patient with the progress.
- Understand that most young people need to feel confident in their environment to improve. Be positive, be welcoming and support.

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What does this look like?

2 – Right Athlete. Right Environment (RARE)

- Understand that all athletes are different. Physically, socially, hockey training age and training age in other sports all play a factor.
- In an ideal world, 50% of the time they are in the top half of the group (leadership hockey / opportunity to explore).
- 50% of the time they are in the bottom half of the group (stretch hockey).
- Discussions with other coaches about RARE principles are a way of supporting the journey. More informed discussions helps us all learn from the outcomes.

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What does this look like?

3 – Open and Inclusive – ‘Keep the net wide’

- Try not to make early decisions on selection. Be open to a wider group.
- Give them the opportunity to show you what you haven't seen yet
- Give them the opportunity to get confident in the environment. It will change how you see them.
- Remember they will play for other coaches. Try not to just pick Talent on your own view of the game.

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What does this look like?

4 – Multiple Opportunities. Multiple Eyes. Multiple Contexts

- We do this well through the 30+ coaching team in the club. Lean on that.
- Support will allow to be there if you need second or third opinions.
- Have conversations with their club and school coaches.
- It is normal for some to struggle in adult hockey, this is not an indicator of future performance. It may simply mean that transition is a difficult concept for them. Aim to build the full picture.

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What does this look like?

5 – Quality and frequency of competition

- A reminder that all sessions should be enjoyable and competitive
- A reminder that learning should be evident at sessions. New principles, techniques, tactics or behaviours OR clear refinement of previously instilled topics.
- Selection must give opportunity to all within the environment. Try not to settle on the team too early.