Integrating Developmentally Appropriate Competition Structure & Talent Identification Programs

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Technical Director
What is Talent?

A special ability that allows someone to do something well

Hard work beats Talent when Talent doesn’t work hard
Development v Identification

Development
To provide the most appropriate learning environment to release the potential

Identification
The process of recognizing current participants with the potential to become elite players
Assessing Talent

Soccer compared to other US Sports

USA & Rest of the World

Finding talent, using sensible profiling to maximize time in high level programs with good teachers

Beware of he/she looks like a good player
Long Term Athlete Development

10,000 Hours of Practice

Specialization

Deliberate Play

Deliberate Practice

Current Performance

Future Potential

19 plus years
Training to Win

16 to 19 years
Training to Compete

12 to 16 years
Training to Train

9 to 12 years
Learning to Train

6 to 9 years
FUNdamentals

0 to 6 years
Active Start

USYOUTHSOCCER.ORG
Later Bloomers versus Early Bloomers

Nature or Nurture?
Potential Predictors of Talent in Soccer

**Physical**
- Height
- Weight
- Body Size
- Bone Diameter
- Muscle Girth
- Somatotype
- Growth
- Body Fat

**Sociological**
- Parental Support
- Economic Background
- Education
- Coach-Child Interaction
- Hours in Practice
- Cultural Background

**Physiological**
- Aerobic Capacity
- Anaerobic Endurance
- Anaerobic Power

**Psychological – Perceptual- Cognitive**
- Attention
- Creativity
- Anxiety Control
- Intelligence
- Decision Making
- Confidence
- Anticipation
- Motor Skills
- Motivation
Potential Predictors of Talent in Soccer

The role of science
Constantly evolving through the LTAD
Meet the demands of actual competition

FIFA U17 World Cup 2015
Average Height in CM

Croatia: 182.1 cm
New Zealand: 181.2 cm
Belgium: 180.7 cm
England: 180.4 cm
Russia: 180.2 cm

USA: 179.9 cm
Nigeria: 175.0 cm
Club Styles for Identifying Talent

What to Look for?

TIPS: Talent, Intelligence, Personality, Speed
TABS: Technical, Attitude, Balance, Speed
SUPS: Speed, Understanding, Personality, Skill
PAS: Pace, Attitude, Skill

What are you looking for?
Club Styles for Identifying Talent

What is your criteria?
> What are you looking to accomplish?

At what age do you profile your players?
> Does your club have a pathway?

Is it written down and recorded?
> Who views the data?

Are the coaches, players and parents aware of the structure?
Psychological Profiling
Personality, Attitude, Self Motivation

Self Regulation in learning & development
- Learners know which aspects they must improve & how to do this
- Learners are motivated to improve
- Learners take action in order to improve

Reflection  Planning  Monitoring  Evaluation
Psychological Profiling

Task versus Ego

Task Oriented
Ego Oriented

PERSONALITY AND ATTITUDE
Is he a team player, a winner (quiet or loud), coachable, a leader?
Does he have a positive influence on other players?

INTELLIGENCE
Does he understand his role, the game?
Does he read the game well? Can he adapt?
## Technical Profiling

### Position Specific

<table>
<thead>
<tr>
<th>Position</th>
<th>Technique</th>
<th>Position</th>
<th>Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Goalkeeper</td>
<td>Shot Stopping</td>
<td>#8 Center Midfield</td>
<td>Dribbling</td>
</tr>
<tr>
<td></td>
<td>Distribution</td>
<td></td>
<td>Creative Passing</td>
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<tr>
<td></td>
<td>Footwork</td>
<td></td>
<td>Tracking Runs</td>
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<tr>
<td>#2 &amp; #3 Out-Side Backs</td>
<td>1v1 Defending</td>
<td>#10 Attacking Midfield</td>
<td>Creativity/Improvisation</td>
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<tr>
<td></td>
<td>Tackling</td>
<td></td>
<td>Turning</td>
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<tr>
<td></td>
<td>Passing Range</td>
<td></td>
<td>Transitional Player</td>
</tr>
<tr>
<td>#4 &amp; #5 Centre Backs</td>
<td>1v1 Defending</td>
<td>#9 Centre Forward</td>
<td>Shooting/Finishing</td>
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<tr>
<td></td>
<td>Head ing</td>
<td></td>
<td>Receiving</td>
</tr>
<tr>
<td></td>
<td>Support Play</td>
<td></td>
<td>Channeling Play</td>
</tr>
<tr>
<td>#6 Defensive Midfield</td>
<td>Receiving Under Pressure</td>
<td>#7 &amp; #11 Wingers</td>
<td>Crossing</td>
</tr>
<tr>
<td></td>
<td>360 Degree Passing Range</td>
<td></td>
<td>Running with the Ball</td>
</tr>
<tr>
<td></td>
<td>Breaking Up Play</td>
<td></td>
<td>Immediate Pressure</td>
</tr>
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Technical Profiling
Developing & Measuring the Performance

Individual Skills Test
Game related testing that is measurable
Create dual tasking throughout training
Physiological Profiling

Athletic Skills Model

Develop All Round Movers
Movers become athletes
Athletes become specialists
The specialists is an athlete

<table>
<thead>
<tr>
<th>Phase</th>
<th>Boys Years</th>
<th>Girls Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Athletic Skills</td>
<td>7-9 years old</td>
<td>6-7 years old</td>
</tr>
<tr>
<td>Advanced Athletic Skills</td>
<td>10-12 years old</td>
<td>8-10 years old</td>
</tr>
<tr>
<td>Transition Athletic Skills</td>
<td>13-14 years old</td>
<td>11-12 years old</td>
</tr>
<tr>
<td>Performance Athletic Skills</td>
<td>15-18 years old</td>
<td>13-18 years old</td>
</tr>
<tr>
<td>Elite Athletic Skills</td>
<td>19 plus</td>
<td>18 plus</td>
</tr>
</tbody>
</table>
Physiological Profiling

Anthropometric Characteristics

Energy Cost: Aerobic 80-90%
Aerobic 10-20%

Expert genes or familiarizing the player with the tasks.

Use of small sided games

Long Term Thinking

Sessions per week
Under 11yrs: 3 + 1 game
12-14: 3/4 + 1 game
15-16: 4/5 + 1 game
17-19: 7+ 1 game
Integrating the Program

Weigh & Measure your players

Create Fitness & Technical Tests – Archive the results

Game related testing

Challenge the players:  Girls play/train with boys
Play/train with adults
Offer Futsal
Free/Deliberate Play
Players keep journals
Bio Banding

“Bio-Banding” – the practice of grouping young players together according to their physical maturity, rather than their age.

Matching formula for opposed situations - height x weight divided by 1000

Players are placed in groups and play/practice with other groups across a two group band

Helps both the Early & Late Developers

It was first trialed in US high schools as far back as 1908. New Zealand schools have grouped rugby teams according to weight rather than age
Parent Education

Their roles & responsibilities

Realistic Goals

Providing Feedback

A balanced life style

Diet, Nutrition & Sleep

Managing disappointment

Managing success
WHAT IS THE CLUBS ROLE IN THE US YOUTH SOCCER MARKET FOR IDENTIFYING TALENT?

WHAT IS YOUR CLUB WILLING TO DO TO IDENTIFY TALENTED PLAYERS?

WHAT IS YOUR CLUBS GOALS FOR THE TALENTED ATHLETE?

IS YOUR CLUB GOING TO START OFFERING A TALENT IDENTIFICATION PROGRAM?

WHAT CAN STATE ASSOCIATIONS DO TO SUPPORT YOUR CLUB WITH TALENT IDENTIFICATION PROGRAMS?
Thank-You

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