



TALENT SYSTEM FRAMEWORK



ROLE OF A PARENT

Parental involvement in supporting their child to thrive and to recognise the moments where the player is on the player experience model and how best they can support the player, both directly with the player and indirectly with wider partnerships, is critical to support and develop the player within the Talent System.

Parental support can be described against the following headings:

OPPOSED = either overtly critical of, or covertly against the child's development within hockey.

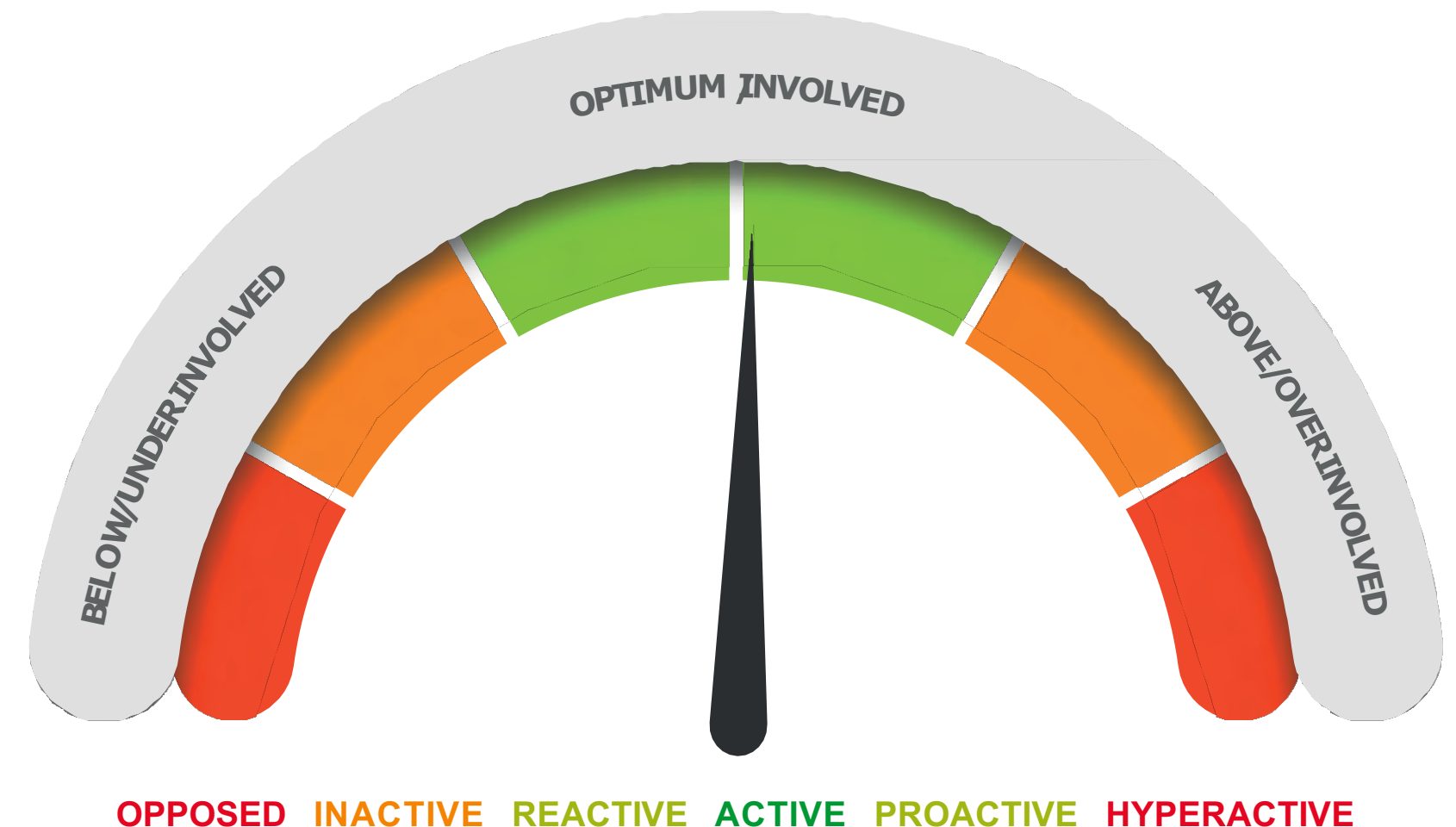
INACTIVE = parents have no knowledge of the game of hockey and are not really committed to their child's development within the sport.

REACTIVE = parents respond to an engagement (from child or other partnerships involved in their hockey). For example, their child comes home from training upset about the position they played and the parent acts on that situation.

ACTIVE = parents are present and therefore ready to engage with other partnerships if required. For example, the parent is present for the match and sees their child only playing in one position that they have previously stated they don't enjoy and can act on that situation.

PROACTIVE = parents are involved and can therefore instigate engagement. For example, the parent already knew that the child would be playing out of position to provide more stretch and therefore proactively discussed with the child acting on this situation.

HYPERACTIVE = parents are too in control and constantly engaged; they are often trying to make decisions for their child and stifling their child's progression. For example, the parent sees that their child is playing out of position and immediately confronts the coach mid-game.



This graphic shows that there is an optimum level of involvement from parents to fully enhance their child's experience.

For example, one parent may have very poor knowledge about their child's sport, but be very enthusiastic about it; another might have excellent knowledge, but be disapproving or hostile. In this way, the table allows for different activation profiles in different situations. It builds on and seeks to identify the optimum engagement, knowledge, attitudes and behaviours that parents should demonstrate in their involvement in their child's sport.

It is important to recognise that one size does not fit all, however, and that, for some children and young people, sport, as with schooling, is a private leisure space where they seek autonomy and where parents and carers are not necessarily welcome.

Therefore, parents' involvement needs to be flexible within the optimum level of involvement (green area), with children themselves allowed to denote which profile is best suited to them at each stage of their development.

What do we need to do as sporting parents?

One of the most important influencers is the parent and there are many ways in which the parents needs to interact with the Talent System and the Talent System with the parents.

- The talent system needs to **work with, support and educate parents** on how they help their child thrive - giving knowledge and understanding of the Player Experience Model and the 'Complete Player Qualities'.
- **Is my child thriving?** Is a good question to constantly ask yourself as a parent. Thriving is the central positive experience of the Player Experience Model. It is in the Thrive Zone that they progress the most, perform at their best and feel good about themselves. If you as a parent notice that one of these elements is restricted, then you could reactively, actively or proactively act to help them move back towards thriving.



ROLE OF OTHER STAKEHOLDERS

With a player at the heart of the Talent System, it is important that all stakeholders who have interest or interaction with the player should understand what role they might be playing on that player's experience. We have already described the role of the coach and the parent as key stakeholders of the player.

Below is a summary of the role other stakeholders have on a players experience:

<p>CLUB MANAGEMENT (Chair/Board/Admin)</p> <p>The club management should have a strong decision-making role on how they want their club to utilise and develop their players with potential. They develop the structure of both their youth and senior environments and how the two interact with one another. They have a strong cultural impact and help generate behaviours that underpin this culture. The Club Management, whilst not connecting directly with the player, will influence the Talent Journey of a player.</p>	<p>TEAM CAPTAIN</p> <p>The team captain can have a very strong direct connection with the player. In talent foundation stage, the team captain is often the main point of communication when the player is first experiencing senior hockey. This is often through the lower senior teams as the player progresses and navigates their way to the right team for a good amount of Stretch. Team captains can ensure the player is in a positive place from a well-being perspective. How do they get to the match? Who supports them during the match? How are other team-mates reacting and interacting with them during the match? The team captain can help ensure the first experience of senior hockey is a positive experience. In talent development stages, it is more likely the team captain takes purely a leadership role on the field and is someone that the player will look up to as a role model. It is imperative that team captains support and challenge players and ensure they feel that the player has a chance to also be heard.</p>	<p>TEAM MANAGER</p> <p>Team Managers are normally only present in the performance teams of the club. Therefore, a player will most likely interact with them when in talent development stages. The Manager's role is more organisational and logistical, so ensuring the player has everything they need to maintain their focus on performing. The manager can help a player learn to take responsibility for themselves and their possessions and encourage independent thinking.</p>	<p>WELFARE OFFICER</p> <p>The Welfare Officer should be knowledgeable about all the players with potential that are playing in the Senior game. They should know who is taking responsibility for each player's well-being, performance and progression, and check in regularly with the player to ensure they feel they are thriving through their hockey environments.</p>	<p>SCHOOL TEACHERS (Not hockey coach/teacher)</p> <p>Teachers can help a player's experience by assisting in their feeling of well-being. A young person who is happy away from hockey often translates positively onto the field of play.</p>	<p>TEAMMATES</p> <p>Teammates forget that they have a part to play in the experience of others, especially established teammates who have been part of the same team for a number of years. When integrating a new and young player into the squad, it is important that they are considerate to the emotions of this player. It can be a daunting experience, and ensuring socially and emotionally they feel part of the team, is important for their well-being and performance. Team mates can also have a direct impact on their progression. The nature of Stretch hockey can lead to gradual progression without any input from coach or team mates, but if teammates recognise the progression needs of a player they can help accelerate the learning. Supporting and positively challenging a teammate can stimulate learning, especially an experienced to inexperienced team mate.</p>	<p>UMPIRES</p> <p>Umpires can also have a direct connection with a player that can impact their well-being and performance. An umpiring decision can turn a player's perception of a game to be positive and negative. Ensuring they speak during and after the match about any key decisions that may go for or against a team can be an important to the experience that a player has from the game. Especially when considering a young player – the interaction they may have with a young player could make or break their match. Umpires can also help teach emotional regulation to players; having those discussions with players can be really beneficial to their progression.</p>	<p>NATIONAL GOVERNING BODY</p> <p>Not a direct relationship with the player, but one that we would hope instigates positive change for the player experience. By evolving the Talent System; facilitating education and improved resource to support the different stakeholders; and through leadership of hockey intelligence and Complete Player Qualities, the NGB can influence the experience of players.</p>
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