



TALENT DEVELOPMENT FRAMEWORK





Introduction

For Hockey across Great Britain, we have developed a clear and consistent understanding of the key underpinning characteristics of world-leading hockey players, which we call the 'End in Mind'.

This profile underpins our talent and performance pathway design and delivery, along with our Coach Development programmes across Great Britain.

As we look to the future, it is imperative that we build on the success to date and maximise

the number and impact of medals won.

To do so, we need to ensure the development of a greater breadth and depth of hockey players capable of delivering sustained medal success in 2024, 2028 and beyond.

To guide how the sport, practitioners and coaches develop this next generation of hockey players, both on and off the pitch, Great Britain Hockey have developed a Talent Development Framework to:

- **Provide a common language for the development of players through the talent pathway across Great Britain.**
- **Allow for a shared understanding to guide player development.**
- **Empower coaches to become the architects of learning environments.**
- **Offer a reference point for decision-making in the design of coaching practices, training sessions, and development environments.**



Talent Development Framework

To bring to life Great Britain Hockey's Talent Development mission statement of "strategically delivering World leading development experiences", the aim of Great Britain Hockey's Talent Development Framework (TDF) is:

To allow best practice to become common practice, from early talent development to sub-senior context across GB

We acknowledge that the development journey to becoming a world-class hockey player is complex, non-linear and unique to each player. Therefore, the TDF is not intended to be a definitive 'manual' for prescriptive delivery of hockey.

But instead, provide a guiding framework as to the experiences and environments developing players require to flourish and progress through the talent pathway, while ensuring delivery of these hockey experiences are as closely aligned as possible to developing future world-leading players.

It is our aspiration that the TDF will enable Hockey across Great Britain to provide players with a more systemic approach to optimizing their development (figure 1).

The TDF recognises that development emerges from the interaction between the player(s), the environment they're in and the way the game is played, and for that reason the TDF is visually portrayed as a series of connected circles (figure 1).

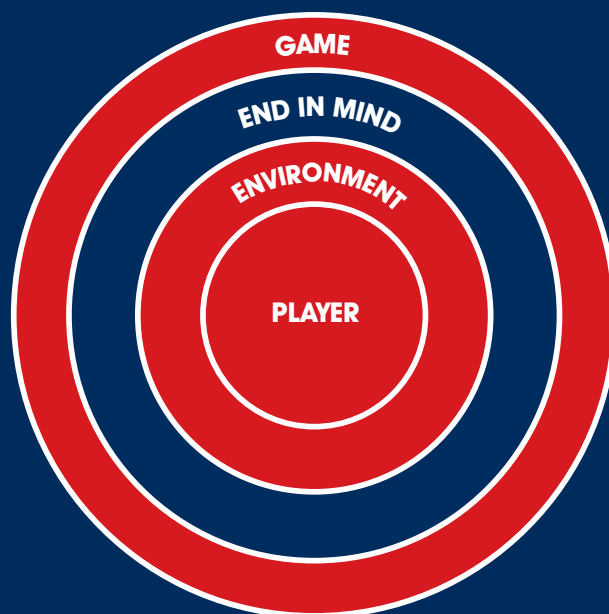


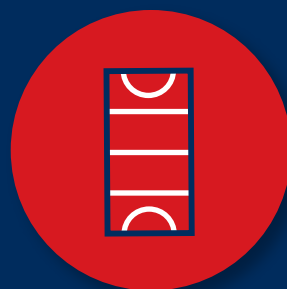
Figure 1: The Talent Development Framework



The **Player** and the unique personal qualities they possess is at the heart of their hockey DNA.



These qualities are reinforced, supported and developed through the learning **Environment**.



Fostered by coaches, both on and off the pitch, that enables the players to acquire the on-field **End in Mind** characteristics to play the **Game** of Hockey.



END IN MIND

Developing and supporting medal winning Olympians for the future.

End in Mind

Hockey is a fast-paced, interactive and highly skilled sport. Players continually move into different positions, at varying speeds and are required to rapidly assess changing situations and make decisions.

In looking to develop young hockey players that enjoy the sport and can progress to the highest level, Great Britain Hockey has started with the 'End in Mind' and identified five key characteristics of world-leading hockey players – the things that we are really looking to develop in players to make them the most effective on the pitch.



A key guiding question to help players development is...






Based on the **player(s) needs** and his/her/their **age and stage**, to move towards the **End in Mind**, what does your player(s) need, in relation to:

- (1) their Individual qualities**
- (2) the Environment**
- and/or **(3) the Game?**

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For access to more content and support linked to End in Mind, please click [here](#).

Regardless of age or stage, the purpose of the talent pathway is to support the development of players' who are:

HIGHLY SKILLED AND CREATIVE 	Players who can execute highly adaptable skills and tactical understanding under pressure.
WHAT IT TAKES TO WIN ATTITUDE 	Players that consistently thrive and look to develop themselves and teammates.
EFFECTIVE DECISION MAKERS 	Players who implicitly understand principles of the game and link these to the skills required to deliver performance.
SELF ORGANISING 	Players that transfer best practice based on tactical and experiential knowledge and can adapt in order to perform.
FAST AND ROBUST 	Players who are consistently available and motivated for long term training, and ready for the technical, tactical, physiological, psychological, social and emotional demands of international hockey.



Player

At the heart of the Talent Development Framework is the Player, and should be the central focus in the creation of effective development environments.

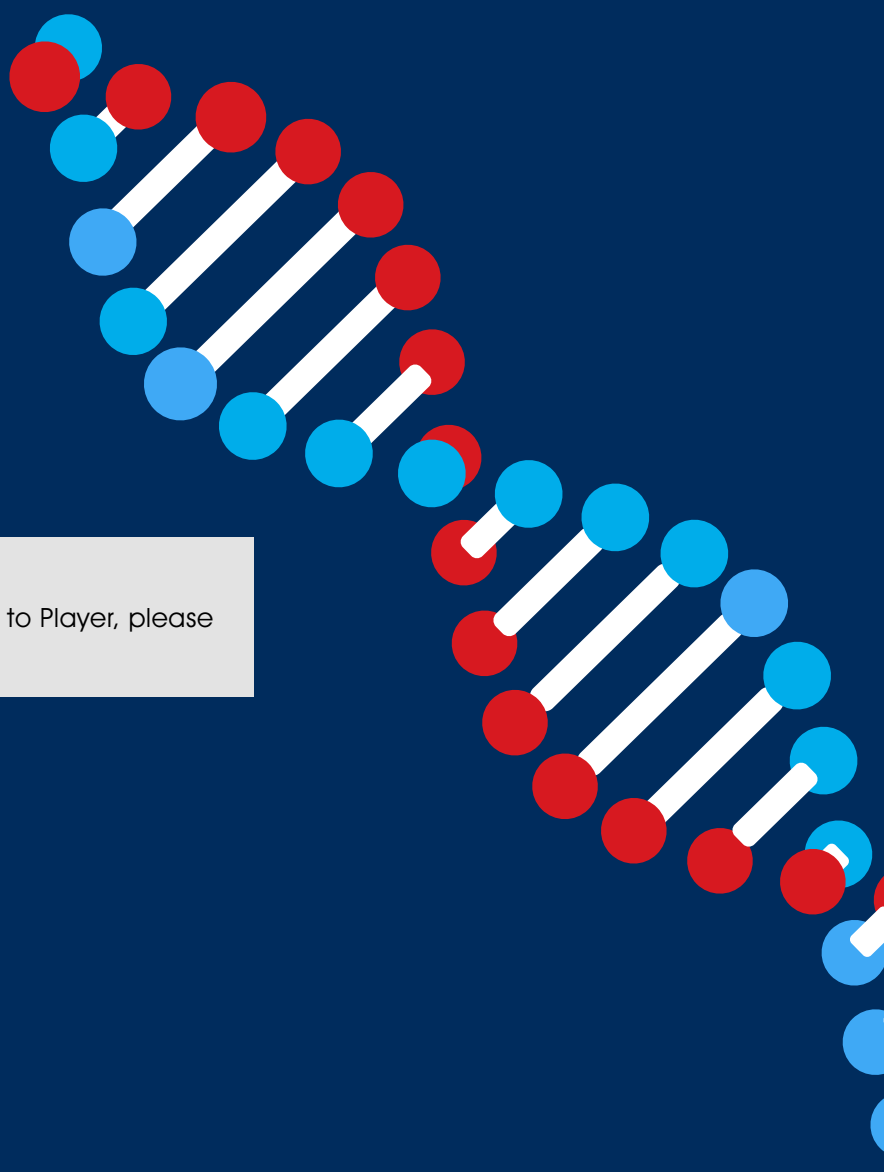
The Player refers to the individual athlete and the personal (physiological, psychological, social and emotional) qualities required to achieve the End in Mind characteristics and deliver when it matters – both on and off the pitch.

Great Britain Hockey has identified **nine** interacting and connected qualities that sit at the heart of a player's hockey DNA, and vital for a GB Hockey 'Player' to achieve the **End in Mind**.

As a result of this interaction and relationship, the qualities of the Player are not seen as a series of separate or discrete silos but intimately connected, where developments in each quality will not only influence the other in various ways but will also impact what the player can get from and give to the other two pillars of the TDF – the Environment and the Game.

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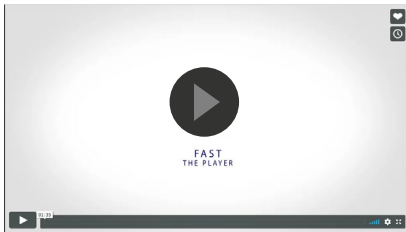


ADVICE TO COACHES:

These qualities are not intended as talent identification or selection criteria, but as learning focuses to inform the practices you design, how you behave and the developmental environments you endeavour to create

Players who are...

Fast*



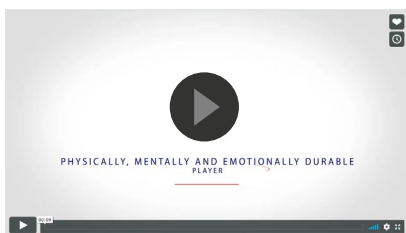
Player is able to demonstrate the necessary speed of body, mind, and/or stick to compete in a fast dynamic game.

Speed of body: Player demonstrates sound levels of peak speed and acceleration speed and technique.

Speed of mind: Player demonstrates sound levels of context-sensitive (for example, field location, score, and time) on-field decision making, both while in attack (either in possession of the ball or without) and in defence.

Speed of stick: Player demonstrates effective 'foot skills', decision making and stick skills and technique.

Physically, Mentally & Emotionally Durable*

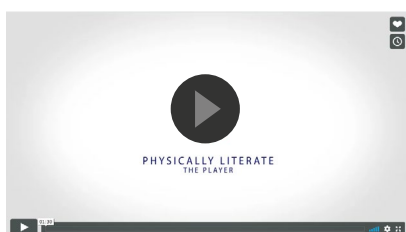


Player is able to regularly perform over time, in training and competition, when needed, without injury.

Repeatability: Player demonstrates repeated sprint ability and aerobic speed endurance to increase intensity in the final period of competition.

Consistently available: Player demonstrates a robust physiological profile that is resilient to the increasingly high volumes of work required from training and competition.

Physically Literate*



Player is able to demonstrate the basic fundamental physical movement skills to be able to perform increasingly complex hockey specific skills.

Fundamental movement skills: Player is able to demonstrate the fundamental locomotor (walking, running, jumping and landing, and evasion), stability (static and dynamic balance), and manipulation (handling and controlling a ball with the stick) skills that form the foundation for (but can be learned alongside) more specific hockey skills.

Health literacy: Player demonstrates a holistic understanding of the body and its function; they know what good health looks like for them?

Hockey specific movements: Player is able to demonstrate strength in flexion, and an appropriate hip range of movement, rotational power, and lower lib eccentric control and strength.

* Adapted from: Jennings, D., Cormack, S.J., Coutts, A. J., Aughey, R. J. (2012).GPS Analysis of an International Field Hockey Tournament. International Journal of Sports Physiology & Performance (7), 224- 231 Lythe, J., & Kilding, A. E. (2011) Physical demands and physiological responses during elite field hockey. International Journal of Sports Medicine. 32(7): 523-8

Intelligent Trainers*

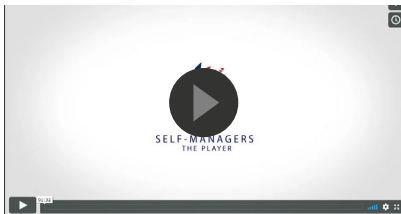


Player can effectively adapt, manage and optimise physical preparation and recovery to meet specific performance needs when away from the GB/HC environment.

Physical preparation: Player can demonstrate extended 'warm ups' to develop game specific movement skills and robustness, with increasingly less guidance and direction..

Recovery: Player can consistently and independently develop and apply meaningful recovery strategies to optimally recover from training and competition.

Self-Managers



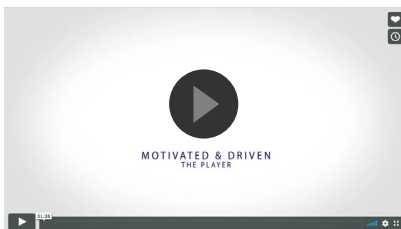
Player is able demonstrate resourcefulness in managing time and tasks, and in balancing hockey life and home life.

Well-being: The player can self-regulate and maintain an optimal state of physical, mental, social and emotional well-being.

Sleep, rest & nutrition: Player is able independently make good choices with respect to sleep and rest, and as to what, when and how much to eat. They are able to adjust their energy, nutrition and lifestyle for optimal health.

Off field development: The player appreciates the value of developing professional and personal skills outside of hockey.

Motivated and Driven**



Player is clear on what they want to do, how to do it, and is prepared to do what it takes.

Motivation: The player has a clear ambition, higher purpose or goal that is ultimately tied to performance and 'being the best they can be'. They are passionate about achieving their desired goal and demonstrate appropriate commitment, optimism and self-belief.

Drive: The player is sufficiently conscientious, has a strong work ethic and values, knows what it takes to succeed and is prepared to do what it takes. They demonstrate persistence in achieving their goals despite obstacles over an extended period of time.

Direction: The player has clear long and short-term goals/objectives with a detailed plan of how these will be achieved in order to maintain perspective, stay on track, and fulfil their ambition.

Able to cope with pressure**

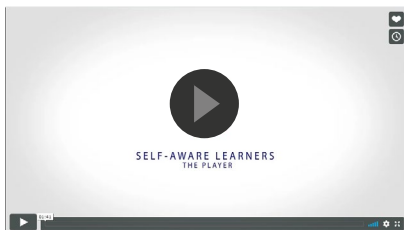
Player is able to demonstrate a range of mental qualities and techniques consistent with elite performance at the required moment.

Self-regulation: The player has effective emotional control and behavioural regulation skills and is able to employ these under pressure in order to perform to their potential (e.g. achieving optimal arousal or being in the 'zone').

Focus: The player is able to minimise internal and external 'noise' in order to establish, maintain and regain focus. They demonstrate appropriate attention and concentration, at the required time, in order to execute their skills.

Decision-making: The player is not 'overthinking' or 'under-thinking' prior to action. They demonstrate 'sporting intelligence' and make effective decisions through good tactical knowledge, awareness, anticipation and processing speed.

Flexibility: The player is able to adapt in the moment to and deal effectively with changing situations, challenges, or setbacks. They are able to 'let go', adapt their game plan, or be creative according to the demands of the situation.

Self-aware learners**

Player is able to demonstrate good self-awareness, realistically reflect on own performance, engage in purposeful practice, and access appropriate support from others to master skills in increasingly challenging training and competition situations.

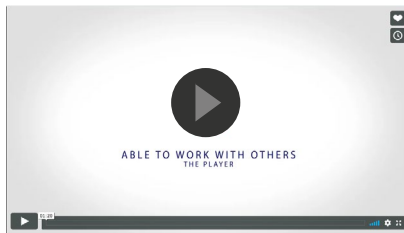
Self-awareness: The player is able to demonstrate a good awareness of their own strengths, weaknesses, values, motivations, emotions and learning preferences. They are able to use this awareness to realistically evaluate their own performance and development.

Resilience: The player is able to manage change and deal appropriately with setbacks, challenges or adversity in their development. They have a positive sense of self-worth, effective problem solving skills, and ability to self-soothe. They also have access to a number of positive relationships and are able to appropriately seek support or be regulated by others.

Openness to learning: The player is open to learning ('growth mindset') and proactively seeks appropriate advice, feedback, and instruction from coaches and other support staff. The player is also willing to work on their weakness and develop competencies or strengths through engagement in purposeful practice and learning (including self-directed).

Able to work with others**

Player is able to communicate effectively, relate to others, and demonstrate appropriate leadership.



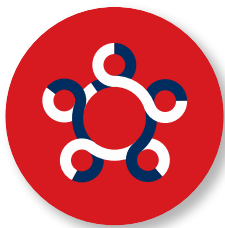
Communication: The player is able to listen and communicate effectively with others both verbally and non-verbally. These skills are evident both during and away from performance situations.

Team player: The player is aware of how the team functions and is able to effectively relate to others, through effective social skills and an awareness of others' needs. They are able to appropriately be a selfless and if required place the needs of the team above their own.

Leadership: The player is able to demonstrate appropriate transformational qualities through the ability to set high standards, inspire and motivate others, promote collective goals and teamwork, act as a role model, and provide appropriate developmental and motivational feedback.

**Adapted from: Winning Habits: Psychological Characteristics of Elite Athletes (Changing Minds Ltd, 2014)





Environment

For many generations, coaching within hockey has separated out what we see or 'reading the game' (perception) from technique (action) and the ever-changing and variable context in which it occurs (the game).

The most common presentation of this is in closed skill, drill-based exercises focusing on discrete skills.

However, in highly interactive, invasion games like hockey, research*** is now unequivocal in supporting a contextually appropriate learning environment where perception and action are coupled.

The 'Golden Thread' (Figure 2) is offered as a guide to help coaches design effective practices within their learning environment.

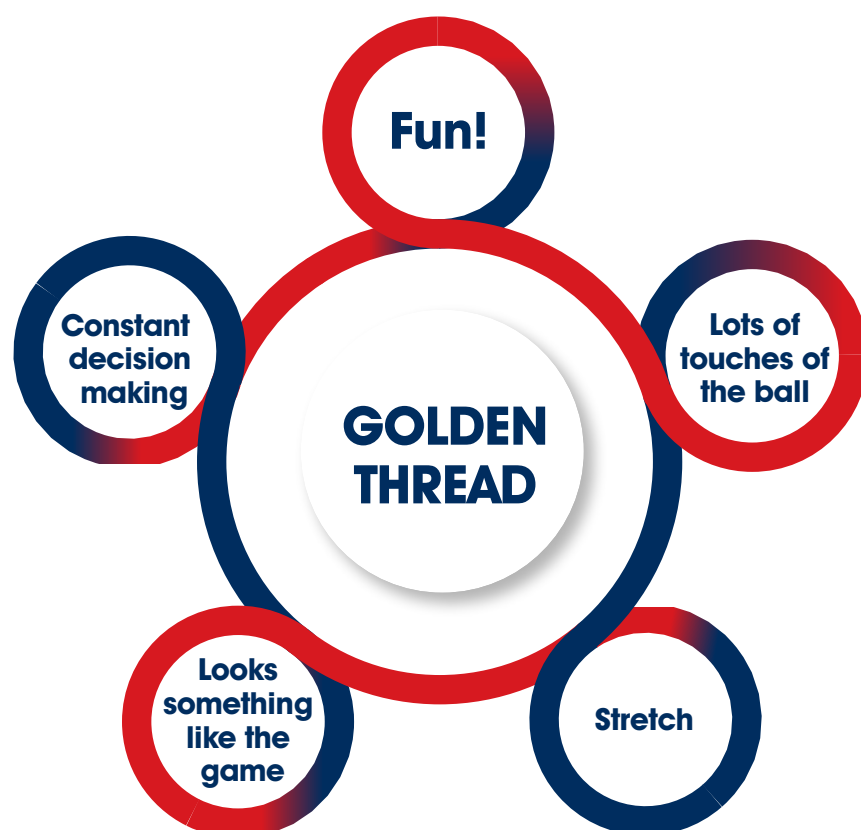


Figure 2: Golden Thread



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The role of
the coach
is to be a
facilitator
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*** Great Britain Hockey working in partnership with England Hockey, Hockey Wales and Scottish Hockey
For an introduction see Chow, J. Y., Davids, K., Button, C., & Renshaw, I. (2015) Non-linear pedagogy in skill acquisition: An introduction. Abingdon, Routledge



Whilst the Golden Thread is a guide, there are a number of elements that are important for coaches to create effective learning environments. Key aspects of developing highly-skilled players are motivational climate, questioning and practice design, which is through the more fun, decision-rich activities that are representative of the game, and less repetitive drills.

Games or game-like activity should be an essential focus of each training session, rather than an aspect of the session just played at the end.

This allows players to develop skills, 'game sense', and an understanding of the rules and tactics to play really good hockey. However, we're not delivering game-like activities for game's sake.

The skill of the coach is to identify the skill-related problem (area for development) and

then think creatively about the best way to exaggerate the problem and create high volumes of repetition in a variable, game-like environment - think of it as 'repetition without repetition'!

When delivering these sessions, the role of the coach is to be a facilitator, who optimises learning in open environments where players feel valued and actively participate in their own learning through 'self-discovery'.



If we are truly going to deliver world-leading environments the art of the coach in being the architect of these environments is critical.

Alongside practice design, to deliver an engaging learning environment a coach needs to also consider the following elements:

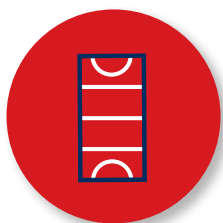
- Be aware of who they are, what they represent and the impact they have on others.
- Create effective and sustainable relationships with others in order to meet learning environment goals.
- Take responsibility in driving a culture that meets the needs and reflects the behaviours of a successful learning environment.
- Have a sound knowledge of the sport that allows the coach to maximise the learning environment.

The more inspirational our coaches can be, the more befitting our environments can be, the more progressive we can be, and the more we will achieve for our sport.



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For access to more content and support linked to Environment, please click [here](#).



Game

The central premise of hockey is an invasion, team and skill-based sport. You either have the ball or don't have the ball. The objective of hockey is simple, to score goals and stop the opposition from scoring. *Principles of the Game* have been identified to provide a common language in how coaches and players talk about and understand hockey, and as a natural by product, produce scholars of the game.

The *Principles of the Game* are hockey's truest objectives. For example, if ever the game changed to 9v9; as an invasion game, these principles would remain the same.

They have been developed to simplify the complex by embedding an understanding of skill development and the game itself.

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For access to more content and support linked to Game, please click [here](#).



Attacking Principle

The best option to go forward and score

Defensive Principle

Stop their go forward by denying space

There is an appreciation that moment by moment a *Principle* could flicker from one to another with any given circumstance.

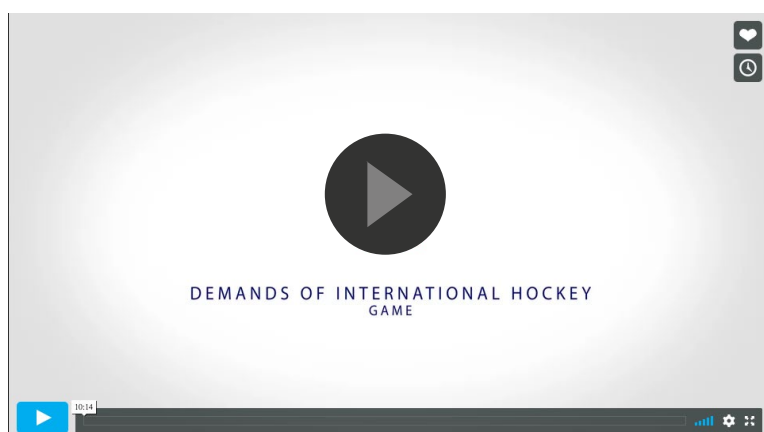
Players that understand the *Principles of the Game* can link these to the decisions they make on the pitch.

Often the best players can single out and execute the appropriate skill action based on a *Principle of the Game* in an unconscious reaction to what they see happening in front of them.

How the *Principles of the Game* be used?

- To provide a framework for key questions for players and coaches to:
 - Help understand what are you trying to achieve as an individual.
 - Help understand what are you trying to achieve as a team.
- As a coach, how you ask questions/communicate with a team and individuals.
- Support the development of practice design – i.e. what are the problems you are trying to solve that relate back to the game?





As mentioned previously, delivering contextually appropriate learning environments where perception and action are coupled will allow greater transfer from our training environments to the competition environment.

The more a player travels this non-linear path filled with variability, randomness and specificity, the more they will evidence that learning has transferred. The more they travel this path, the more efficient it becomes.

Without continued variation in the learning environment, the edges of the path become overgrown. With a narrow path and a limited range of skillful solutions when an opponent



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Development Themes have been established to provide the focus of any session

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creates a problem players can become stuck. With a wide path developed through creativity and variability players have options. To support this coaches are required to deliver inspiring learning environments through effective practice design.

These environments will offer/invite/encourage players to explore the opportunities for action related the *Principle of the Game* they wish to focus on.

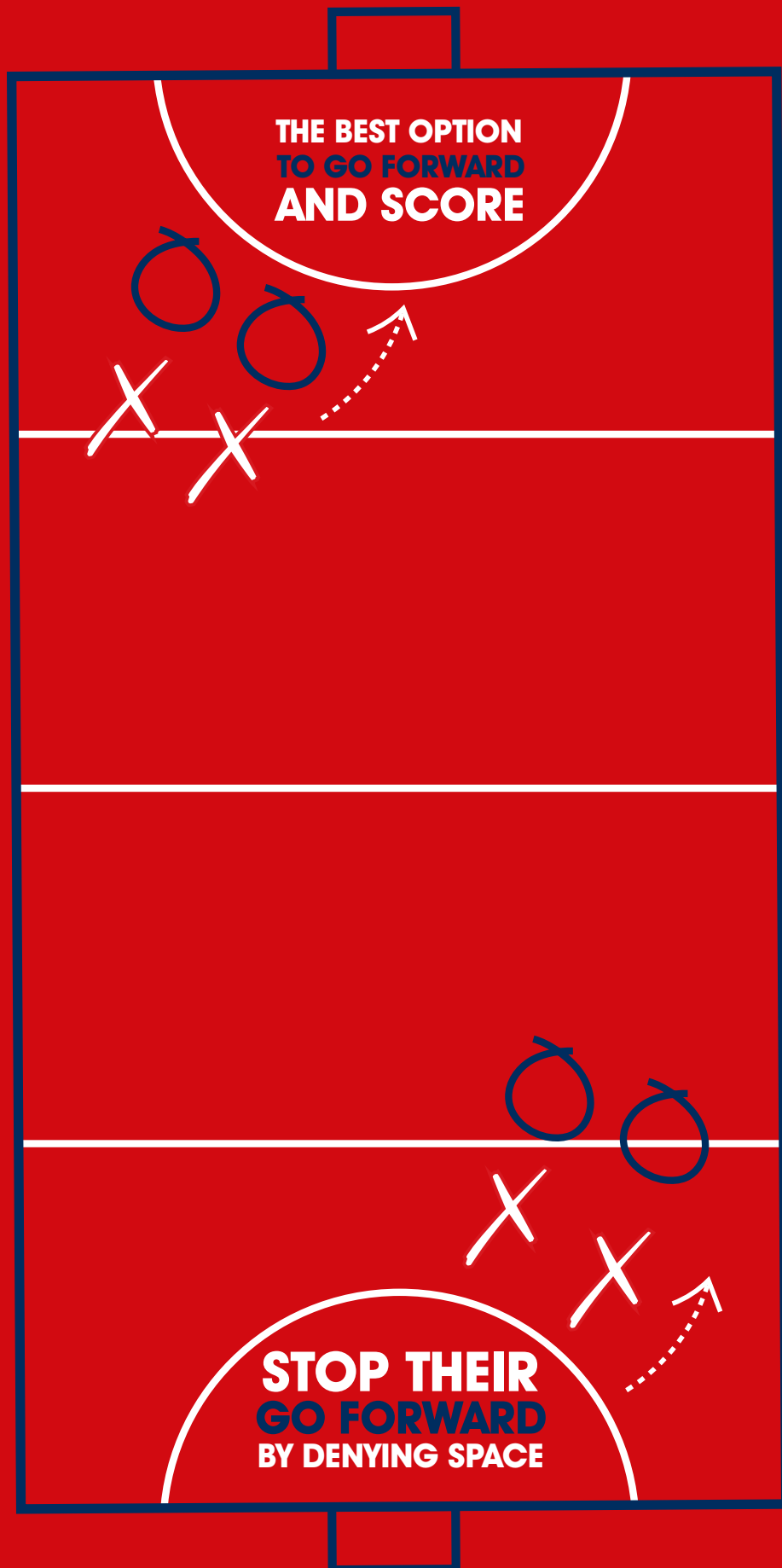
Decisions to execute a skill will come from triggers and cues in the environment. Practice will look something like the game to ensure that what the players are seeing and feeling is in context.

Lots of decisions will be needed in this learning environment whilst still ensuring to bring about lots of random variation in the types of decisions being made.

Players will constantly self organise against instabilities. Not enough instability – players have nothing to organise against. Whereas, too much instability – players will not effectively process the environment and select that right skillful action.

To support coaches with effective practice design, Development Themes have been established to provide the focus of any session, linked to the overarching principle.

Principles



Development Themes

Carry the ball to go forward



Move the ball to go forward



Goal scoring



Apply pressure on receiving



Win the ball back

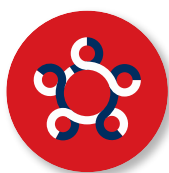


Deny space



Coach Development Workshops

A number of new coach development workshops have been developed to support coaches align their delivery to the Talent Development Framework. Below provides an overview of the workshops coming your way.



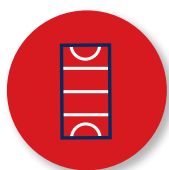
Environment Practice design

A key aspect of developing highly-skilled players is through practice design. This is through fun, decision rich activities that are representative of the game, not repetitive drills.

Games or game-like activity should be an essential focus of each training session, rather than an aspect of the session just played at the end. This workshop will provide a framework for developing practices that will create the right learning environment for talented players to flourish.

Motivational climate

Understanding motivation and its role in the learning process is essential for coaches. The environment created should be one where players are striving to improve and their perception of their ability is supported through a focus on progress. This workshop will give you an increased knowledge and understanding of creating your motivational climate, learning environment and the training strategies of your players.



Game

What to coach – GK

Coaches will be able to get practice design ideas on what to coach goalkeepers alongside a rich understanding of the Development Themes for goalkeepers. The workshops will replicate appropriate learning environments to bring game like scenarios to life and create variations to existing practices to develop a suite of activities for goalkeepers of all levels.

What to coach – goal scoring

Coaches will see what to deliver in a session on the development theme of Goal Scoring.

Coaches will share practice design ideas that invite lots of opportunities for the players to take the best option to go forward and score goals in all sorts of ways. There will be lots of examples of fun and game like activity that drives the players to be highly skilled and creative with their actions.

What to coach – defending

Coaches will see what to deliver in a session on the Principles of Defending. Coaches will share practice design ideas that invite lots of opportunities for the players to stop the oppositions go forward by denying space. This workshop will bring to life the link between Principles and Development Themes and further highlight what coaches should prioritise in their sessions to create effective decision makers.

What to coach – attacking

Coaches will see what to deliver in a session on the Principles of Attacking. Coaches will share practice design ideas that invite lots of opportunities for the players to take the best option to go forward and score. This workshop will bring to life the link between Principles and Development Themes and further highlight what coaches should prioritise in their sessions to create effective decision makers.

What to coach – set pieces

Coaches will see what to deliver in a session on Set Pieces, including PCA, PCD, long corners and free hits near the circle edge. Coaches will share practice design ideas that invites constant decision making for the players to attack or defend. There will be lots of examples of how to stretch the players to be self organising and intelligent trainers.



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Hockey Hub

Hockey Hub provides, regular, update to date content aligned to the Talent Development Framework, and is your one-stop shop for all coach development.

For access to more content and support linked to the 'End in Mind', Player, Environment and Game, please click [here](#).