

# Integrating Developmentally Appropriate Competition Structure & Talent Identification Programs

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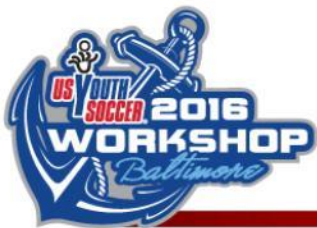
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# What is Talent?

A special ability that allows someone to do something well



**Hard work beats Talent when Talent doesn't work hard**



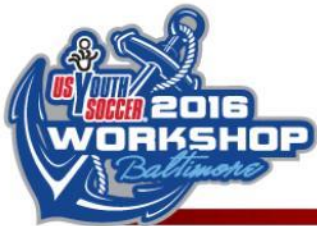
# Development v Identification

## 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



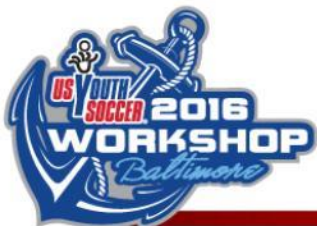
# Assessing Talent

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

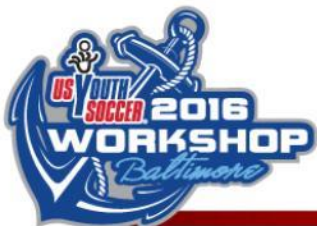
Specialization

Deliberate Play

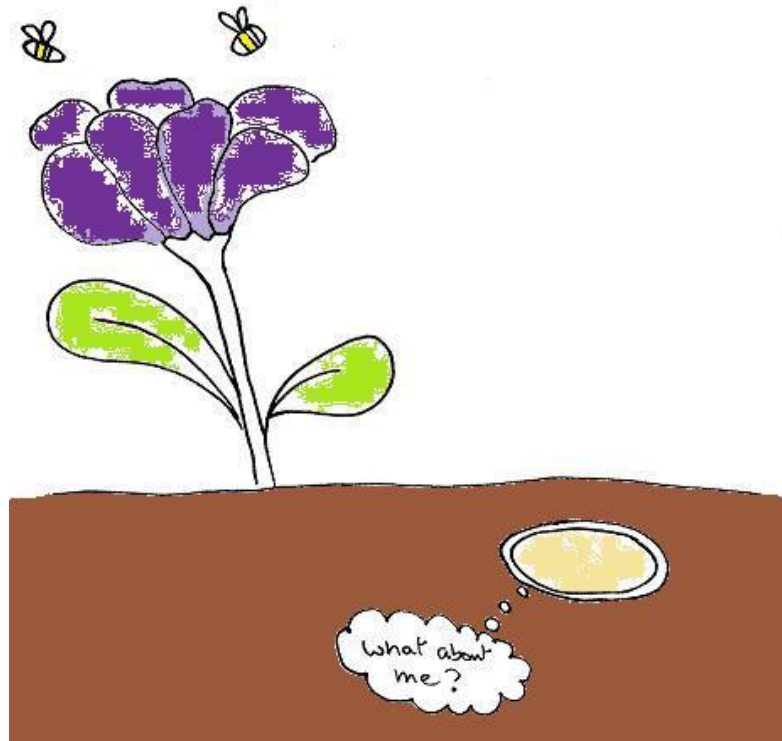
Deliberate Practice

Current Performance

Future Potential

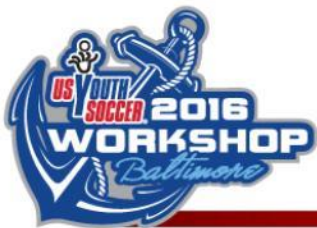
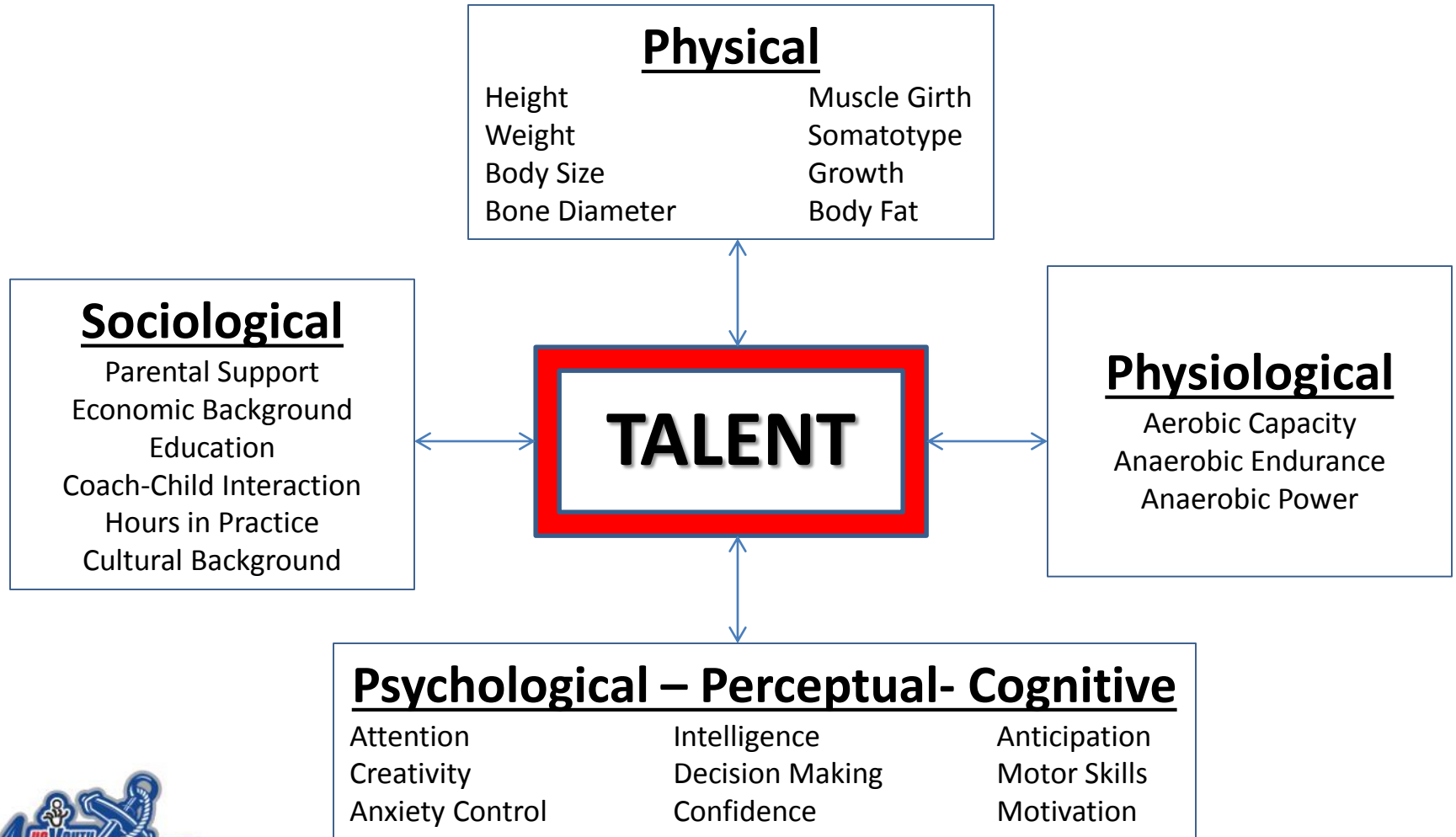


# Later Bloomers versus Early Bloomers



## Nature or Nurture?

# Potential Predictors of Talent in Soccer





# Potential Predictors of Talent in Soccer



Sabin Merino - Atletico Bilbao

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

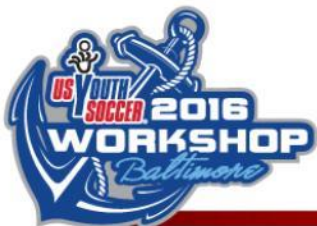
Belgium : 180.7

England : 180.4

Russia : 180.2

USA: 179.9

Nigeria: 175.0





# Club Styles for Identifying Talent

## What to Look for?

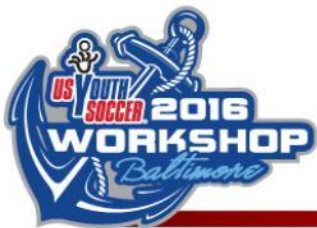
**TIPS:** Talent, Intelligence, Personality, Speed

**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?**

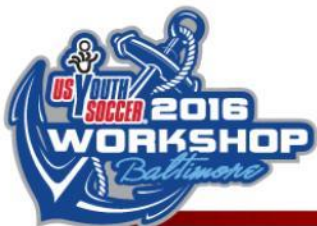
**At what age do you profile your players?**

**> 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

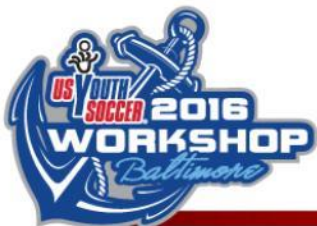
- Learners know which aspects they must improve & how to do this
- Learners are motivated to improve
- Learners take action in order to improve

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?

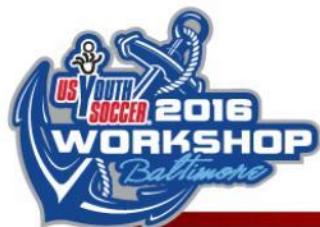
Does he read the game well? Can he adapt?



# Technical Profiling

## Position Specific

Position	Technique	Position	Technique
#1 Goalkeeper	Shot Stopping Distribution Footwork	#8 Center Midfield	Dribbling Creative Passing Tracking Runs
#2 & #3 Out-Side Backs	1v1 Defending Tackling Passing Range	#10 Attacking Midfield	Creativity/Improvisation Turning Transitional Player
#4 & #5 Centre Backs	1v1 Defending Heading Support Play	#9 Centre Forward	Shooting/Finishing Receiving Channeling Play
#6 Defensive Midfielder	Receiving Under Pressure 360 Degree Passing Range Breaking Up Play	#7 & #11 Wingers	Crossing Running with the Ball Immediate Pressure



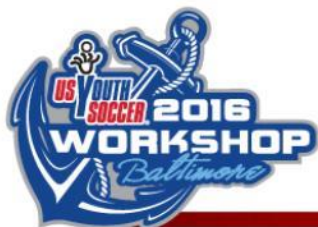
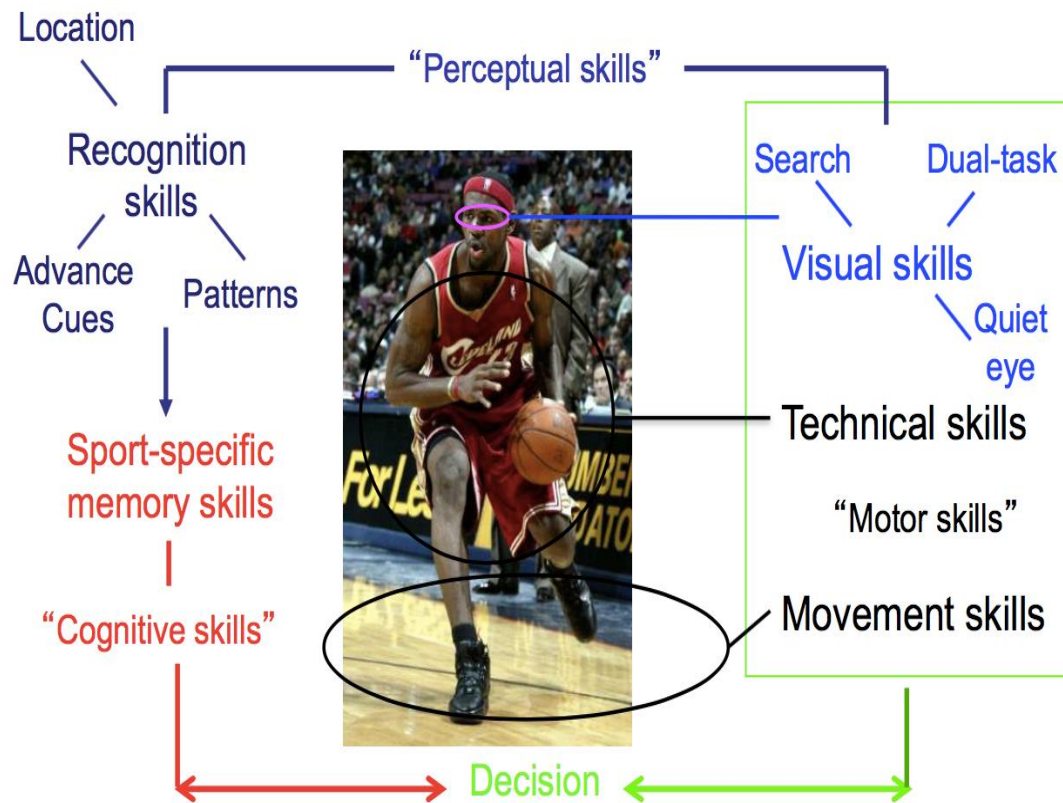
# Technical Profiling

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

Phase	Boys Years	Girls Years
Basic Athletic Skills	7-9 years old	6-7 years old
Advanced Athletic Skills	10-12 years old	8-10 years old
Transition Athletic Skills	13-14 years old	11-12 years old
Performance Athletic Skills	15-18 years old	13-18 years old
Elite Athletic Skills	19 plus	18 plus



# Physiological Profiling

## Anthropometric Characteristics

Energy Cost:    Aerobic 80-90%  
                    Anerobic 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:**

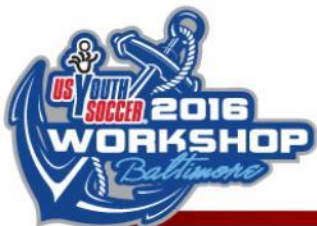
**Girls play/train with boys**

**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

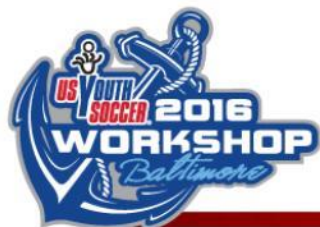
Providing Feedback

A balanced life style

Diet, Nutrition & Sleep

Managing disappointment

Managing success



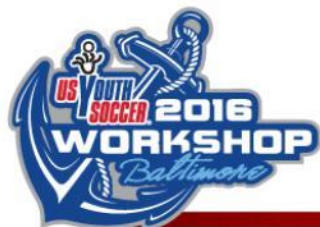
**WHAT IS THE CLUBS ROLE IN THE US YOUTH SOCCER MARKET FOR IDENTIFYING TALENT?**

**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 PROGAMS?**





# Thank-You

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