



BRITISH  
DODGEBALL

# COME JOIN IN



## TALENT DEVELOPMENT

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## Talent Development

### 1. Introduction

British Dodgeball is directly responsible for the administration and operations of four National Academies of dodgeball. These are:



England Lions



Wales Dragons



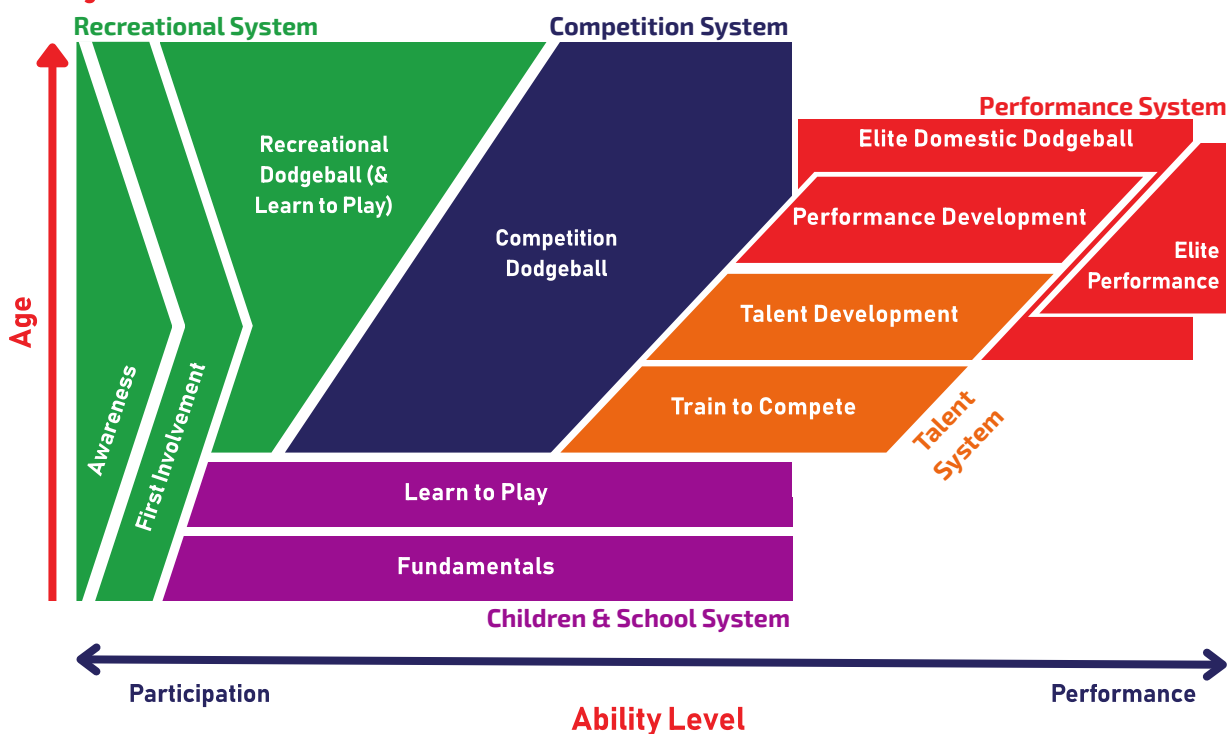
Dodgeball Scotland



Northern Ireland Knights

The British Dodgeball talent system involves more than these four organisations however; a player's talent journey often starts at recreational, school, university or club level. This document has been designed to ensure that all involved in high-performance dodgeball at both club and national level understand their role in supporting a player's journey through the British Dodgeball talent system. This document has been designed to work alongside the National Academy Guidelines to provide clear objectives and clarity of procedures regarding the talent system.

### 2. Dodgeball For All Framework



The Dodgeball For All framework divides the dodgeball-playing community into eleven segments & five systems that position the player at the heart of dodgeball. It shows how people enter, develop through, and interact with the sport, based on the needs and motivations of players. The emphasis is on providing great experiences and exceptional environments for players to be successful and stay in the sport.



## Talent Development

Players enter the sport at different stages, develop at different rates and have different needs. Whether you are a club, school, parent, coach or National Academy Manager, the Dodgeball For All framework provides clarity on the why, how and what for player development and supports greater connectivity across dodgeball.

### Recreational System

Individuals playing dodgeball in a relaxed environment. May include club-organised recreational leagues and social dodgeball events.

- **Awareness** - The point at which an individual of any age becomes aware of dodgeball.
- **First Involvement** - The point at which an individual of any age first tries playing dodgeball.
- **Recreational Dodgeball** - e.g. Recreational leagues. Play in a fun, social and informal environment.

### Children & School System

Children playing dodgeball in schools or in clubs, or competing in school events or festivals.

- **Fundamentals** - e.g. Physical Education lessons. Young children should develop a wide range of physical literacy skills, using dodgeball activities to develop stability, object control and locomotion.
- **Learn To Play** - e.g. Afterschool dodgeball clubs/junior club dodgeball sessions. Individuals transition to practicing more specific dodgeball skills which can be used in more complex situations. An increased focus on team tactics in different phases of the game.

### Competition System

Teams competing in events. May include university and junior teams in addition to adult leagues and open events. Clubs enter British Dodgeball competitions to give players this experience.

- **Competitive Dodgeball** - e.g. Regional opens. Refining player qualities that support performances in competition.

### Talent System

Talented young people who are engaging in high quality sessions through their club and national academies. Club coaches may recommend individuals for National Academy trials.

- **Train to Compete** - e.g. Junior open events. A fun, developmental and positive environment where players realise that they are good at dodgeball. May be involved in other sporting activities.
- **Talent Development** - e.g. National Academy u18 squads/high-performance junior club sessions. A challenging and supportive environment where players who know they are good at dodgeball work to get better. A focus on building good physical and mental habits.

### Performance System

The most talented players competing at high-level domestic competitions, training in senior National Academy squads and competing internationally. National Academies may progress young players from junior squads to senior squads when ready, or source new athletes through scouting and trials.

- **Performance Development** - e.g. National Academy squads/high-performance club sessions. An environment that keeps the potential international athlete of the future in mind, with the aim of providing high quality experiences. At this level, players will have a clear line of sight to senior international dodgeball.
- **Elite Domestic Dodgeball** - e.g. Super Leagues & National opens. An environment that drives regular and challenging competition that encourages sustained performance from all athletes.
- **Elite Performance** - e.g. World Championships. Engaged in high level senior international dodgeball. A culture of continuous improvement and accountability, with a clear goal of delivering peak performance on the world stage.

National Academies are a key element of the **Talent System** (u15/u18/u21 squads) and **Performance System** (development/senior squads). Our long-term aim for for all national academies to achieve the objective of establishing & maintaining successful junior and senior squads.



## **Working within the Talent System**

### **Recognising Talent**

Current performance plays a part in understanding future potential but this is a poor indicator in isolation. Other indicators of future potential are:

- Superpowers – current superpowers of a player that sets them apart from others
- Intent to learn – players who can respond positively to teaching or coaching. This can mean 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 dodgeball and physical training age – determining how much time has been spent in quality environments on a dodgeball court 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.

### **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. Take time to understand an individual and learn what is right for them, placing the player at the heart of any decision.

### **Open & Inclusive System**

Our talent system should be 'open' with opportunities to join and re-join over many years. Young people may lose momentum or need to focus on other elements of their life e.g., education, and so will not develop in a linear fashion. As such, selection and decisions should be at 'this point in time' and not a final decision meaning the door is always open should a young person begin to excel when compared to their peers once again in the future. 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.

### **Multiple contexts & collaboration**

Develop close working relationships with junior club coaches, who have regular contact time with the young person and can be a useful source of information as to how they are training and developing. Providing multiple opportunities to join the talent system allows us to work with players over a longer period of time, and working with coaches ensures we are better fully informed about the player rather than a one-off snapshot.

### **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, National Academy and other stakeholders are key to providing more consistent messages to players.