



An Evidence Based Approach to Talent Development in the GAA

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WHY TURAS?



SCALE



550 CLUBS IN LEINSTER



**30,000+ COACHES ON
FORMAL EDUCATION 2009 -
2019**



**100 STAFF TRAINED AS
COACH DEVELOPERS**

WHY TURAS?



**Staff so often
asked..."what should I
coach at U13?"**

Formal Coach Ed - aftercare

**A method of getting into
clubs**

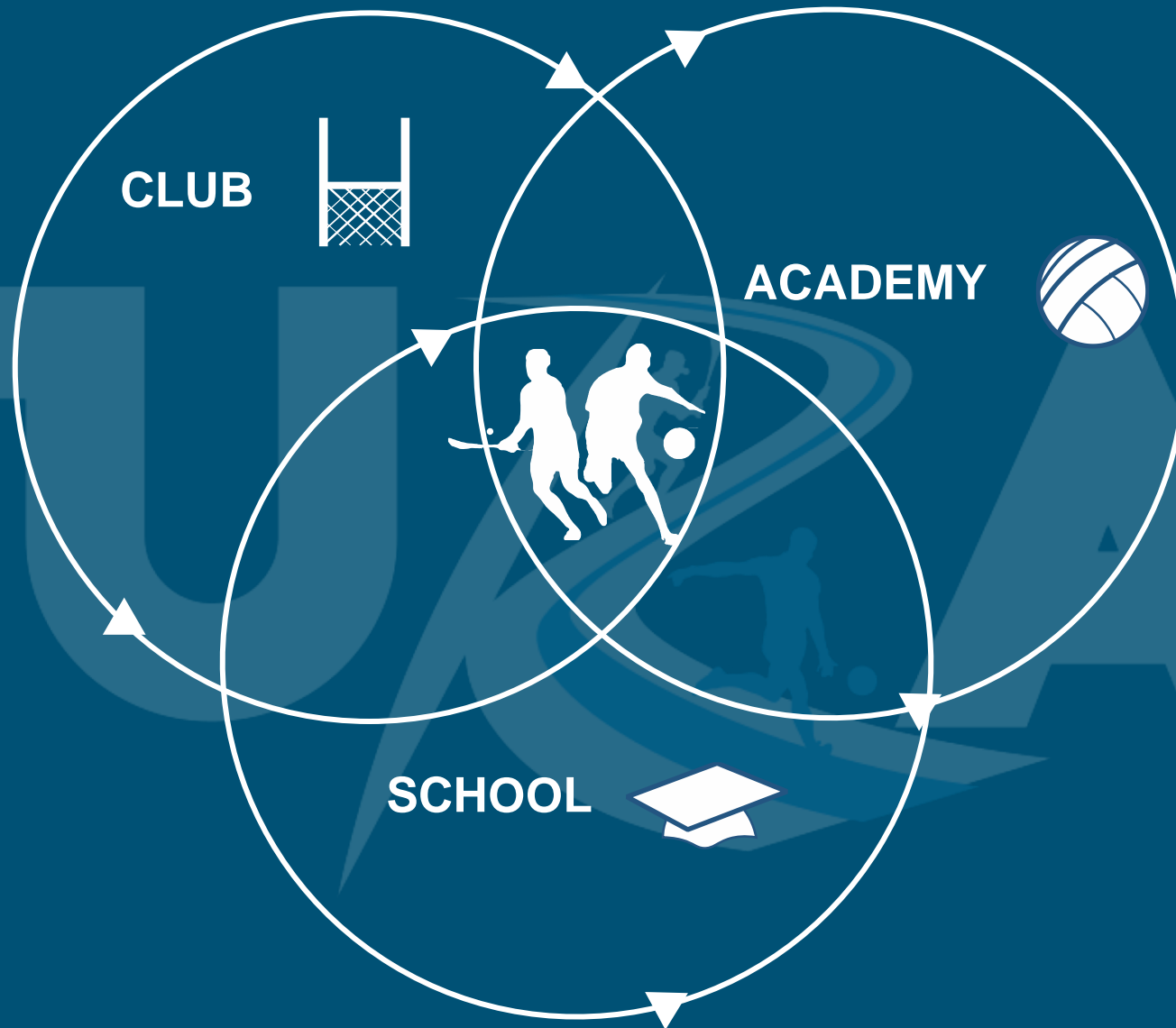
Our AIM as Coach Developers



SUPPORT COACHES





TURAS IS A COACH DEVELOPMENT PROGRAM FOCUSING ON OUR KEY AREAS



The Most Important Coaching Job in the World!



Coaching is a Decision Making Process



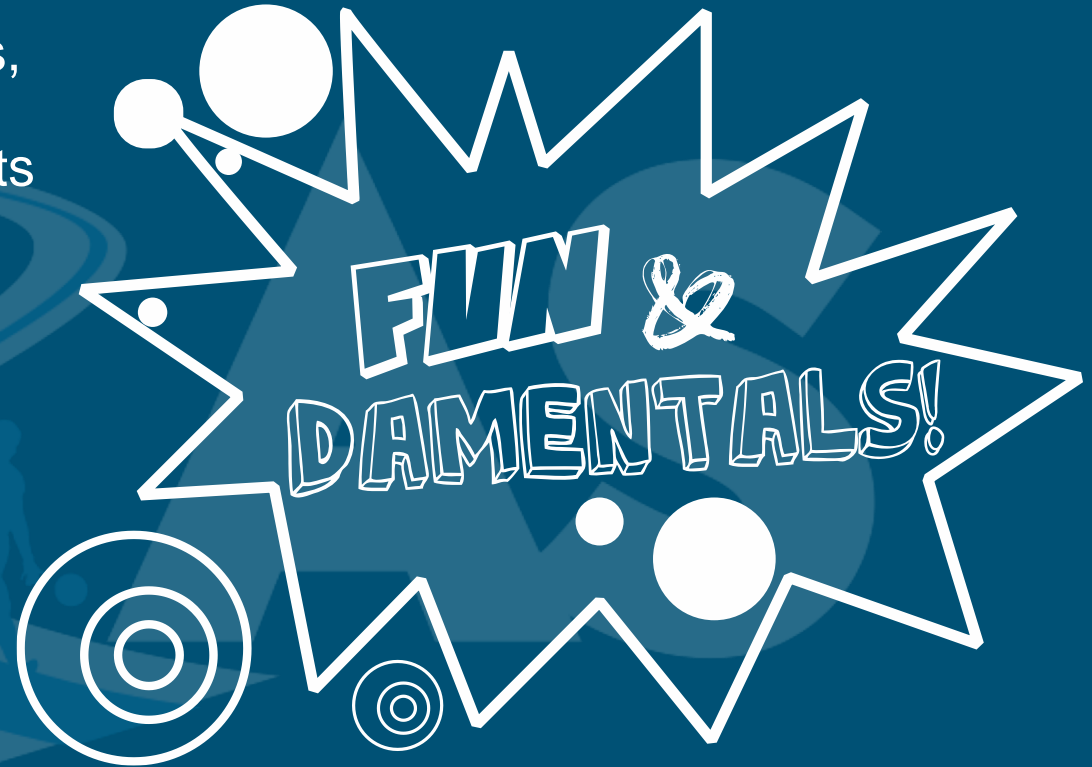
As to methods, there may be a million and then some, but principles are few. The man who grasps principles can successfully select his own methods.

Ralph Waldo Emerson

Principles before Methods

Make it fun...but that isn't 'just' playing...

Fun is working hard. **It is being challenged and Competing.** It is learning a new skill, being with friends, Having a coach that cares, getting compliments from Coaches, and a coach who respects them, Fun in sports For kids means learning from mistakes, working Together as a team, applying a skill you learned in practice in a game, improving athletic skills to play at The next level, playing against an evenly matched team,]and winning. Fun is getting playing time! Yes, winning is part of the fun for kids. It is not the most important, factor, though, coming in at a lowly 48 out of 81 when the determinants are prioritized.





Why kids stay in sport...

1. ACTUAL COMPETENCE
2. PERCEIVED COMPETENCE
3. CONFIDENCE – give it a go-ness
4. Stick with it-ness

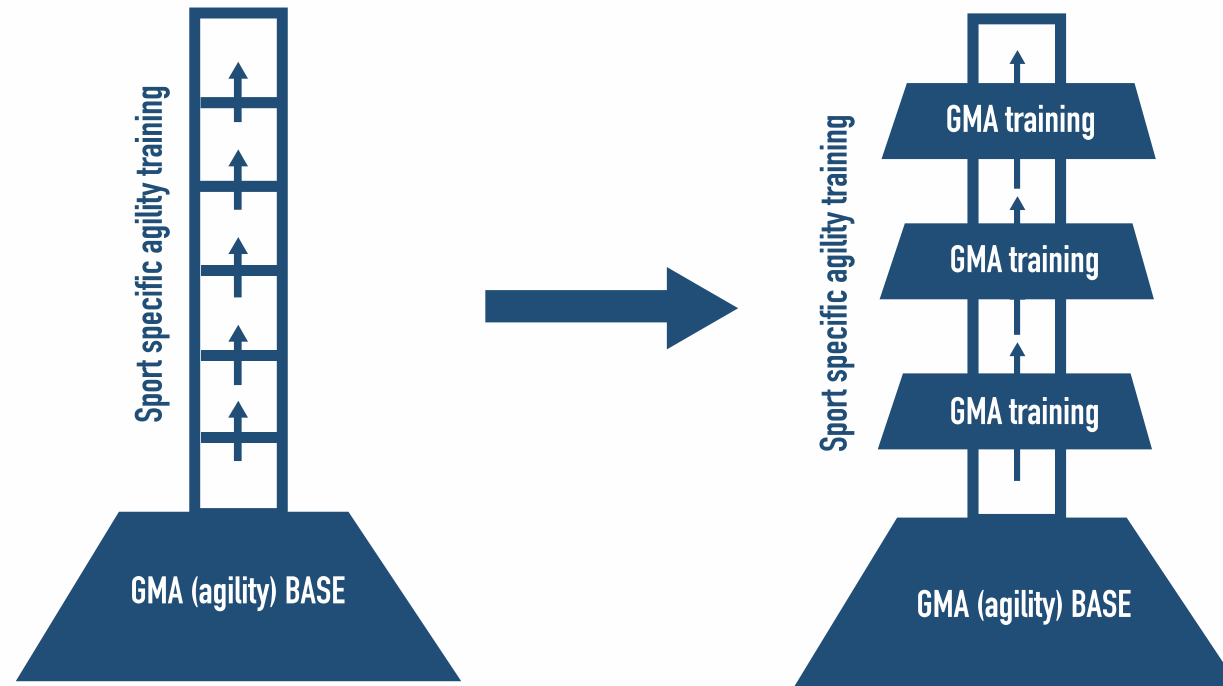
Lots happens
FROM 11
years of age...

A good LONG TERM foundation

Training and Competitions	Early Success	Senior Success
<i>In the Athlete's respective Domain Sport</i>		
Early competitive success	+	o
Early start of training and competitions	+	-
Early specialization	+	-
Training intensity in childhood	+	-
Training intensity in late adolescence/adulthood		o
Aggregated training volume	+	o
<i>In Other Sports</i>		
Training intensity in childhood	-	+
Training intensity in adolescence/adulthood		+
Competitions in childhood	-	+
Competitions in late adolescence/adulthood		+
Aggregated volume of training and competitions	-	+

= positive correlation with success, o = no systematic correlation, - = negative correlation with success

So ALL will need specially focused
MOVEMENT EDUCATION



(MacNamara et al., 2010a, 2010b, 2011, 2012)

The Skills: PCDEs



- Effective and Controllable Imagery
- Focus & Distraction Control
- Realistic Performance Evaluation & Attribution
- Role Clarity & Commitment
- Planning & Organisation
- Goal Setting & Self-reinforcement
- Quality Practice
- Resilience and self regulation
- Creating and using Support Networks

No team which has won the Tony Forristal All-Ireland title at under-14 level has ever progressed to win the minor equivalent four years later . . .

Year	Under-14 Tony Forristal Champions	All-Ireland Minor Champions Four Years Later
1982	Kilkenny	Offaly
1983	Tipperary	Offaly
1984	Limerick	Kilkenny
1985	Cork	Offaly
1986	Clare	Kilkenny
1987	Tipperary	Kilkenny
1988	Tipperary	Galway
1989	Galway	Kilkenny
1990	Clare	Galway
1991	Tipperary	Cork
1992	Galway	Tipperary
1993	Tipperary	Clare
1994	Galway	Cork
1995	Tipperary	Galway
1996	Tipperary	Galway
1997	Wexford	Cork
1998	Cork	Kilkenny
1999	Galway	Kilkenny
2000	Cork	Galway
2001	Tipperary	Galway
2002	Limerick	Tipperary
2003	Kilkenny	Tipperary
2004	Tipperary	Kilkenny
2005	Kilkenny	Galway
2006	Wexford	Kilkenny
2007	Waterford	Galway
2008	Cork	Tipperary
2009	Tipperary	Waterford
2010	Waterford	Kilkenny
2011	Tipperary	Galway
2012	Kilkenny	Tipperary
2013	Cork	Galway
2014	Kilkenny	Galway
2015	Cork	
2016	Cork	
2017	Tipperary	
2018	Cork	

Of course in that game you will probably lose because you don't use your strongest players in their strongest position, but in the end you have a player who used his left foot when he was 12 and 13 and 14, and he can use both feet when he comes into the first team.

That's what we have at Ajax and I really stand behind that."

- Dennis Bergkamp
Assistant Manager,
AFC Ajax

🕒 13 June 2018 | South East Wales



to get a babysitter but havent managed to so he wont be there

If anything changes and i get one i will let u know

I think we should just call it a day. I need players that are going to be reliable every week especially when we don't have many players. U should look for a team that has quite a lot of players and then if u cant make it Nathan won't be missed. It's only going to get more difficult for yourself trying to rely on babysitters every week. Good luck to Nathan for the future.

Its only because theres 3 games cant bring the weans to wait in the car for that long if it was only 1 game there wouldnt be a problem and as i said im still trying to get a babysitter

Competition CAN Support Development!

Developmental Focus that Emphasises...

- Fun (but what does that mean?)
- Movement and Perceived Competence
- Time to learn, practice, make mistakes
- Lots of touches, decisions, actions
- Autonomy and independence
- Variability
- Confidence 'Give it a Go-ness'
- Experiences that build confidence
- Skills that allow confidence



Had a parent storm off and sit in the car and had 2 more private message me because I rotate every position. Not even been home 5 minutes yet! My under 6s had a lot of fun but apparently maybe not their parents...

The man who prepared the Limerick rocket for moon landing

18/05/2019 - 12:00



By Kieran Shannon



Shane Fitzgibbon

THE KIERAN SHANNON INTERVIEW: An hour after Declan Hannon lifted the Liam MacCarthy Cup last August, Éamonn Cregan phoned another Adare man whose leadership wasn't so visible. 'Congratulations. That's what you started.' Shane Fitzgibbon may have been a frustrated if well-heralded player, but that would inform him in becoming a brilliant, if unsung coach.

“

Myself and my partner happened to bump into Shane on the way into Croke Park last August and someone in our company said, 'God, it's such a shame no one knows the work you guys did with Shane Dowling and all those minor and underage teams.' And Shane looked at him. 'It isn't about that. It isn't about us. It's never been about us. Them going up and lifting the Liam MacCarthy, that's what counts.

”

It is a long-term agenda... Delayed Gratification

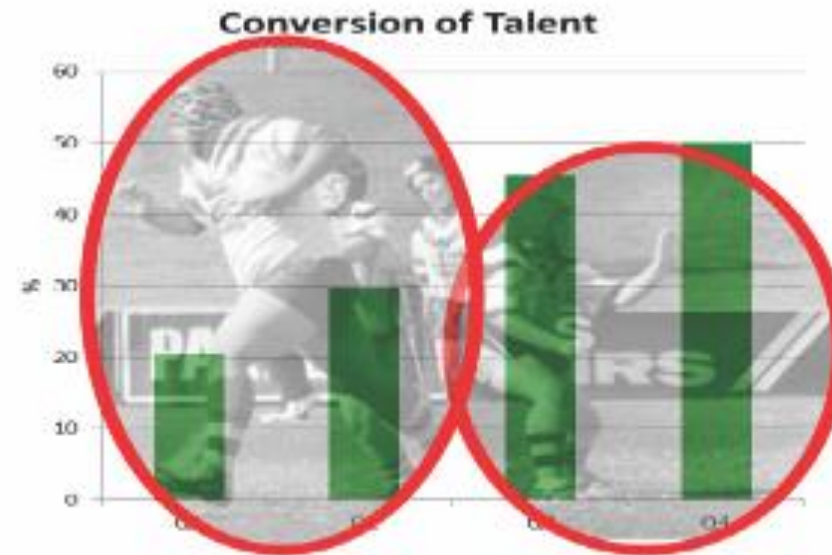
In MacNamara's line of work, they talk about the power and value of the egoless talent coach. Someone who doesn't necessarily want to go to the moon but just wants to prepare the rocket so that someday it will head and land there. Fitzgibbon, she found, was that rare, precious coach.

"The thing that really struck me about Shane and that group of guys was that they were in it for Limerick and not for themselves," she says. "It wasn't about Shane Fitzgibbon driving the future of Limerick hurling, it was about Limerick hurling.

"I talk a lot about what we call Delayed Gratification. If you're in the space of developing talent, what you may be doing now might not reflect well in the moment but will reflect well on Limerick hurling in six, seven years' time.

This is a Marathon NOT a Sprint...

...and early leaders often don't make it!



KEY FEATURES

LONG TERM AIMS AND METHODS

WIDE RANGING COHERENT MESSAGES AND SUPPORT

EMPHASIZE APPROPRIATE DEVELOPMENT NOT EARLY SUCCESS

INDIVIDUALIZED AND ONGOING DEVELOPMENT

KEY METHODS

- Develop a Long Term Vision, Purpose and Identity
- Develop Systematic Planning and Implementation
- Provide Coherent Reinforcement at a Variety of Levels

- Provide Coherent Philosophies, Aims and Methods at a Variety of Levels (e.g Parents, Coach Content, Practice and Reward Systems, Selection, Funding, Competition structure, NGBs, Educate Parents, Schools, Peers, Coaches & Important Others (and encourage positive contributions!)
- Utilize Role Models at a Variety of Levels
- Set Up a Variety of Support Networks Over the Long Term (e.g. Peer, Coach, Sport Staff, Family)
- Provide Forums for Open and Honest Communication Patterns at a Variety of Levels

- De-Emphasize 'Winning' as Success at Development Stages
- Provide Clear Expectations, Roles and Meaning Within the 'Big Picture' at Every Level
- Provide 'Stage Specific' Integrated Experiences and Teaching
 - Fundamental Physical and Perceptual Skills
 - Fundamental Mental Skills (Learning and Development; Life, Performance Related)
 - Sport Specific Skills (Technical, Tactical, Mental, Physical, Perceptual)
 - Balance
- Encourage Increasing Responsibility and Autonomy in Learning/Development
- Develop Intrinsic Motivation and Personal Commitment to Process
- Promote Personal Relevance, Athlete Understanding and Knowledge

- Provide Opportunities and Fundamentals to as Many Youngsters as Possible
- Provide Flexible Systems to Allow for Performance and Physical Development Variation
- Identify, Prepare for and Support Individuals Through Key Transitions
- Provide Regular Individual Goal Setting and Review Processes
- Provide Systematic Reinforcement Contingencies

NATURE OF MODEL

INTEGRATED, HOLISTIC AND SYSTEMATIC

What was needed to help coaches?

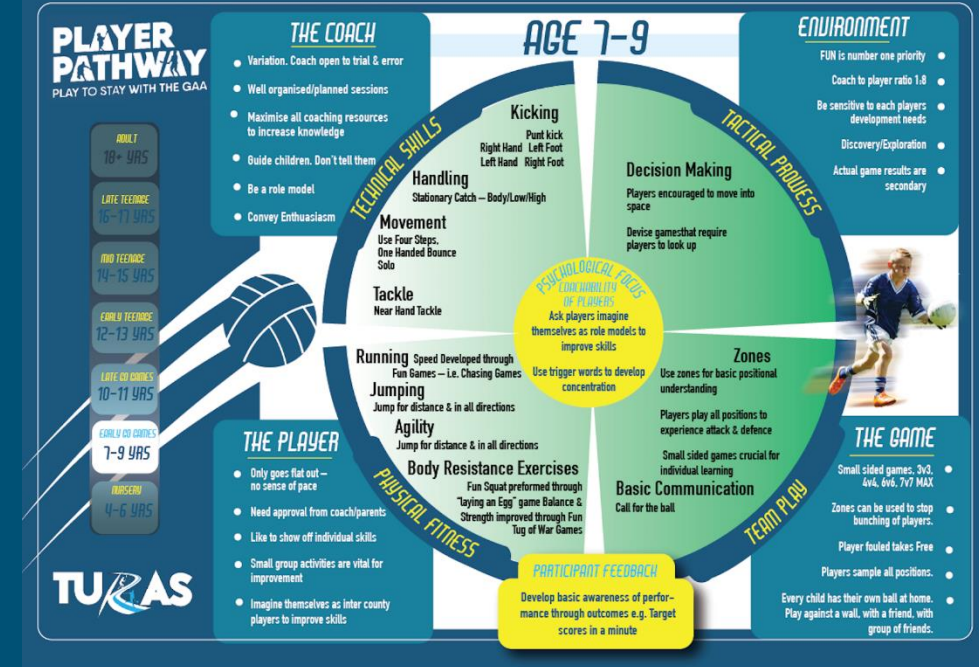
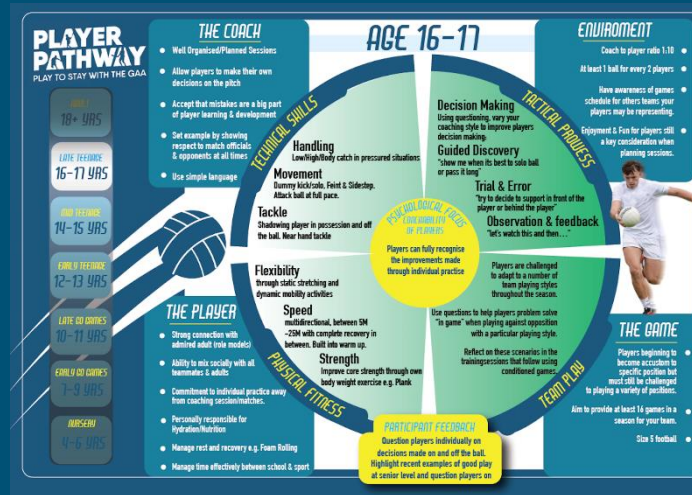
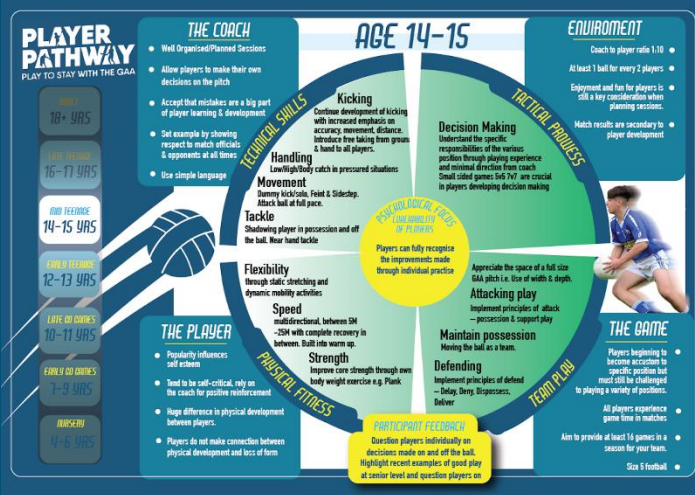
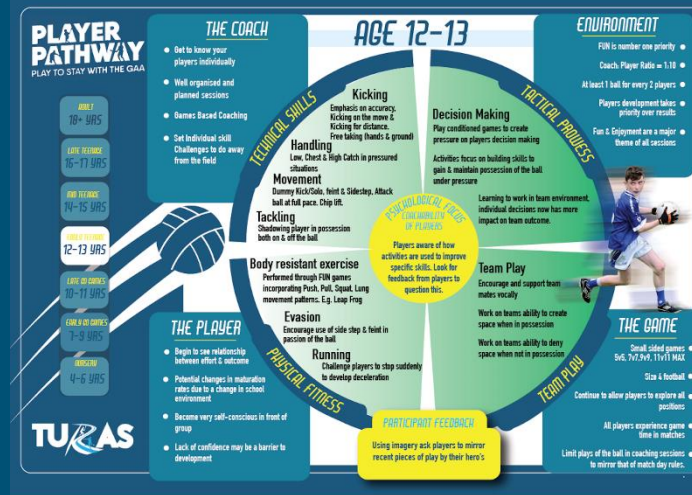
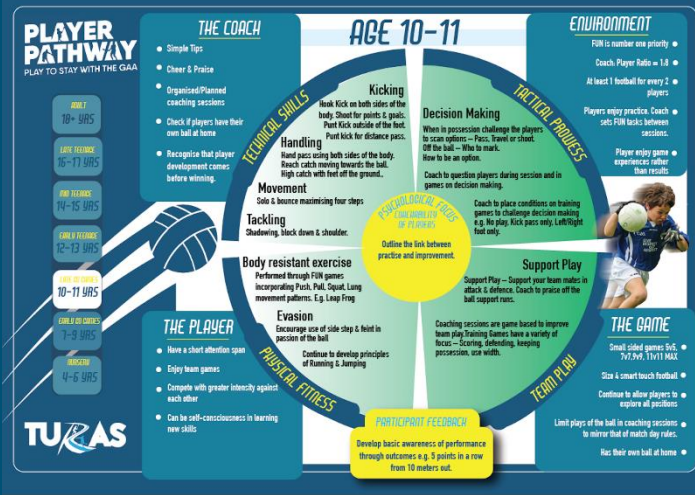
Resources

Coach Development Program



THE CONTENT

STAGE SPECIFIC COACHING



BUT LOOKING AT BIGGER PICTURE

PLAYER PATHWAY

PLAY TO STAY WITH THE GAA

- ADULT
18+ YRS
- LATE TEENAGE
16-17 YRS
- MID TEENAGE
14-15 YRS
- EARLY TEENAGE
12-13 YRS
- LATE GO GAMES
10-11 YRS
- EARLY GO GAMES
7-9 YRS
- NURSERY
4-6 YRS



THE COACH

- Get to know your players individually
- Well organised and planned sessions
- Games Based Coaching
- Set Individual skill Challenges to do away from the field

AGE 12-13

ENVIRONMENT

- FUN is number one priority
- Coach: Player Ratio = 1:10
- At least 1 ball for every 2 players
- Players development takes priority over results
- Fun & Enjoyment are a major theme of all sessions

TECHNICAL SKILLS

- Kicking**
Emphasis on accuracy. Kicking on the move & Kicking for distance. Free taking (hands & ground)
- Handling**
Low, Chest & High Catch in pressured situations
- Movement**
Dummy Kick/Solo, feint & Sidestep, Attack ball at full pace, Chip lift.
- Tackling**
Shadowing player in possession both on & off the ball

Decision Making

Play conditioned games to create pressure on players decision making
Activities focus on building skills to gain & maintain possession of the ball under pressure

TACTICAL PROWESS

Learning to work in team environment, individual decisions now has more impact on team outcome.

PSYCHOLOGICAL FOCUS COACHABILITY OF PLAYERS

Players aware of how activities are used to improve specific skills. Look for feedback from players to question this.

Body resistant exercise

Performed through FUN games incorporating Push, Pull, Squat, Lung movement patterns. E.g. Leap Frog

Evasion

Encourage use of side step & feint in possession of the ball

Running

Challenge players to stop suddenly to develop deceleration

PHYSICAL FITNESS

THE PLAYER

- Begin to see relationship between effort & outcome
- Potential changes in maturation rates due to a change in school environment
- Become very self-conscious in front of group
- Lack of confidence may be a barrier to development

Team Play

Encourage and support team mates vocally
Work on teams ability to create space when in possession
Work on teams ability to deny space when not in possession

THE GAME

- Small sided games 5v5, 7v7, 9v9, 11v11 MAX
- Size 4 football
- Continue to allow players to explore all positions
- All players experience game time in matches
- Limit plays of the ball in coaching sessions to mirror that of match day rules

PARTICIPANT FEEDBACK

Using imagery ask players to mirror recent pieces of play by their hero's



TRYING TO MAKE THE COMPLEX SIMPLE

HOW WE SUPPORT CLUB COACHES

DELIVER PLAYER
PATHWAY
WORKSHOP



CLUB VISIT 1

PART-TAKE SESSION WITH
EXAMPLES OF GOOD PRACTICE
REVIEW SESSION USING



PRINCIPLES



CLUB VISIT 2

OBSERVE SAME COACHES &
REVIEW USING



PRINCIPLES

**As to methods, there
May be a million and
Then some, but
Principles are few. The
Man who grasps principles
can successfully select his
Own methods.**



TURAS PRINCIPLES

TESTING AND CHALLENGING, ALL PLAYERS SHOULD BE CHALLENGED.

UNDERSTANDS THE PLAYER IS AT THE CENTER OF THE GAME.

RESEMBLES THE GAME (GAME BASED)

ALL PLAYERS INVOLVED, ALL OF THE TIME.

SHOULD ALWAYS BE ENJOYABLE, DEVELOPMENTALLY APPROPRIATE AND
A HOLISTIC GAA EXPERIENCE.

Testing and Challenging



TO GET TO EASY YOU HAVE TO GO THROUGH HARD.

Understands the player is at the centre of the game

"I am a 14-year-old boy from Limerick and I want to tell you my story with regards to the GAA and how it affected my life.

It all started when I was playing hurling. I didn't have much interest in the game at first because all my friends were playing it. As time went on, I fell in love the game of hurling and became competitive. I went to a training session and

But when matches started, I was left on the sideline and I was getting game time. I was very upset coming home from a match. I was crying and saying "Am I bad at this?"

That is when I became more confident in myself. At this stage of my life I wanted to give up the sport and move on but I gave the coaches a second chance. So I went back playing hurling.

We had a few training sessions before that game and the coaches were roaring at us because they felt we weren't 'doing it right'. They had an attitude of 'win at all costs' and didn't care who they upset.

I was coming home shocked and upset over the way the coaches at that time were treating a young game group.

So, the big important game of hurling for our club was about to begin. We went for a 15 minute training session before the game and we were all called into the dressing room for the team to be called out. The 15 people were called out and it wasn't me who was starting the game. They were younger people started ahead of me at that game and lots of other games also. I was furious but I

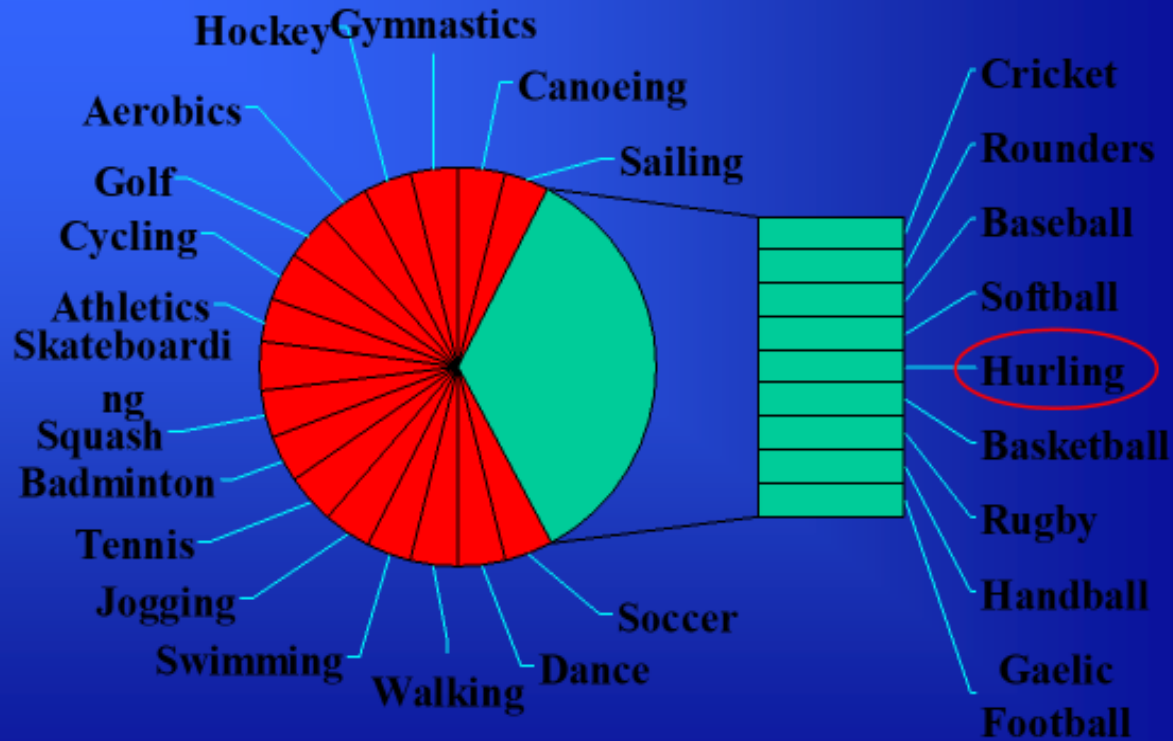
didn't show it at that time. We all ran out of the dressing room and everyone was in position. The match began.

DON'T BE ANYBODY'S LAST COACH



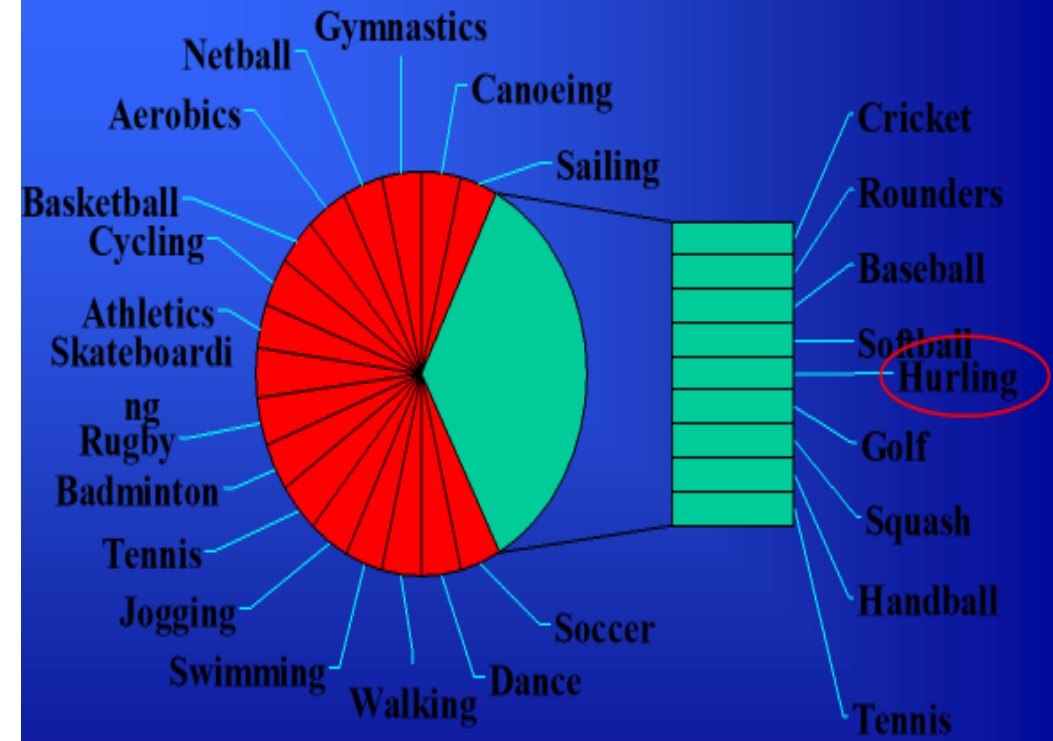
Player Centred – Skills to stay and play in the game

Can't Catch? – Won't play!



Adapted From Mike Jess, University of Edinburgh

Can't Strike? – Won't play!



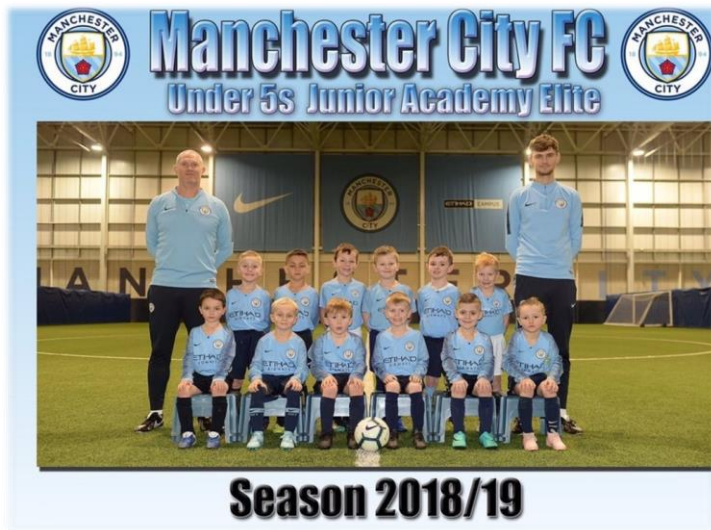
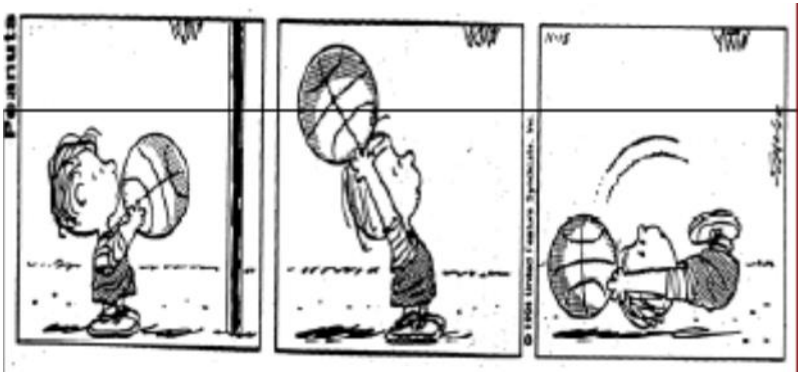
Resembles the Game



All players involved, all the time
Lots of touches, Lots of decisions



Should be an enjoyable, developmentally appropriate GAA experience



Developmentally Appropriate

Brian McCormick, PhD @brian... · 1d ✓

How can we say that our youth sports are "developmental" or "athlete-centered" when every change (ball size, basket height, SSGs, shot clock) for athletes' good is met with resistance: We can't, too expensive, too hard, adults will complain...

TURAS

PRINCIPLES IN ACTION

Testing and Challenging: all players should be challenged to improve at their level ✓

Understands the player is at the centre of the game and provides individualised development (player centred) ✓

Resembles the game (games based) ✓

All players involved, all the time; lots of touches, lots of decisions ✓

Should be an enjoyable, developmentally appropriate & holistic GAA experience ✓

Today the course of today's session I will
I have set up today's session to be one
that players will really enjoy. I will
encourage laughing and fun throughout
the session. I will explain during today's
session during the course of the session.





WHAT WORKED

Massive
engagement with
positive feedback
from both
participants and
staff (Over 5500
coaches involved in
year 1 & 2)



WHAT DIDN'T WORK

Consistency in
message – what
exactly is TURAS

The Principles
The Principles
The Principles



THE IMPORTANCE OF THE PRINCIPLES



ACADE





WHAT NEXT?



Embed the
Principles

Thank You

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