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Triathlon Live chat

ENVIRONMENTAL FACTORS

STARTING SOON



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Personal characteristics - RECAP

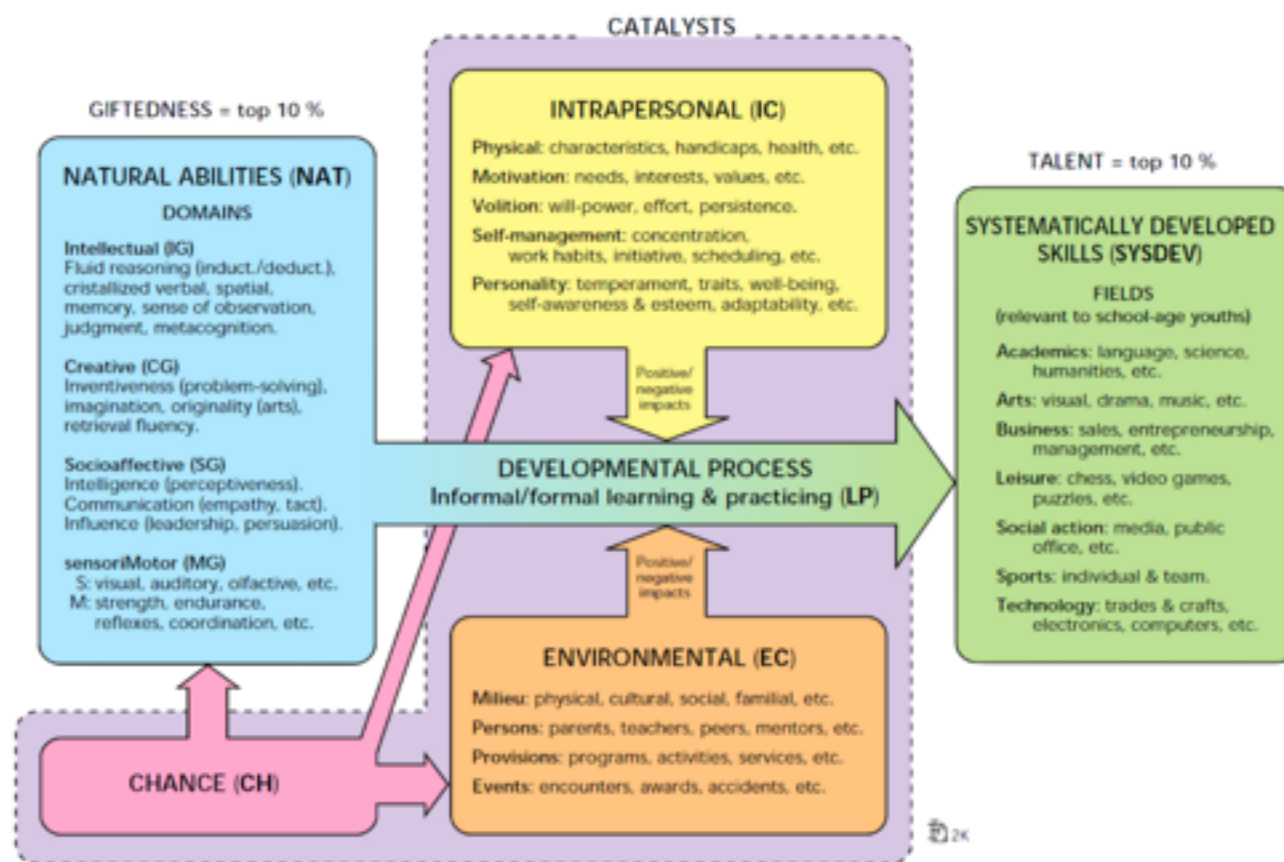
- A core set of psychological characteristics have been shown to play a significant role in effective sports psychology, especially for endurance sports.
- On the other hand, there are some additional psychological factors that could have a negative effect on endurance performance.
- Is it therefore important for coaches to educate themselves in this area or establish some collaborations with sport psychologist.

Environmental factors



Environmental factors

Gagne's Differentiated Model of Giftedness and Talent





INDIVIDUALS



**Parents and
family**



**Coaches and
mentors**



**Peers and social
groups**

PROVISIONS



**Athlete's
development is
multidimensional
in nature**



High Quality Training Program

- Strategic planning,
- Quality coaching and competition,
- Equipment,
- Financial support,
- Sport science and medicine support



**Luck &
Inherent
abilities**

Talent Development Environment Questionnaire

Talent Development Environment Questionnaire has been designed to facilitate the development of sporting potential to a world-class standard.

The authors suggest that there is enough evidence to list a series of critical generic features for the effective talent development environment (Martindale et al., 2010).

TDEQ assess seven critical factors of the effective talent development environment (Wang et al., 2016).



Summary of TDEQ key factors of the effective talent development environment adapted from Martindale et al., 2010; Wang et al., 2016)

Factor number	Factor	Definition	Details
First factor	Long Term development	Refers to the extent to which the training program is developmental in nature, where the focus is on long term success. This factor also represents attitudes, psychological skills, and understanding required for long term success (e.g., responsibility, dedication, mental abilities, and learning through mistakes)	E.g. ongoing opportunities, rounded development, clear expectations, and links to senior progression.
Second factor	Quality preparation	Refers to the availability of clear guidance and opportunities for quality practice through training, recovery, and competition experiences.	The theory of deliberate practice highlights the need for training to be effortful and specifically designed to improve performance through goal setting, feedback, and opportunities for repetition
Third factor	Communication	Refers to the interaction between the coach and athlete in both formal and informal settings	E.g. the nature of goal setting, review and feedback, development planning, and emphasis on progression to senior level The quality of coach-athlete relationships, intrinsic motivation of athletes, and coach-athlete effectiveness
Fourth factor	Understanding the athletes	It is defined as the extent to which the coach understands the athlete in-depth at a holistic level and has developed a strong professional relationship with them	E.g. Parental support style, goal orientation, self-perceptions of competence, autonomy (Deci & Ryan, 1985), and expectations (Lepper & Greene, 1975).
Fifth factor	Support network	It is related to a coherent, approachable and variety of support network to help and support the athletes' development in all areas	E.g. namely emotional, esteem, informational, and tangible support
Sixth factor	Challenging and supportive environment	Refers to the extent to which athletes are challenged appropriately in training and competitions to facilitate their development to the highest level	e.g. available support, links to higher-level athletes, and de-emphasis of winning
Seventh factor	Long term development fundamentals	Reflects the extent to which key features of the foundations for further development are considered, such as ongoing opportunities, avoidance of early specialization, parental support, and athletes' decision making	e.g. ongoing opportunities, avoidance of early specialization, parental support, and athlete autonomy.

Take Home Message

- Several environmental factors affect the way athletes develop.
- Family and coaches' influence plays a crucial role, especially at the beginning of their sports career.
- The training process should be defying and continuously adjusted to the athlete's needs, creating a stimulus that allows the athletes to have different experiences as well as promote decision-making processes.
- The context where the athlete is training and the psychological aspects must be considered as one of the most relevant factors.

Q & A






UPCOMING WEBINAR

ATHLETE DEVELOPMENT MODEL

PHYSICAL CHARACTERISTICS & FUNDAMENTAL MOVEMENT SKILLS FOR TRIATHLON



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