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Master's Thesis of Global Sport Management

Botswana Sports Administrators'
Perceptions on Sports Talent
Identification and Development

스포츠 영재 발굴 및 육성 과정에 대한 보츠와나
스포츠 행정가의 인식 탐색

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체육교육과 글로벌스포츠매니지먼트

Larona Koosimile



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Botswana Sports Administrators' Perceptions on Sports Talent Identification and Development

Advisor: KWON Sun-Yong

Submitting a master's thesis of Global Sport Management

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The Graduate School
Department of Physical Education
Seoul National University
Global Sport Management Major

Larona Koosimile

Confirming the master's thesis written by

Larona Koosimile

August 2021

Chair	<u>Lim, Choonghoon</u>
Vice Chair	<u>Lee, Okseon</u>
Examiner	<u>Kwon, Sun-Yong</u>

Abstract

Botswana Sports Administrators' Perceptions on Sports Talent Identification and Development

Larona Koosimile

Global Sport Management, Department of Physical Education

The Graduate School

Seoul National University

Modern Olympics and level of professionalism in sport is more competitive and requires significant attention from the governing bodies in terms of time, human resources and capital investment to put up programs of Sport Talent identification and development in order to cope with the rest of the world. However in Botswana over the time since her first appearance at the Olympics, not enough has been done to be at par with the current trends of sports talent identification and development. Rather there are few noticeable examples which are not bearing the much needed results.

The study sought to investigate Botswana's sport administrators' perceptions on sports talent identification and development and the impacts

it has on sports performance. Interview questions were used to collect data adopted from related research studies. Five sports administrators from Botswana National Sports Commission participated in this study. The study revealed that the approach by the national sports governing bodies lacks creativity in programs formation and implementation as the main problem. The study also revealed a lack of concept understanding of sports talent identification and development system, in terms of understanding and implementation of sports science. The study revealed certain challenges: the use of old methods to identify and develop talent and the lack of structured process of implementing programs.

The establishing of policies and documenting and monitoring programs was highlighted as a means to managing sports talent identification and development programs. It however emerged from the study that certain areas need to be improved as no formal policy document exists that clearly guides the process of sports talent identification and development in Botswana. Several recommendations were made. The study recommended that there is a need to expand the scope of participants, to currently active key stakeholders like coaches and athletes to get a bottom up perspective or opinion of approach on the subject of talent identification and development. Lastly the study recommended a research based on the opinion of education administrator's perspective on

transforming or the use of school as a base for sport talent identification and development.

Keywords: Botswana, sport talent identification and development, sports administrator

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Table of Contents

Chapter 1: Introduction	1
1.1 Background of study	1
1.1.1 Botswana	5
1.1.2 Nature of sports in Botswana on talent identification and development (TID)	9
1.1.3 Programs in Botswana	9
1.2 Statement of the problem	12
1.3 Purpose of study	13
1.4 Research questions	13
1.5 Significance of study	14
1.6 Definition of terms	15
Chapter 2: Literature review	16
2.1 Concepts of sports talent identification and development	16
2.2 Stakeholders in sports talent identification and development system	27
2.3 Key factors in sports talent identification and development	32
2.4 Challenges with sports talent identification and development	40
2.5 Future direction on sports talent identification and development	45
Chapter 3: Methods	52
3.1 Research paradigm/ worldview	52
3.2 Research design	54
3.3 Qualitative approach	55
3.4 Participants selection	56
3.5 Data collection	58
3.6 Interviews	59
3.7 Instrumentation	60
3.8 Analysis	60
3.9 Strategies for validating findings	61
Chapter 4. Findings	63
4.1 Holistic ecological perspective on sports	63

4.2 Challenges of current practices	71
4.3 Areas for Improvement	76
Chapter 5: Discussions and Conclusion	83
5.1 Programs and their implementation	84
5.2 Traditional models	87
5.3 Investment into sports programs	88
5.4 Sports talent identification and development policy	90
5.5 Suggestions for future research and conclusion	93
REFERENCES	99
Appendix 1	109
Appendix 2	112
국 문 초 록	115

List of figures

Figure 1. Botswana institutional framework as per 2001 National Policy

Figure 2. Key stages in the TID process (adapted from Williams and Franks, 1998)

Figure 3. ATDE model, adapted from Henriksen et al (2010)

Figure 4. Participants Demography

Figure 5. Analysis of Results

Acronyms

NSRPB	National Sports and Recreation Policy of Botswana
BNSC	Botswana National Sports Commission
BNOC	Botswana National Olympic Committee
TI	Talent Identification
TD	Talent Development
TID	Talent Identification and Development
BLTAD	Botswana Long Term Athlete Development
ATDE	Athletic Talent Development Environment

Chapter 1: Introduction

1.1 Background of study

Looking into the current landscape of modern Olympics and level of professionalism in sport, it is only right to argue that sport has become more competitive than it has ever been (K. Till, J. Baker, 2020). Governing bodies in the sport industry are spending significant capital in programs that can identify athletes who have the ability to succeed. These programs are designed to detect talented players who demonstrate strong performance in sport-specific skills which predict future career success and this is called talent identification and development (Tom L. G. Bergkamp, 2019).

An individual's potential to sports success or any other domain can be termed "talent" (Cejuela et al., 2020). Sports talent identification and development in sports is a complex, multifaceted process (Bennett et al., 2019). Athletes and coaches have to spend a good time of their life through a trial and error process of training, to come up with the right combination of exercises and philosophy that can put them at par with the rest of the world athletes, being guided by a common set of regulation laid out either in a model of talent identification and development or a policy document.

Human talent is an uncommon and extremely valuable resource in society that is largely wasted at each generation. This waste of talent is due to a great lack of understanding (Cejuela et al., 2020).

The field of sport, can be compared to other areas of professions like science, music and the arts, where the process of learning and practice has to be observed with the primary goal of attaining a high level of excellence. Different scholars have indicated that a sport model with the ability to develop athletes to the utmost international stages, are likely to obtain financial rewards from either private or government and even gain appreciation from the community. It is for these motives that talent detection or identification and development should be a central challenge to all models, systems or structures of sports (Henriksen et al., 2011). The important thing about sport and performance at the highest level is all based on the systemization of identifying the talented individuals and developing them according to the standard that puts them above the rest (Baker, Cobley, & Schorer, 2017). Other nations have sought to introduce models and programs which search for talent and are based on measuring adolescents on certain scientific approaches of anthropometrical, physiological and performance tasks.

National governing bodies and sports councils have visions of developing talent where the priority is to ensure that their athletes can

develop to, and successfully perform at, the highest senior international level. This concept is reflected in Bloom (1985) about instrumental study in talent development, where ultimately successful development into the world's top 25 in their field was not necessarily accompanied by top performance at junior levels. Bloom is arguing that the development of successful elite seniors may require a different development approach to the production of high level performing age groups. Specifically in this regard, Bloom's work presented a staged model of progression where he states that for individuals to move up their careers and become successful, they needed to have reached certain levels of skill, behavior towards tasks or relationships but did not necessarily obtain obvious levels of performance success at different age groups.

It is evident that there is an urgent requirement to have the systematic identification, selection and development for an ideal hierarchical, for young and national team athletes along with the base expansion for a pool of athletes for the sustainable development of elite sport (Ko, 2014). It is indisputable that an effective system has the potential to enhance the quality and sustainability of an elite athlete or team, while increasing the chances of financial benefits and recognition by investors. A quality talent identification system which is capable of bringing highly able, well trained and better prepared athletes to the senior

level are important against the ever-increasing professionalism in sports and high standards of world-class performance.

Researchers in this field have over the years disputed the merits of talent as a concept (Howe, 1999), they say the reality of working in sport is that sports talent identification and selection are often necessary due to limited resources available like financial, personnel and facilities. In the past two decades, other African nations, most notably South Africa, introduced a model created on the bases of models similar to the Australian Sports Search also known as Talent Search program, which uses science to measure youngsters on definite anthropometric data, physiological studies and also based on how they performance against the talent predictors chart (Tomkinson et al., 2003). Other models, like the 'Sports Interactive', have been employed, in other nations used as means to upturn participation at the highest levels of the sports stage, and as well as a talent identification and detection tool.

The aim of this study is to investigate Botswana's sport administrators' perceptions on sports talent identification and development and the impacts it has on sports performance. It will focus on identifying the challenges and suggest possible solutions that administrators could consider for optimizing their approach to talent identification and development. Topics to be discussed in this chapter are background of the

study, about Botswana, statement of the problem, sub research questions, objectives and significance of the study.

1.1.1 Botswana

This thesis is focused on the case of Botswana's, perceptions of sport coaches and administrators on the current model of sports talent identification and development used and the impacts it has on sports performance. It will assess the factors around the topic being studied based on review of literature and the perspectives of other scholars.

In contrast to its huge land area of 581,730km², Botswana has a relatively small population wise. In 2014, Botswana's population was estimated to be at 2,292,000 as per the last census of 2011 (Abraham & Collins). Sharing borders with South Africa, Namibia, Zambia and Zimbabwe, Botswana has its economy based on natural resources, particularly Diamonds, which accounts for 30% of the gross national product and beef exportation which also plays a role in the economy.

Two decades back, on the 11th of April 1997, a motion was adopted by the parliament of the Republic of Botswana, to conduct a study, investigating the performance of national sports teams in international competitions, which was relatively poor. The primarily objective of this study was to develop a National Sports and Recreation Policy of Botswana

(MYSC, 2010). Prior to this study a conclusion was reached that suggested the following or came to some findings that pointed out constraints of Botswana sports:

- Low level of a culture of sport
- Limited funding
- Inadequacy of trained sport personnel
- Absence of a policy on sport
- Poor or inadequacy of sporting facilities
- Poor coordination between stakeholders
- Low participation of people with disabilities and the marginalized
- Low participation rates of women in sport and groups with specific needs

According to the NSRPB a pyramid model was adopted, as it was prescribed for developing countries based on their status. Assuming that the pyramid was best suited for developing sports in Botswana, priorities were set up, following a discursive intervention on the recognition of the board structure that was to be in charge of this program. These pointed out priorities for the NSRPB included:

- To establish a clear, integrated structure for the planning, coordination and delivery of sport and recreation opportunities at all levels.

- To increase and build capacity of clubs and national sport associations in the development and management of their sport.
- To improve the facilities for sport and recreation in Botswana.
- To build a national approach to elite athlete development that will increase the standard of performance in sport in Botswana.
- To ensure that all Batswana are aware of the benefits of participation in sport and recreation and have opportunities to become engaged in all aspects of sport and recreation.
- To increase and sustain the quality and the number of people trained in all aspects of sport.
- To develop and implement a system of information, research, monitoring and evaluation that will measure the contribution of sport and recreation to the attainment of the country's socio-economic integration and its human development objectives.
- To develop a culture of sport in Botswana.
- To develop a broad-based recreation and leisure program. (Shehu & Mokgwathi, 2007)

A total of nine policy priority areas which relates to sports talent identification and development provide a framework for the development of an active, healthy and productive society, in line with the national long-term vision (Meier & García, 2019). Two main goals are identified that

indicate the need for a clear understanding of the topic. Firstly, a) to build a national approach to elite athlete development that will increase the standard of performance in sport in Botswana and b) To increase and sustain the quality and the number of people trained in all aspects of sport. Arguably these two key policy goals translate to the need for a clear well-coordinated Talent identification and development program to be able to accomplish their objectives and their implementation. In addition Meier & García (2019) indicate that there are some complications with the implementation of these goal because of the structure of the Botswana sport institutional department (see Figure 1).

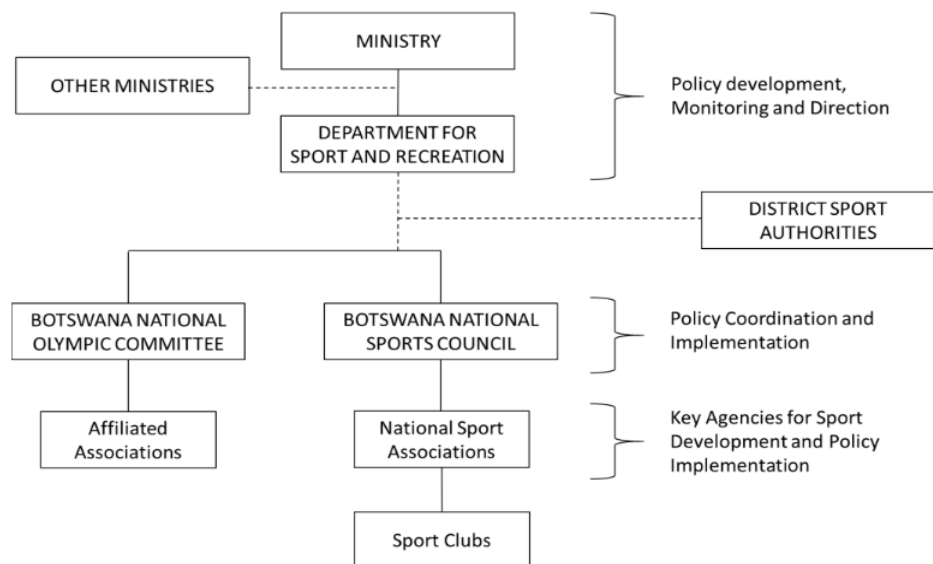


Figure 1. Botswana institutional framework as per 2001 National Policy

1.1.2 Nature of sports in Botswana on talent identification and development (TID)

The nature of the sport system in Botswana is a diverse and complex one that features the government, the Botswana National Sport Commission (BNSC) and the Botswana National Olympic Committee (BNOC). To the present about 30 National Sport Federations (NSFs), three school sport federations are found affiliated to BNSC (Botswana National Sports Commission, 2016). This diverse system in sport is a result of a number of factors, including findings from a commission of inquiry, which was instituted in 1997, extensive government involvement in sport, a society in transition to professionalize sport and the quest for a talent identification and development program that suit Botswana's set up. The April 1997 commission of enquiry on Botswana's poor sport performance challenged the government and other stakeholders to provide clear sport policies, introduce sport and physical education studies, and provide incentives for athletes (Shehu & Mokgwathi, 2007).

1.1.3 Programs in Botswana

Re Ba Bona Ha program

A grassroots called "Re Ba Bona Ha" sports development Project of the Botswana National Sport Commission (BNSC) is targeting children of ages 5 to 15 in different sporting disciplines. The phrase Re Ba Bona Ha

translated means “We see them here”, meaning this is where we identify the future stars (BNSC, 2019).

The goal of the program is to identify talent and develop it while the objectives of the program are:

- Introduce children to sport at a tender age and develop their athletic abilities
- To increase children and youth participation opportunities in sport, recreation and physical activity in a sustainable manner.
- To attract and retain young people in sport and instill a sense of pride.
- To develop and build capacity of youth coaches to enhance provision of quality coaching.

The elite scholarship fund program

The elite scholarship fund is designed to assist high performing and talented young student athletes in gaining access to quality tertiary sporting-excellence educational institutions whilst attaining success at the highest levels within their chosen sport. The Program is a unique partnership between talented young student-athletes, National Sport Associations, Ministry of Tertiary Education and the Botswana National Sport Commission (BNSC, 2019).

The goal of the Program is to provide a pathway for talented young sportsmen and sportswomen aged 21 and below, to progress their sports development to world class excellence whilst securing future prosperity through balanced academic and training tertiary education programs.

Assessments for award of the scholarship will be done on a case-by-case basis at the discretion of the BNSC. Athletes should meet the following minimum requirements:

- Athletes should be citizens of Botswana under the age of 21 years
- Athletes should be admitted by the tertiary institution (to play sport) of their choice but which offers sport.
- Athletes should have consistently placed in medal positions (Gold, Silver & Bronze) in National and Regional championships over a minimum period of two (2) preceding consideration for eligibility.

Centers of sport excellence

In the quest to create an environment where student athletes' study, participate in sport and excel. Centers of Sport Excellence were launched in 2011 with seven (7) NSAs. These NSAs are Athletics, Football, Boxing, Netball, Softball, Volleyball and Karate, all at 12 Junior and Senior secondary schools spread across Botswana. The program was in 2013 transferred to BNSC, becoming a collaboration between the BNSC, Ministry of Youth Empowerment, Sports and Culture Development and

(because they are based in schools) the Ministry of Basic Education and Skills Development (BNSC, 2019).

Despite all these efforts, Botswana's performance at world level remains stale and not much evidence is there to conclude that the effects on performance for the intended group and objective are really being reached. These programs only favor a few individuals mostly those in the urban areas and those who are early groomers in sports or are being supported by the financial status of their parents. When we consider that the population of Botswana stands at just over 2million habitants, its resources and its growing economy, the nation stands a better chance of benefiting from the Talent Identification and Development program.

1.2 Statement of the problem

Since the formation of Botswana National Sports Commission as the national sport governing body in Botswana, it is unknown if an official model has been put in place to oversee that, there is clear athlete talent identification and development model or policy that guarantee the multilateral development to specialization level, which is a model most countries has adopted and used to come up with one model that suits their culture and guided by their policies like the case of, the UK, Cuba, Australia, South Africa, Canada, Jamaica and USA etc. This has led to low

numbers in terms of participation at world level, poor performance, persistent or recurring injuries and of recent, failure to meet the world standards which have been lowering every year. This has led to Botswana society missing out on opportunities that could better their social wellbeing. In fact Botswana has based her talent identification and team selection on a school sports competitions program (traditional model) which doesn't follow a proper talent identification process, doesn't respect the child's physiological stage nor pay attention to if the kids are exposed to a fully qualified individual for their early development stage or first contact.

1.3 Purpose of study

The purpose of this study is to investigate Botswana's sport administrators' perceptions on sports talent identification and development and the impacts it has on sports performance. It will focus on identifying the challenges and suggest possible solutions that administrators could consider for optimizing their approach to talent identification and development.

1.4 Research questions

1. What are the perceptions on the current status of sports talent identification and development?

2. What kind of issues exists and what challenges are faced with the sports talent identification and development?
3. How can the sports talent identification and development be improved or enhanced?

1.5 Significance of study

The study is important because it will help sports administrators in the governing bodies and prove to them the need to establish a talent identification and development guidelines to every sporting code that is affiliated to the national sports commission. Parents, Coaches and school teachers (teacher coaches) may be made aware of the importance of talent development and training model process and young talented kids and athletes stand to benefit from the facts and the outcomes of this study. The study may also help the ministry of education to tackle the issue of unemployment in the country as at this point there are many qualified physical education teachers who are still waiting to be appointed. The study may also be used as a baseline by other scholars to carry out related studies in other countries with similar challenges.

1.6 Definition of terms

Talent Identification

For the purpose of this study, talent identification will be defined as the screening of children and adolescents using selected tests of physical, physiological and skill attributes in order to identify those with potential for success in a designated sport. Previous involvement in the sport is not a prerequisite for identification.

Talent development

Talent development includes the provision of appropriate coaching, training and competition programs along with access to facilities, equipment and sports science/medicine support.

Sports Administrators

Sport development officers tasked with management programs at BNSC

Botswana Long-Term Athlete Development (BLTAD)

A strategic model for advancing long-term, sustainable participation and success in Botswana sports.

National Governing Body (NGB)

The managers of the programs.

Chapter 2: Literature review

2.1 Concepts of sports talent identification and development

According Abbott & Collins, 2004, for talented individuals to fulfill their maximum potential on a sports career it is essential to provide appropriate support and training. Sports talent identification and development as a topic has gained much focus over the years from researchers, practitioners and popular authors. Taking the United Kingdom as an example in their quest for the London games in 2012, there was an increased awareness raised by the media on talent identification and development (Pankhurt & Collins, 2013). Bounce and Syed (2010) proposed a list of views on the topic focusing on the administrators and managers arguing that they need to understand the process of sports talent identification and development programs, and widely publicized recruitment initiatives for youth; for example, ‘pitch to podium’- recruiting young potential athlete to other sports and a focused recruitment drive for individuals with advantages characteristics.

The appropriate support in training is cited by Larsen et al (2013), where they stress a point on holistic approach in sports identifying the role of the environment and the effects it has on athletic talent development. Other scholars of talent identification and development debated that

according to their findings, talent has several properties to it (Howe et al. 1998). Likewise Abbott & Collins (2002) said that different properties that children may have like physical variables (height and weight) can be prerequisite for sports success. Reciting this Williams & Reilly (2000), based their view from a scientific perspective, they broke down the process into four key stages (see Fig. 1). These stages are, detection, selection, identification and development (Russell, 1989; Borms, 1996; Cejuela et al., 2020). According to Reilly et al., (2000) the scientific approach has an advantage that it gives detailed information of what to look for when identifying talent and through the use of scientific training one can further develop their athlete's talent. They further allude that this procedure will furthermore assist the sport scientist with the identification and detection procedure to continue applying scientific training techniques on these athletes.

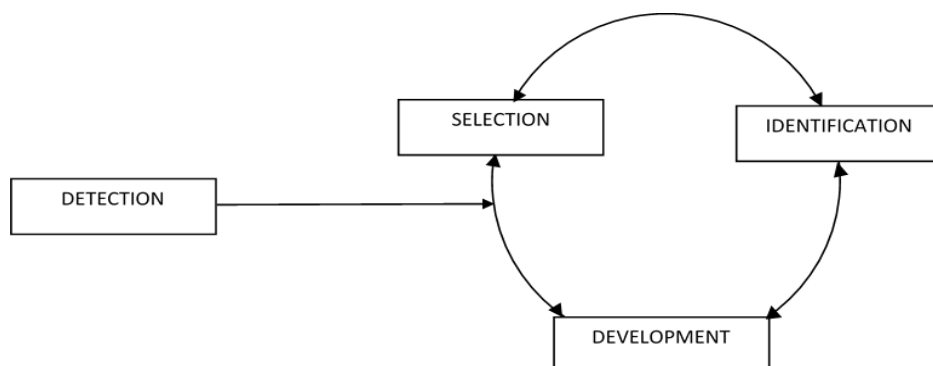


FIG 1: Key stages in the TID process (adapted from Williams and Franks, 1998)

But Feika et al (2018) in conclusion of their study indicate that sport talent identification and development programs are common in youth sports groups but recent speculations have come to question their healthiness and if they are necessary. Kristoffer, Natalia and Kaya (2011) in their findings said in order to establish an effective TID system it is important to start with the environment in which at the center of it are the prospective elite athletes, with the potential to make the podium at the world stage. They refer to this environment as the athletic talent development environment (ATDE) which is defined as:

A dynamic system comprising of a) an athlete's immediate surroundings at the micro-level where athletic and personal development take place, b) the interrelations between these surroundings, c) at the macro-level, the larger context in which these surroundings are embedded, and d) the organizational culture of the sports club or team, which is an integrative factor of the ATDE's effectiveness in helping young talented athletes to develop into senior elite athletes (Henriksen, 2010).

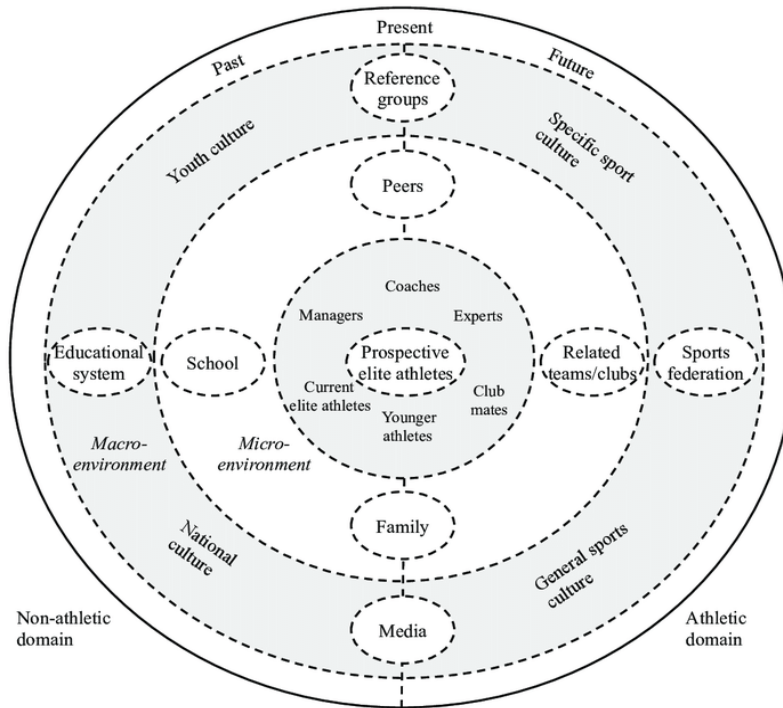


Fig 2: ATDE model, adapted from Henriksen et al (2010)

Talent detection

While talent detection is defined as the process of unearthing potential gifted youngsters not presently participating in sports (Mohamed et al., 2009). According to Niessen et al (2016) it takes a scientific approach to sport, it requires the process of measuring and assessing technique utilizing a lot of criteria to distinguish the physical, mental and physiological quality traits by a young kid who has the potential to be an athlete. This is generally alluded to as talent detection (Niessen et al., 2016).

Sports talent identification

Williams and Reilly (2000) defined sports talent identification as the process of perceiving the possibility to turn into an elite athlete or player, among a group of participants. As such it is believed that it involves anticipating or predicting performance over significant stretches of time by approximating physical, physiological, psychological and sociological characteristics as well as specialized capacities. Gulbin et al (2013) argue that talent identification can't exist without involving or talking about talent development. In other words it is seen as a component of the talent development process, wherein identification may happen at different stages within the Development, Identification, Selection, Detection and development process. Arguably talent identification depends more on scientific principles, while talent development alludes to an exhaustive way to deal with managing the athlete to accomplish his/her potential or capability to partake in sport (Andersen , Rong, & Bjorndal, 2015).

Talent selection

According to Williams and Reilly (2000) talent selection refers to a continuous procedure of distinguishing people who are currently playing a particular sport, who show an essential degree of performance required for participation at a higher or advanced level. Therefore selection includes

assignments or tasks within a particular sport setting and utilizing those tasks as proof for future degree of accomplishment (Williams & Reilly, 2000). With that it can then be argued that talent selection as an activity by which a short term prediction is made as proof that an individual has the fundamental attributes, level of getting the hang of something, training and development to perform better in the near future, than other individuals from his/her team or age group.

Talent development

It is suggested that in talent development, players are given an appropriate learning condition with the goal that they have the chance to understand their maximum capacity and potential (Williams & Reilly, 2000). Talent development has gotten significant enthusiasm recently; several leading scholars indicate that there has been a move in accentuation from talent identification and talent detection to talent guidance and development.

Notably talent identification and development requires profound testing and understanding and according to Hoare and Warr (2000), talent identification for sports can be approached two distinctive ways; firstly by, identifying talent from within the sport, by testing athletes who are currently participating in a sport to try and identify those that are more

likely to succeed. This mechanism is more precisely referred to as talent selection and secondly by identifying athletes from outside of the sport who may have the necessary attributes (physical, physiological, skill) to succeed at a high level and these mechanisms are what scholars see as talent identification.

According to Bloom (1985) there might be some indicators and evidence of talent at an early age, but one has to know that it takes experience and some education background or a trained expert to identify its presence on early groomers. Likewise Williams & Reilly (2000) claim that these indicators can be used as a base, to predict if one's talent can bear results later in their career. This then point out one questionable reality, only handful individuals are talented; otherwise there would not be a way to differentiate success or distinguish between talented children and those that are least talented (Glazier & Mehdizadeh, 2019). With this we can say it takes some level of understanding of the concept to be able to distinguish between a more talented individual and the one that is least talented.

Research on sports talent and development has over the years showed evidence that suggest that stature, mass, body composition, limb girth and bone structure (anthropometric characteristics) played a critical role in performance and are related to the complex ways of how one performs and are important to their growth (Williams & Reilly, 2000).

Jacob et al. (2018) also implies that the measurement of these indicators may relatively assist in talent identification and its development. They allude that talent is one's potential for success within a said domain or setting, while talent identification would refer to the early recognition the potential one would have shown and talent development being the nurturing of the said potential through tried and tested methods and provision of an environment and resources that allows for a systematic process (Jacob et al., 2018).

In view of present information picked up from actual practice and sports science disciplines and following standards from then, talent identification and development can be approached in many ways this manner:

Understanding the process

Talent identification and development as a process is a future guided procedure (Bergeron, 2015). Therefore the important thing is to identify talent and develop it to a high performance level that can be outstanding later on in the future (Bergeron, 2015). In this regard there is a need to search for those performance components/ factors or performance capabilities which will assist the sportsperson to accomplish those outstanding results. Bergeron (2015) further his argument by citing the best possible way to this idea: a) first is the prognosis of sport performance in a

sport at a fixed time in the future; b) determination of the structure of prognostic performance; c) determination of the performance capacity and its structured essential to achieve prognostic performance.

According to Rongen et al. (2018) the performance capacity and its structure, demand profiles ought to be set up for the various phases of training. A comprehensive talent identification and development program aims at the optimization of financial and logistical speculations directed towards the improvement of upcoming talent by permitting professionals to concentrate on a selected group of individuals (Bloom, 1985) which can mean there is a form of inconsistency and unfairness when we look at the fact that some of the biological aspects of other individuals who may not be mature at an early age.

Scholars allude that sports ability is a result of heredity and condition. According to Bloom (1985) heredity unfolds itself with the progression of time and is additionally influenced by condition including physical movement. UK Sport (2000) states that usually in high performance sport setup kids are regularly considered for ability or their talent. It further says that these kids are brought up and get to mature in a specific environment guided by the final objectives that they are intended for and this leads to changes in physical make-up, capabilities, abilities, character qualities, interests and perspectives. The more youthful the kid is, the quicker they

get to change. Uk Sports (2000) concludes saying it is hard to judge on the ultimate result or sports talent. Furthermore, through a systematic training, growth and development process can be influenced significantly. The procedure of talent identification and its development should therefore start in early childhood. It ought to be spread over a number of years and sports training should focus on the biological growth of an individual and development, particularly motor development, for ideal improvement of their talent (Phillips et al., 2010).

Sports performance is the result of one's character towards the sport in which they engage. Subsequently when attempting to spot talent the effort ought not to be constrained to just physical wellness or fitness, technical skills, tactical efficiency and physique (Phillips et al., 2010). One must consider all factors all variables which straight forwardly or otherwise impact performance negatively or positively, performance capacity and sports training. It is critical to give due weight age to those characteristics and variables which will empower the kid to experience hard and precise training for the prolonged period required for training. Some of the significant components and factors to be considered for talent identification are given below:

- Age (chronological and biological).
- Performance and training state (present and past).

- Nature and duration of training in the past.
- Motivation, interest and attitude of the child and his parents. Health.
- Socio-economical and living conditions.
- School / college results.

The training that a kid would have done before and the biological age plays a significant role in talent identification, trained kids perform better than those who have not undergone any training during fitness tests and sports trials. This doesn't always imply that they are more talented than others. Untrained kids with regular training, yet with talent, often turn to surpass trained kids who are not naturally talented. This is also the case in kids who are biologically advanced; they would perform better than other kids though they may not be talented.

With the progression of time and because of regular engagement in sports training, eventually sports talent would take its ultimate shape and show itself in the form of greatness and excellence in sports or event. It is therefore right to say, the effort to spot talent for a particular sporting event or specific game ought to be made at a later stage. It is additionally significant that the effort to develop talent in the initial stages ought to be through general methods or multidisciplinary manner. It should be a lengthy step by step general process becoming increasingly specific with

time and improvement in performance should also be gradual relative to the period of development.

The factors that determine sport performance are complex. A part of these factors like strength, endurance and explosiveness, can be improved to a significant degree through systematic training (Rongen et al., 2018). However some these factors are less trainable i.e., are to a great extent genetically determined. Generally among the less trainable factors are physique or body make-up, height, speed, playability, and temperament, so while identifying talent in kids, less trainable factors ought to be given more weight age.

2.2 Stakeholders in sports talent identification and development system

Pankhurst, Collins and Macnamara (2013) allude that, for the most time in sports talent identification and development system, there is lack of understanding by stakeholder of the fundamentals process, it is always a presumption that they have the knowledge of the sports talent identification and development system, but there is no evidence that proves this presumption in terms of Talent Identification and Development. Therefore to develop a sports talent identification and development program that can be successful depends on the systems and structure within a sport body that is controlled

by organizations (Pankhurst & Collins, 2013). Pankhurst and Collins (2013) further allude that talent identification predominantly focuses on the selection of pre pubertal individuals, while sports talent development focuses on enhancing their performance progression through puberty to adulthood. Furthermore they argue that there are three main stakeholders in the sports talent identification and development system that during the period of talent identification and development, the national governing bodies or academy should have a link or relationship with the coaches and (because of the age of the athlete) parents. In addition to that Martindale, Collins and Daubney (2005) affirm that there should be amicable quality relationships amongst these stakeholders to guarantee a comfortable environment for the athletes themselves.

An indepth look into the topic of stakeholder in sports talent identification and development system is explained by Pankhurst, Collins, and Macnamara (2013) they indicate that there are three main coaches, parents and NGB. Furthermore they elucidate that they (the stakeholders) perceive the key element that determines the direction in which the national sports talent identification and development system program takes, whether it fails or succeeds. It is further explained that, the managers of the system or stakeholder in the sports talent identification and development programs are the sport organization (NGB), they are the

policy developers, implementers and they hold the responsibility of the whole sports system and its success (Pankhurst & Collins, 2013). Research indicates that governing bodies strive to achieve world class competition success, according to Pankhurst and Collins (2013) and this has led to sports policies being the dictators of the sport system. Therefore it is the responsibility of the national governing body to regulate how the whole sporting system is structured. As an example education in sports to coaches, parents and teachers, specialization in competitive sports; youth athletes to elite athletes, athlete's wellbeing; health considerations and economic support should all be well established and defined in the policy documents (Sanchez, 2010).

Cote (2011) and Moesch et al. (2011) also indicate that it is not necessary and it can impact the future of an athlete if they start specialization at an early age. So it is suggested that national governing bodies should clearly illustrate through the policy document of the sports talent identification and development programs how specialization should be introduced to athletes and taking into account the type of sports the kids are doing (Pankhurst & Collins, 2013).

Pankhurst and Collins (2013) point out the issue of perception of key stakeholders (organizations, coaches, and parents) the importance of

their consistent involvement and consideration of their awareness about sports talent identification and development programs. They allude that it is the responsibility of the national organization to implement a policy and system that is considerate of the education of the coaches. This is so because research has shown that to develop a successful system with successful athletes it is essential to consider appropriate age based coaches' education (Pankhurst & Collins, 2013). Research shows that there is a need for knowledge and appropriate training if one is to work with young individuals on the pathway of TID and that regard there is significant need for stakeholders to be informed on the same. Cote et al. (2010) and Bloom (1985) highlights the fact that there requirements for different age categories vary and the younger kids need special handling through the process of sports talent identification and development system which then means coaches need to have different skills for different age categories. Roberts (2010) affirm the need for national governing bodies to develop and mandate the education and qualification of coaches to raise their standards in coaching.

An issue identified in Pankhurst and Collins (2013) about the methods of qualifying coaches indicates that, sports organizations may focus on success and outcomes of the coaches results which may impede the process of the sports talent identification and development system of

long term development. In contrast to this, Weiss et al. 2008 and Martindale and Mortimer (2011) say that coaches have a role, to create an environment that is positive, helping athletes to get the needs and appropriate to their age, physio mechanical and psycho-social skills. However research shows lack of specificity and substance on how coaches should acquire the said skill for creating a positive and age appropriate environment for the youth. This is so because the education of coaches is mainly based and focused on the “what” of coaching when in fact the important aspect of sports talent identification and development system is actually about when to coach and how to coach the athletes (Abraham & Collins, 2011).

Bloom (1985) notes the role played by parents in the first stages of the athletes sporting career and the choosing of coaches. But Pankhurst and Collins (2013) argue of the flaws this can cause on the development of the athlete, asking the following questions; how educated and aware parents are on needed coaching skills at different stages of the athlete development pathway? Do they make this decision based on relevant basis or just on the win and loss record of the coach? So the conclusion to that, the decision should be addressed by the national governing bodies (Pankhurst and Collins, 2013; Tomkinson et al., 2003). Research on this topic actually indicates that parents are key role players in the sports talent identification

and development systems. This is noted by Bloom (1985), he highlights that parents can consciously guide and transfer to their children the necessary qualities to better perform and be successful adult athletes (work ethics, commitment and constructive planning) which then means parents have specific skills that are important to sports talent identification and development systems.

2.3 Key factors in sports talent identification and development

Talent identification can be defined as the way toward perceiving current participants with the potential to become an elite athletes, while talent development aims at giving the most proper learning condition to understand this potential (Abbott & Collins, 2002). In the sports fraternity there are both physical and mental attributes that are engaged to spot the different aspects in young kids helping to point out the potentially gifted athletes. This however doesn't always mean that the early groomer will fulfill their potential in sport later. Many scholars have indicated 5 factors to help develop talent. These include the Physical factor, Physiological factors, sociological factors, psychological factors, and obstacles.

Physical factors

Angela Abbott (2005) argues that, the important fact that certain predictors cannot solely be on the basis of a few physical aspects as they

are not always stable and tend to indicate a nonlinear development over time on different individuals (see figure 2). Physical characteristics are almost mutual in all talented young kids and athletes. They should be seen to fulfill certain physical attributes that may be a demand in whatever sport they desire, for example a high jump should be tall, lean and also explosive when jumping as will give them an upper hand in executing the objective of the event which is to clear a certain height to win the competition. Four main factors should be looked at in an athlete:

- Height
- Body Mass (Weight)
- Muscle girth
- Somatotypes

While talent identification and development will in general be directed as independent, many scholars contend that they ought to be viewed as together, or that development be underscored before identification, to consider the impacts of changes brought by maturation, (for example, changes in adaptability, flexibility and coordination) and to avoid oppressing those with potential however has not had earlier preparation or training (Abbott & Collins 2004). A more contemporary view on the topic (Williams, 2000) argues that talent identification is a process through which youngsters are guided or encouraged to take part in physical

activities and sports that they are mostly advantaged in or are most likely to succeed in, based on how high they score against the testing parameters. The level of maturity and fitness of a child are normally taken into account when they are taken through the tests to predict their possible future performance. Physiological factors (The athlete's biological make-up)

Research on this factor dates back to 1920s (Astle et al., 2019) where to measure the potential abilities amongst athletes in different sporting events, need the study of their body balance; anthropometric and physiological (height, strength). These were considered in a wide-range of variables, in respect to age, height, and weight to the more complex studies containing many anthropometric measurements (hands and legs), somatotyping, and tissue analysis.

Another consideration is how the muscles are made up, there is the fast twitch fibers (contract or react fast) the fast twitch are suited for sprinters, jumpers, and any sport that requires fast reaction and then there is the slow twitch fibers (contract or react slow) which are said to take longer to fatigue. So it will best suit marathon runners or activities which are prolonged and don't require explosive reaction to perform.

One other factor to point out within is the aerobic endurance and anaerobic power. For instance sprinters will have a very much evolved

anaerobic capacity and long distance runners will have a great aerobic capacity.

These physiological contrasts imply that their athletic abilities can be developed in various manners. For instance if the two sprinters and long distance runners follow a similar preparing program, the sprinter could never form into a decent long distance runner. This is on the grounds that their physiology would not permit it. This implies that the training should be adjusted to the athlete's physiological make-up all together to meet their full potential performance.

Sociological factors

Parental support: this is frequently connected with pleasure within a particular sport. This is the point at which a parent offers to parse their child and lets them choose what part they need to play in the sport of their choice. Parental pressure on the other hand would be when a parent is pushing their child too much, making them have a low degree of confidence or self-esteem and losing the pleasure factor in the whole essence of the sport. Parents can offer tangible support to their children as they grow within the sport of their choice by providing funds, transport and accommodation.

Education: When it comes to building a top level athletes, the dual career development between education and sports ought not be put aside meaning while they train to turn into a top elite athletes they ought to likewise not overlook the need for education, as the objective ought to be to fabricate a top athletes who are well rounded and educated.

Opportunities for Deliberate Practice- This implies that the youth athletes will have more open opportunities for purposeful, organized practice. The more the opportunities to practice the more the chances to rehearse the metal rapidly the mentors grow better game knowledge, strategic mindfulness and key. So as to give competitors the most obvious opportunity to satisfy their potential they ought to have:

- The appropriate physical traits for their sport.
- Psychological strength
- Parental support
- Educational support
- The opportunity to practice
- Access to facilities and coaches.

Role of the Coach – It's essential to have admittance to a good quality trainer/coach because a highly knowledgeable coach will accelerate the process of conditioning and building a complete athlete quicker than how

an under qualified coach would. This would guarantee that the coach would acknowledge the need for a complete well planned development of an athlete and focus the interest in the long term achievements than the short term interests.

Psychological factors

According to Young (2013), for an athlete to reach their full potential capacity, they should build up a high level of confidence qualities:

Confidence- the word “Confidence” can be understood as an emotional or state of mind, which is unusually associated with athletic success (Young, 2013). This can be created by the athlete defining practical yet testing objectives, both during training and during the competitions. Confidence can make participating in sport more enjoyable and is likewise basic to athlete's motivation. By achieving short term objectives athletes can be more amused and motivated, although the long term objective should always be respect and be maintained as the main target.

Concentration- is a fundamental mental expertise for most ideal execution in all sports not to just a few events. Concentration means being completely in the present, not focusing or concentrating on what happened one second prior, or what will happen one second from now. This is

required by all sportsmen when preparing or training and during competition to get the best execution when required to (Young, 2013).

Anticipation- this ability is created by dreary practice and by contending with different rivals. In most ball sports it is significant for all players to have an elevated level of anticipation in spite of the fact that it's more significant for different position players to envision where the ball will land in which position to get into the best situation to either score or keep it within their control or defend. Most successful players will be the one who has a more elevated level of anticipation.

Decision making- well developed athletes will in general settle on the correct choices or make the right decisions more frequently than those of lower capacity/ ability (Mccardle et al., 2017). Additionally Bloom (1985) affirm that in general they make less errors in technique execution, strategies or tactics. Coaches can help build up this aptitude by observing every individual athlete's performance (through video analysis) and making a comparison between the decision made during a game or competition. The most successful athlete is the one whose decision making is close to perfect of what has been learnt during training.

Game intelligence- Successful athletes are cautious about how they utilize their vitality or energy; they realize when to put on the weight and

when to relax to save vitality (Ko, 2014). They now have the significant minutes inside a game and time their endeavors as needs be. This can be created by consistent practice and examination all through their advancement, where competitors and mentors together think about the most productive approach to perform during both practice and rivalry. Albeit some skilled competitors don't measure up on the grounds that they need more knowledge to play the game.

Obstacles

Sport Injuries- This is the most widely recognized obstruction for athletes, either during training or main competitions. Additionally injuries are an extreme challenge as even a slight physical discomfort will influence the training or the competition outcomes or schedule. They can likewise be career compromising depending upon the existent period or the nature of the injury.

Peer pressure- A much frequent reason that is behind athletes leaving or surrendering sport is because of friend pressure. This is progressively normal in more youthful athletes. Friend weight can emerge out of school, college, work, guardians or mentors. Athletes who are successful can adapt to the weight from different perspectives from football for instance footballers playing at the top level need to manage the

pressure from the media and the supporters of the team who will tell the team mates or individual players how they feel about their performance.

2.4 Challenges with sports talent identification and development

In recent years it has been found that there is a rise of pressure faced by different NGBs and NFs of sports in optimizing their sports talent identification and development or talent recruitment to keep up with the ever increasing performance on the international sports stage (Collins & Bailey , 2013). Talent is a common word in the general public and can be applied across multiple domains like education, music, and sport (Till & Baker, 2020). Although commonly used and defined from many points of views which seem to be some inconsistent and unclear science scholars in the sports disciplines are effectively engaged with handling the issue of talent identification and its development and they argue that there is no obvious formula or technique available for identifying talent for different sports (Jacob et al, 2018). In contrast Vaeyens et al (2008) based their arguments on practices that models of sports talent identification and development programs employ to measure on current performances of adolescents, combining physiological, physical, anthropometric and technical variables which have proven to have several problems, while Pankhurt and Collins (2013) points to the late part of the

system, they claim that the main challenges are in sports specialization, which turns to vary with every of sport, because of the complexity of the sport at hand.

Scientific studies on talent is said to have begun with Francis Galton back in 1869, though there are some scholars that say he had already published documents, where he used the expression “hereditary talent” to refer to natural talent (Simonton, 2017). Baker, Cobley and Schorer (2012) questioned the role of scientific based approach on whether genes really predict talent and the role psychological study on individual play on talent development. Tucker and Collins (2012) argued that natural biological systems are individualistic structures made out of an unpredictable arrangement of assorted cells, proteins and macromolecules. Inherent protein coding and non-coding of natural genes are arranged along the whole structure of the genome to supply the hereditary schemata for every system within the body (Tucker & Collins, 2012). They furthermore say hereditary qualities or genetics impacts the body systems, like the musculoskeletal system and the central nervous or sensory systems, body height and maximal oxygen up-take and an individual's maximal natural characteristics show a solid component of what sports they specifically built for. They continue to say, no single gene within the body has been related with prevalent athletic performance. Therefore the way

toward selecting athletes with incredible potential scientifically and systematically is the beginning and the basis of the procedure that sport science is applied to improve athletic performance. With that being said, a talented Athlete Selection Center needs to be set up to oversee them and meet the intended objectives.

Baker et al. (2012) on another hand based his arguments on on the approaches and practices talent identification that overemphasize anthropometric and physiological measures; he based his argument on the potentially talented individuals who gets excluded at the initial process of the selection or identification because of the inadequate parameters or achieving prerequisites of selection, that are primarily based on current performance. Elferink-Gemser et al. (2004) affirms this, by alluding that there are two issues which should be considered that are essential: a) What kind of performance do we want to predict? b) What methods can best be used to predict that performance? Specialization in sport at an early age appears to be increasing in numbers, it has been found that they start training year-round and/or even compete on an “elite” level competition without being considerate of potential risks of high- intensity training and early sports specialization (Anderson et al., 2000).

Till & Baker, (2020) have highlighted other challenges, he gives insights into the health considerations of sports talent identification and

development system on athletes and their wellbeing. They spoke about the appropriateness and healthiness that has been looked into by some academic literatures and they have raised their concerns on some of the practices around sports talent identification and development system (Lang, 2010, Rongen et al., 2018, Rongen et al., 2015). They are of the view that there is limited effectiveness of a sports talent identification and development programs which is evident as ultimately only a few professional athletes emerge from it and the rest of the remaining group are left to fend for themselves which can lead to some psychological effects or engagement into doping to enhance performance. They consider that more investment on young athletes should be made if they are to be involved in these programs they are cared for until they are old enough to be involved in evaluation and competitive sports which can lead to early specialization.

Rongen et al (2018) continues saying, the concern on the practices around sports talent identification and development programs, is also on the ever increasing expectations on the professionalism and intensity of sports in the recent years, the programs require a huge number of resources, like substantial financial investment has to be put into these programs and the expectation is that sports talent identification and development system have to be effective enough, transforming youth athletes into stars in the future that can attract profit. Furthermore another challenge emphasized by

international literature on sports talent identification and development programs is the importance of professional approach by NGB and NF systems which seems to be lacking in many. It is said that there should be a professional structure responsible for early and systematic talent identification and its development that clearly explains and distinguishes the mass participatory sport for young kids and elite level sport process (Andersen , Rong, & Bjorndal, 2015) . Pink (2008) also states that every sporting organization should establish a system that guides the form in which programs should be implemented and kept sustainable.

Another key issue by Rongen et al. (2018) suggests that the other challenge is, there is no evidence that suggests that TIDs programs are neither good or bad, its is actually the nature in which they designed, implemented and managed such that they can be good young athletes and have healthy outcomes for them. Pearson, Naughton and Torode (2006) also reflects on this by alluding that relative to their age, youth athletes are often disadvantaged because of their maturity and growth which can at times make them appear to be less talented if they are put with older peers. This statement is also supported by Helsen, et al (2012) saying negative consequences may occur as young stars can be forced into early specialization, leading to overtraining or injuries and failure to present their full genetic potential.

2.5 Future direction on sports talent identification and development

According to Guellich and Emrich (2006) the success and positive outcomes on objectives, is a product of how well organised, thoroughly monitored and evaluated the system is which is the duty support system; NGB. Vaeyens et al. (2008) when reflecting on how the future should be approached in relation to the sports talent identification and development programs said, “programs must have long-term aims and methods” this implies that there should be a plan that is put in place to guarantee the sustainability of the programs.

Firstly it is worth noting that for the past years NGB have based their approach at sports programs and systems on, benchmarking from other nations, primarily because of the achievements that indicate that organized approach towards program implementation, results in a systematic success in sport, by the German Democratic Republic (GDR) during the 1970s and 1980s and the Australian Institute of Sport (AIS) whose success in sport was evident, following their benchmarking on the GDR system and implementing their own system (Anonymous, “Is benchmarking appropriate for the management of elite sport systems?”).

According to Green and Oakley (2001), NGB of sports recently have embraced the sports talent identification and development into their

system to improve their performance by use of benchmarking on other nations. Though it is not a recent phenomenon, there is limited evidence of its origin as it is found that it initially was seen as a political ideology (Green & Oakley, 2001). Some examples of recent research that has been done on some countries that have become part of the nations with an organized and scientific talent identification and development models; Australia (Hogan & Nor, 2000), South Africa and New Zealand (Spamer , Plessis, & Kruger, 2009) and UK (Houlihan & Green, 2009). Implementing such approaches to managing elite sport with the view of consistently producing podium level success is in line with the view that infrastructure, services and set practices of talent identification and development are the key contributors to success (UK Sport, 2000).

South African Sport Academy Strategic Framework

Based on research by Shaundre et al. (2018) about the sports talent identification and development approach of South Africa is focused on mass participation and elite sporting systems which under the auspices of the government are well funded to see its success. Furthermore Shaundre et al. (2018) say a lot of scientific evaluation and a good number of specialists who are science and medical specialists are engaged in guaranteeing the development process to elite level.

The Australian National Talent Identification and Development (NTID) Program

Australian Institute of Sport (AIS)

The Australia TID system has evolved over the last three decades following years of failing to win medals at the Olympics. Athlete Pathways and Development (APD) was developed which took a more consultative role working with NSOs, the APD team utilising their prior experience and expertise specific to TID to guide and facilitate the review and enhancement of athlete pathways specific to Australia Sports Commission recognized sports. Pivotal to this approach, is the Foundation Talent Elite Mastery (FTEM) framework developed by (Gulbin, Croser, & Morley, 2014). This framework from Australia, provides a practical tool to assist sporting stakeholders (NSOs and their personnel, coaches, teachers, parents) in reviewing, planning and supporting athlete pathways (Australian Sports Commission, 2009)

UK sport

According to UK Sport (2000) they have a multi phased program in the UK for identifying talent, recruiting it and developing it through the phase. It is seen as a complex approach that focuses on three general public and sports communities including schools in search for talent. It is

highlighted that athletes submit an application for them to be considered for the UK Sport.

UK Sports maintains a close partnership with the national governing bodies for sports (NGBs), assisting them in devising talent identification and development programs (UK Sport, 2011a). Additional funding is provided by the Home Country for Sports Councils (HCSC) geared at maintaining facilities utilized by the elite athletes (National Audit Office, 2008). The HCSCs also provides a connection between elite and grass root sports by providing financial assistance to NGBs' grass roots programs (National Audit Office, 2008). Athletes receive scientific and medical support from each Home Country's respective Institute of Sport (National Audit Office, 2008). In 2006, UK Sport founded its own in-house UK Talent Search Team (UK Sport, 2011b).

China

According to Hong et al. (2005), the Chinese talent identification most of the time is done at ages between 6 and 9 years of age. Furthermore Hong (2008) said those kids that are selected are directed to local sports schools. Hong et al. (2005) alludes that relative to the 372, 290 that qualify

and are put through the sports school only 46, 758 make it professional level. This clearly concludes that the initial stage should be researched profoundly in order to come up with a more feasible means of providing programs that do not exclude others or only positively impact a few.

Secondly according to Green and Houlihan (2005), sports talent identification and development programs are labor intensive in nature and GB as funding bodies, carries the responsibility of developing a system that has some fundamental goals, of developing and preparing a greater number of selected kids who show potential for future success in sports. Bloom (1985) and Singer and Janelle (1999) point out that for a great difference to be made through all the stages of sports talent identification and development system and most importantly the first years it is important to employ coaches with knowledge who are not just results oriented but has the patience to observe the long term development of the process. Furthermore he says a well knowledgeable coach understands the process of training, how to variate the training load and how to play the role of coach, parent and psychologist which can bring harmony to the training camp.

The above view demonstrates the need to better plan the process of sports talent identification and development system not just on the training program but also the people who bear the responsibility of imparting the

training of the athletes. That people who are given the responsibility should be culled and well knowledgeable on what to do and how to do it in order to maximize the outcome or performance of the athletes. It is further stressed by Hoare (2000) that around the world nations has opted to build infrastructures that allow for their prospering athletes to train and be developed under well-seasoned coaches in order to reach the highest level of performance and become elite athletes.

Thirdly Wattie and Baker (2017) imply that there has been tremendous pressure on nations to identify and develop talent. This pressure is said to have caused worldwide culture where emphasis has been directed towards the selection of individuals who show the most significant potential for future success. Campbell and Parcels (2014) share the same view affirming that the desire to identify and develop talent has seen an increase in financial investment by both NGB and parents all focused mainly at the younger prospective athletes who are still at the early stage of the TID process. In the discussion about the holistic ecological approach in sports, Henriksen, Stambulova, & Roessler (2010) concluded that sport talent development is influenced by the context with which it takes place. The above reflection on where emphasis should be paid indicates that NGB and sports practitioners should look beyond just the athlete; they should

also pay more attention to the setting within which they intend to develop their athletes (Wattie & Baker, 2017).

A recent study by Bailey, Morley and Dismore (2009) found that a school set up avails a wide range of strategies and possibilities to identify and develop talented kids through the use of physical education. In concurring to these thoughts, Vaeyens et al. (2008) proposed the long term development instead of early deselection or selection, they emphasized moving away from early de-selection or selection based on a set of tests which gives once off results and proposes offering opportunities to a large pool of kids.

Chapter 3: Methods

From the studied literature, the findings outline some indicators that might explain the root cause of issues and challenges on sports talent identification and development. This then allows for further study on these explanations through the use of different methods such as a qualitative study to explore these issues and challenges. The main purpose of this study is to investigate Botswana's sport administrators' perceptions on talent identification and development and the impacts it has on sports performance. A qualitative method was applied which includes in-depth interviews with sports administrators. The research methodology issues in this chapter includes: (Research Paradigm, research design, qualitative research, participant, data collection, interviews, instrumentation, analysis and strategies for validating findings)

3.1 Research paradigm/ worldview

A paradigm is a basic set of beliefs or a framework that guides a research in a field or a setting, this can be assumptions, concepts, practices and values that institutes the perceptions or the way of viewing what is real (Willis, 2007). It is a general orientation or interpretation of the world and the base of the researcher's knowledge and methodology that the researcher will use to view the perspectives of professionals on sports

talent identification and development, which are mainly based on the researcher's discipline or area of profession (Creswell, 2009).

A paradigm has in its nature the ability to show people's value judgements, standards, norms, frames of reference, perspectives, ideologies, myths, theories and procedures that governs their ways of thinking and the way they act (Tien, 2009). This implies that the research philosophy or the research paradigm about the approach of the research should bring out the views, perspectives and the understanding of the people from where the study is designed and being carried out. This approach would give us the true and perhaps answers about the perspectives of professionals on sport talent identification and development.

The paradigm of any research involves the opposition of two main schools of philosophy or approaches to positivism and interpretivism/ social constructivism, as well as methods and procedures (Creswell, 2009). This study intends to use the social constructivist. The interpretivism paradigm or worldview is often combined with Social Constructivist this is because the interpretivism is the large umbrella under which Social Constructivist falls as a more radical way of explaining the behavior of participants and it emphasizes on meanings and explanations which are social constructed.

3.2 Research design

A research design may be defined as an outline, structure or methodology for finding the methods to tackle the question and reduce the variance of opinions towards a subject (Kothari & Carg, 2014). Its purpose therefore is to ensure that the initial questions are answered as clearly as possible through the use of obtained evidence. So in general it is intended to lay out an appropriate structure for a study to be carried out.

With reference to the above statement a research design encourages the achievement of the different research activities, in this way making research as effective as possible and yielding information with less use of time and money (Kothari & Carg, 2014). One of the most important decisions in research design, in regard to research approach is the choice of relevant information as it will determine how the study will obtain its objectives and to achieve this, a relevant and suitable research approach should be employed. Therefore a qualitative research method which is informed by the interpretivism paradigm was selected to carry out this study to achieve an in-depth understanding of the perceptions of sports administrators on the issues of sports talent identification and development. The following section will discuss the qualitative approach.

3.3 Qualitative approach

Qualitative research has its origins in interpretivism, which takes a relativist perspective: reality is seen as mind dependent, with no externally existing foundation against which to measure or validate our knowledge claims (Marshall & Rossman, 2016). According to Daniel (2016) there are factors that indicate the advantages of qualitative research, he suggests that it is a meaning, a perception, a definition, a metaphors, symbols and a description of a phenomenon or things. The above descriptions show the potential of qualitative research as it indicates the necessary instruments it has which can be beneficial in problem solving based on the perspectives and views of people within a setting.

In qualitative research, scholars bring their own worldviews, frameworks, paradigms or assumptions on how they perceive the world and all this informs them how they conduct the whole study (Creswell, 2006). It is these assumptions, frameworks and paradigms that grant the researcher the interpretive and theoretical frameworks to structure the study further (Creswell, 2006).

Qualitative research strategy and design pursue generality of different phenomena, in its form, it assists to elucidate and explain the complexity of subjects being studied. Researches have raised some

misconceptions arguing that qualitative research is only an explanatory part of a research study, which is why some researchers opt to use it as a second choice in their papers and quantitative as their first option (Ulhøi, 2007).

A qualitative was used to help me understand the views and perceptions of the participants through use of open ended interview questions which gave them the opportunity to share more on their views and understanding about the topic. With its analysis that looks deeper into problems, the qualitative approach helped me discover new thoughts that might have not been directly included in the interview questions and through the open ended question I was able to get the different views and opinions on issues that participants might be experiencing.

3.4 Participants selection

Fig 4: Participants' demographics

Participants	Education	Years as administrator	sports
P1	MSc	8 years	Football
P2	BSc	2years	Tennis
P3	BSc	10 years	Squash
P4	BSc	2 years	Netball
P5	MSc	6 years	Volleyball

A purposeful sampling technique was used to select the participants of this study. A Purposeful sampling is commonly used in qualitative study for phenomenological related cases to get information (Palinkas, 2016). Patton also states that purposeful sampling is a method broadly utilized in qualitative research for the identification and selection of data rich cases for the best effective use of limited resources (Patton, 2002). This includes distinguishing and choosing people or groups of people that are particularly proficient about or experienced with a phenomenon of intrigue (Cresswell & Plano, 2011). In addition to information and experience, (Bernard, 2002) and (Spradley, 1979) note the significance of accessibility, availability and willingness to participate, and the capacity to share the experience and sentiments in an understandable, expressive, and reflective way.

With regard to the purpose of this research paper of investigating the perceptions of administrators tasked with sports talent identification and development, the participants are administrators within the NG of sports. A total of 5 participants were interviewed via video call, from the Botswana National Sports Commission being the sports development officers in charge of talent selection and development and dissemination of programs. The number is based on the number of officers who perform the

duties of sports talent identification and development from different affiliates of BNSC.

For data collection, I got to understand what different characteristics our participants may have like the level of experience and understanding they have through their turn being tasked with these duties. Furthermore I got to understand what their views on the topic are in relation to the setting which is Botswana.

3.5 Data collection

Data collection entails techniques that apply in qualitative studies which are audio-visual material, documents, observations, and interviews (Creswell, 2006). This study used interviews as a data collection tool, interviewing key role players tasked with sports talent identification and development. According to Miles & Huberman (1994) the primary goal and objectives of using interviews as a means of data collection is to establish a rapport of trust between the researcher and his participants, take notes through open-ended questions and less structured style. The above perspective of Miles and Huberman talks of the importance of a relationship between the researcher and his participants that should be created before the interviews can be done, so an introductory email for the study was sent to the participants which detailed the purpose of the study,

and a consent letter which will allow the participants to express their will to take part.

Through the use of WhatsApp Video application I managed to interview the targeted participants. The interview took on average from 45 to 60 minutes per interviewee.

3.6 Interviews

According to Wilson, (1998) a qualitative research attempts to understand more than just one's perspective of a topic or a phenomenon but to understand how they feel and live with it. That is to say, to understand its nature in a setting that is natural to the interviewee. The participants of this study were interviewed using in-depth open-ended questions through the available modern media tools of WhatsApp. This communication tool was selected because of the impediments of geographical distance that exists between me and the participants and being considerate of time differences. According to (Krouwel, Jolly, & Greenfield, 2019) face to face interviewing is seen as “gold standard” in qualitative approach where the research and the participants are in the same place, the rapid growth of technology has developed alternative modes like video calling, emailing and oldest mode of telephone to tackle the issues associated with distance and time between the researcher and participants.

3.7 Instrumentation

An interview guide was developed from the research questions and also based on the conclusions or finding from the reviewed literature. The interview questions was set up such that it covers the research objectives; (a) find out the perspective of the sports professionals in Botswana on sports talent identification and development; (b) find out what issues exist and what challenges are faced with the sports talent identification and development (c) find out what can be done to improved or enhanced sports talent identification and development.

3.8 Analysis

The data analysis method for qualitative research is a process that is able to help the researcher to create themes about the phenomenon as it is systematic in nature and has the capacity to construe the data collected into meaningful information such as explaining the perspectives of participants (Creswell, 2006).

Interviews were recorded and later transcribed so as to have well organized data. To understand the information further, the researcher read through each transcription and developed a list of general themes to create groups. Coding of themes and sub-themes was done through reading and understanding of the transcripts. According to Boyatzis, (1998), an

outstanding thematic coding process should capture the qualitative richness of the data explored and can be used in interpreting and discussing the research.

3.9 Strategies for validating findings

According to Creswell (2009), validity is described as the researchers' way of testing for accuracy of the outcomes or findings through use of multiple strategies to maximize the precision of the findings by the researcher. That is to say findings subsequently need to be presented with an explicit articulation of the validity criteria of emphasis and the specific techniques employed, so that consumers of research can critique findings in a meaningful way (Whittemore, Chase, & Mandle, 2001).

Triangulation

Patton (2002) described triangulation as the testing of validity using information from three different sources. Glesne and Peshkin (1992), also states that the process of triangulation encompasses substantiating evidence from different sources to make sense of a perspective or theme.

Member Check

A means recommended by Lincoln and Guba (1985) to perform member checking as a means of enhancing rigor in qualitative research,

that propose credibility is inherent in the accurate descriptions or interpretations of phenomena (Birt et al., 2016). According to Lincoln and Guba (1985), the participants' views are implored on the credibility of the interpretations of the interview data. The participants acts as judges for the researchers' interpretations and can suggest changes.

Chapter 4. Findings

The purpose of this research was to investigate Botswana's sport administrators' perceptions on talent identification and development and the impacts it has on sports performance, focusing on identifying the challenges faced in the process and suggesting possible solutions that could be considered for optimizing the approach on sports talent identification and development. Through the process of data collection the study has evolved into a broader perspective in the sport environment. This brought my study to the final findings which are in three sections, covering the: Holistic ecological perspective on sports, the implications and contradictions and the Sports for life Philosophy.

4.1 Holistic ecological perspective on sports

Based on research by Henriksen, Stambulova and Roessler (2010), a holistic ecological perspective (approach) embraces the athletic talent development environment (ATDE) which highlights that, to create a working and a informed program it is important start with the athlete and his or her environment. The perceptions of participants on the current status of the whole environment of sports in Botswana is reflected on the following subthemes: Opinion on grass root, facilities improvements and the bottom up approach on implementation of programs.

4.1.1 Opinion on grass root: the harnessing of talent at an early age termed, “the grass root level programs”, are quite few and lack support from the relevant institutions and consistency during their implementation. One administrator, P2, who has been involved in sports as an athlete and is now in an administrative position, commented that it was difficult to

I think BNSC, as the governing body, plays a vital role in sports development as well as in talent identification. But as we know, because they're regulating so many national associations, I don't think what they're doing for now is enough, because also the funds that they distribute to these national associations are dependent solely on the government. So whatever they get from the government, they have to distribute across the national sporting associations and somehow it's never really enough, for identifying talent and trying to develop spots and even moving it forward.
(P2)

The challenge seems to be that the GB, BNSC is overwhelmed in some ways as it seems to be hands on, on both the policy making, implementation and even the running of the programs which is perceived to be wrong by P3. Their role should be to regulate the sports in the country and leave the other roles which require the technical abilities for the people with those skills, said P3.

National governing bodies have a huge role to play in terms of setting the tone for sporting codes (NF) in the country but not necessarily to run it (TID programs). I certainly think it's a role for private clubs and academies to take on and search for talent around the country. I really don't think governing bodies can do much outside supporting programs and athletes and pushing for high standards. (P3)

Another challenge pointed by P5 that impedes the success of the grass root is the setting and material for running the programs. According to P5 the biggest challenge is that of proper facilities which need to be given attention as they play a vital role in the success of these programs.

I think in regard to identification and development, as you may know, we have different programs such as the Re Ba Bona ha program, which is a grass root sport program and the Centre of sports excellence. I think in order to make these programs work well, there must be a closer look at these programs or maybe a more detailed transformation of these programs. As you may be aware, the biggest challenges in this program, maybe you can say is facilities, we don't have adequate facilities which means that without proper facilities it is very difficult to give athletes equipment that is good for them to enhance their performance. (P5)

4.1.2 Understanding and implementation of sports science: the

inclusion of science into sports gives detailed information of necessary parameters that can be used to predict talent according to Reilly et al (2000), but it is a discipline that is still lagging behind in Botswana according to the participants. P5 reflecting his opinions this, he said:

In regard to sports science, I think we're still lacking behind, because as far as I know, I don't think there's anything we are doing in relation to Sport Science. We just use this school sport approach, the traditional approach, nothing more scientifically. (P5)

P1 also share similar sentiments that on the topic science being used as a medium in sports, he adds on by saying:

I think Botswana is lagging behind, as you are aware there's been some ideas on establishing a high performance center, which, I believe would be a good move in terms of finding the key approaches in terms of scientifically approaching and identifying talent, and how to better monitor and develop such talent to the level that we wish to take it Botswana. (P1)

4.1.3 Stakeholder's relationship and engagement

Based on a study by Pankhurst, Collins, and Macnamara (2013) they indicate that there are three main coaches, parents and NGB. Furthermore they elucidate that they (the stakeholders) perceive the key element that determines the direction in which the national sports talent identification and development program takes, whether it fails or succeeds.

4.1.3.1 Identifying the stakeholders: Distinguishing who the contributors of the programs are in Botswana is still an untended area of concern. Parents, teachers, Ministry of basic education, and coaches are identified by participants. They further express their views and opinion on this subtheme, for example, P1 spoke about the balance between education and sports, he said:

Interestingly, I have had the opportunity to attend one of the meetings of the school task force team that has been formed by the minister. One of the issues that we touched on was mainly about the key stakeholders, and of course, we can't forget the coaches, the teachers, or other officials, most importantly, it's the parents. You know, the parents in terms of the fact that they need to endorse for their kids to engage in activities. There's a very limited education in terms of how to strike the balance between education and sport. So we need to be sure that you are engaging parents at that level to ensure that they are supportive of that. (P1)

P 5 is of the view that teachers are the main stakeholders but points out that the issue of being and a coach could bring some negative consequences, he said:

Yes, I mean, as far as I was concerned, the major stakeholders, I will say they primarily are teachers, because that one directly works with kids or athletes. And I think the biggest challenge is because teachers are meant to teach students not to coach them. So I think if we can have maybe a parallel approach whereby maybe we can start employing, for example, coaches in these centers, that's when maybe you can see a change. Teachers, primarily they have to teach, so they're just doing it as a part time job. (P5)

P 3 highlights that it is a big problem to decide who are the stakeholders are, as the policies top down meaning that other stakeholders don't really play any role, he said:

In a perfect world TID biggest stakeholders would be parents and primary schools. It is very sad that some parents don't care about their children's abilities outside education but that also speaks to the way our policies are structured from the governing bodies (top down) its education and nothing else. It's still a bit of a mission to bring all these people into one place and talk of policies. (P3)

4.1.3.2 Education of stakeholders: the participants were quizzed on the role of facilitating education to other stakeholders as they are the managers of the programs. P3 hinted a very crucial opinion on the subject which thought it is almost accurate can also some bad outcomes, he said:

Firstly all sporting codes must be run by people who have played the same sport at its highest level to ensure maximum understanding of the required efforts and education experience. LTAD is available for all to study and practice for maximum exploitation of talent together with global participation in mainstream events. (P3)

Additionally P5 speaks about the teachers who he stresses that, are the main stakeholder so needs to be evaluated and then be given the right education where they seem to be lacking, he said:

Yes, like I previously said, teachers are the main stakeholders in our support system. So in that regard, I think it's not yielding results because teachers primarily get evaluated on their role of teaching. Once you hire coaches, who will mainly be dealing with the sport side, I think that way, you can know exactly where they are lacking and a way forward in that regard. Because teachers are mainly focused on education, that's the one that just give most of their time. (P5)

4.1.3.3 Awareness on stakeholders' role: the participants shared different opinions on the role played by the governing bodies on guaranteeing stakeholders awareness on their role and benefits from the programs. This leads to some division or lack of relationship between stakeholder, it is explain by P3 that,

We are still disjointed with regards to any guarantees of any sort because sport is still not a serious matter just yet so educating stakeholders is rather not a guarantee itself on whether they will be around tomorrow or not to see through their education on the fields. (P3)

P5 indicates a concerning factor of sports not being valued much by the Botswana community which now remains as the responsibility of the national governing bodies to look for way to make the community aware of this factor, he said:

I think the first challenge would be the Botswana system is based on education, we say is the key to success, not sports, so once we change that mentality, whereby we know that sport can make somebody successful. I mean, when approaching the parents it can be easy to convince them in that sense. I mean, even the governing body needs to pull up their socks, in regards to professionalism sports, so that one can know that they can earn

a life through sports. I mean, if we can educate the parents in that approach, I think it can yield results. (P5)

4.2 Challenges of current practices

The issues that relates to talent identification and its development are that most sports personnel face are mainly because there is no obvious formula or technique available for identifying talent for different sports at once, every sport requires a unique approach to succeed (Jacob *et al*, 2018). Four issues that are of concern in Botswana are: Traditional model (school competition based, lack of consistency or continuity), Structures of programs (Funding, Develop a process, science based), Proper monitoring of the process.

4.2.1 Traditional model: The issue that surrounds this model has to be identified and is perceived by literature as early specialization, according to literature and is seen to vary with every sport, because of the complexity of every sport for example, in gymnastics. Traditional models exist and are also referred to as the pyramid model, the participants are of the view that it is a problem as it lacks consistency in Botswana, P4 said, *Currently I'm not informed much into that, but I will let me say or explain what used to happen when I was in primary school. I was playing football or going to play basketball. There were coaches who were there selecting*

us based on the sports that they believed were best suited for us without any use of tools or technically based instruments. I went through different age categories until I reached the senior level, but what was done at primary school coaches would identify you and bring you to the sport that they like for you. (P4)

In Botswana's sport where the process for identifying talent is based mainly on the school competition P 5 said:

Okay, I think this is model mass participation, more, especially at the grassroots development whereby kids are just grouped at school and somebody trained them, we do pay attention to whether that person knows exactly what he's doing or not? As long as the someone they're doing something? I think that's the process that we are doing which even to me is clear at times because at times you realize that there is no order in it all. (P5)

Analyzing the above statement it can lead to early specialization as kids are made to compete at an early age which does not respect the proposed training phases, which indicate the age relative to activity phases.

4.2.2 Structures of programs: The NGB should have structures that are responsible for different stages of training and the running of programs that would engage the right technical people for the needed

expertise. One issue of concern had to do with the late maturing kids who are normally left out during the first introduction to sports and P3 had this to say:

If there is one thing that we do well is the lack of unstructured programs what we can learn to do better is when is the right time to start structured training and for how long relative to the chronological age. (P3)

In response to the enquiry about the sports talent identification and development process in Botswana and how the NGB commits to guaranteeing that, the aspiring individuals are not disadvantaged, which is one of the deficiency of the programs, P 5 said:

Sir I will say there is no guarantee until we have this scientific approach that's really getting involved with the right tools at the right time. Because like I said, we're using the traditional approach whereby we just randomly pick kids who we believe are better than others. That's the way we're doing it. Until we have the scientific approach. That's when we can include all the kids that we think can become our stars in the future. (P5)

4.2.3 Investment into sports programs: the participants indicated that the need for a coherent process of running programs, if Botswana is to make the best out of these programs. Based on how Botswana could deliver maximum results or a greater number of athletes resulting from

sports talent identification and development programs, the participants argue of investment of time, money and human resources were necessary to attain the set objectives, P1 shared his thoughts, he said:

Ah, I think it is always going to be a question of are we doing enough as a country? Are we investing enough into sport? I mean, like I said, you know, the last time we felt that the Centre for sport excellence was way too much. We had about a currency barbell affiliate model with the center. But ever since then we've not had a good athlete of the center. So once we teach those centers to an extent whereby we are grooming a good group of athletes, then I believe we can get a good number qualifying or going to these international events, because ever since we've not really had one or two teams, we're like, yeah, that was a part of, you know, ours. (P1)

Looking at the small population of Botswana which should be an advantage in this case, seems to be of the contrary as it appears like there is a limited number of human resource in terms of qualification according to P5:

Oh, I will say the first will be the human resource, do we have the right personnel to train this athlete? Ah, and do we have continuity of these programs? If I might give an example, we have a grass roots program the Re ba bona ha, the continuity of it is Centers of Sports excellence, which is

based in the junior schools. Once a kid finishes his high school, they get lost in the community. So if you can have that continuity, like maybe we have sports centers, where best athletes could be taken then they are trained well, I think that's why we can have a good number of kids in the system. But just because when a kid finishes his high school now, there's nowhere to go. (P5)

4.2.4 Proper monitoring of the process: age appropriateness of activities was viewed by the participants as a challenge or something that should be of concern and a solution needed to be identified and put in place. The participants pointed out that qualified personnel needed to be engaged as they have the expertise to better prepare and plan for the possible negative outcomes of their planned programs. P 3 said:

I think the answer is hire the right people who really understand the process, not like volunteers, who don't understand the process, but claim to know exactly what they're doing when they're not, I think if we can hire the right people qualified. (P3)

In addition the participants voiced out the importance of respecting the training process. P 4 spoke of the lack of continuity in the sports process in Botswana which could be a challenge later in the career of the athletes. He said:

Yes. We need to respect that. We have sports at primary, secondary and senior secondary, at primary we should be putting kids to play game sports and then in secondary we should be introducing them to competitive sports but you find out that it is not the case when we come to the case in our country kids will first compete in athletics in the first term and the ball sports which means there is no continuity. (P4)

4.3 Areas for Improvement

UK Sport, 2003 suggests that implementation of organized and scientific programs or models in managing sport for the future, with focus mainly on consistently producing podium level success is in line with the view that infrastructure, services and set practices of talent identification and development are the key contributors to success. Relative to the areas that need to be improved the following sub themes were identified; National policy establishment and implementation, Proper support (financial, Insurance, professional staff) and Athlete based environment (Growth, Coach, education, environment).

4.3.1 National policy establishment and implementation: The participants presented hesitant views on the existence of a locally fitting policy that guides the identification of talent and how to best develop it. One administrator, P2, highlights the lack of a policy document, which

could be of benefit, by guiding the process and later on producing results.

He said;

I have never come across a document that is because all I know is that we do have a talent identification and development programs, but I have never seen any booklet or policy that regulates the program. (P2)

On the contrary to this P5 and P4 affirm the existence of a document, but have raised concerns on the interpretation and implementation of the same. P4 said:

The document is there, now the interpretation is what we need to be paying attention to. We have different administrators that did their education from different countries and have different approaches on identifying athletes and developing them which they adopted from the countries from where they studied. Now as a BNSC we should come up with our own approaches to identifying and developing athletes. P4

P5 said:

Yes, sir, the documents are there, they're well documented, but the question is, are we really following exactly what the document is saying then the answer is obviously no. There is but they are doing what they think will work best, not what the document is saying. (P5)

4.3.2 Proper support (financial, Insurance, professional staff):

The participants reported that the labor intensive process that sports is, which also requires, one to plan well if they are to succeed is being underestimated things like the payments of coaches and the wellbeing of athletes are a not being attended to as they should be in Botswana. P 3 highlights one issue that he has been noticed by the administration, he said;

Not as good as it should be, because our administration is part time this alone kills our sport, it's high time we move into proper professionals for the jobs of sport admin. (P3)

Additionally the participants' further points out a problem, they indicate the issues of financial support or the impact that it has on role players within the sport of Botswana. P3 said the use of volunteers who at times are not fully trained can cause a lot of problems.

We still have this mentality of volunteerism now the problem is we need people to be able to run programs, now the question is, are we doing enough to support those people? And the answer is no, we are not doing enough. Coaches use their money to do the work for the country and support athletes. We need to change this. (P3)

Another issue which emerged during the interview with the administrators highlighted the engagement of all the sport governing bodies in Botswana

on what their current status was or where they are in implementing models.

P1 and P4 spoke about a task team engagement by the ministry and this is what P 4 said:

Currently there is a task team that is working to oversee or come up with a more effective way of running sport in our country. In that task force team we have representatives of different ministries and different bodies that run sports in our country that we are saying they should come up with a better approach to running sports. Right now I can positively say we are taking the right path in developing our sports. Yes, we have different stakeholders that BNSC or BNOC engage with, in the past, we have been working together and working with them, but that was not enough. But I can say we are doing well in finding a better model of developing our sports. (P4)

4.3.3 Emphasis on the process: the participants had different views on, where emphasis should be put when planning or in implementation of programs in regard to coaches, youth athletes, school sports, community sports or sports infrastructures. According to participants the most important is the school sports, as it is the first point of contact for organized sports activities, but they lacked the continuity process of how the programs should then be laid out through the athletic career of the athletes. For example P2 said:

I would say because in Botswana and children or kids spend most of that time in school, we can focus. We can focus on the school sports, because that way as students would start their sporting career because we have organized sporting tournaments in our schools, so we can also focus on schools, then we can also focus on community because we have those athletes that are not going to school, maybe they will not have made it to certain levels, but they have talent. If we can focus on community sports, we can also be able to identify them and also invest on the infrastructure. Because for you to be able to perform well in a sporting fraternity, you need the right equipment, you need the right infrastructure to be able to do it. And also the main people who are behind the coaches because without the coaches they know how you can have athletes because it's through the coaches that we identify and develop these athletes. (P2)

In addition other participants hinted similar views that concluded that they also believe that the starting point should be the youth or the kids who are still at primary school and emphasis should be put there as they are the future of athletes. The participant went on to implicate that coaches are also necessary as they are the ones who can guide the kids to their full potential. For example P 3 said:

Emphasis has to be on the athletes at primary school and the coaches available to them, clubs available to them a clear pathway from primary

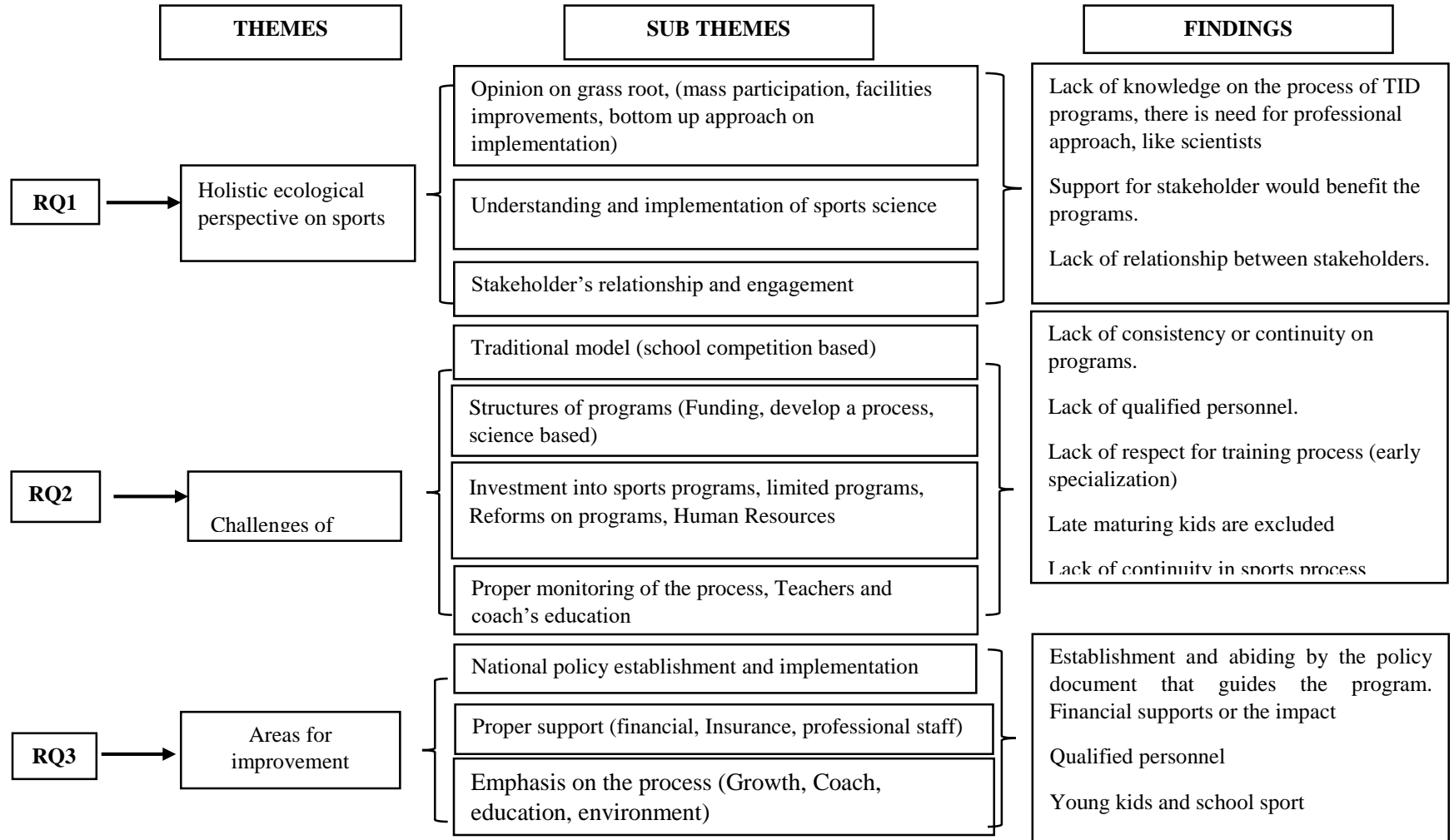
school to university. Children need to play a lot more daily there just isn't enough activity for children to have a place to show their abilities. (P3)

P 5 brought up an issue of lack of qualified personnel on the ground as a limiting factor to the fore mentioned views of the other participants. He is of the view that knowledge on the process should be the starting point.

Sir if we have the good personnel, the right human resources, whether they are facilities or no facilities as long as they know what they are doing, I'm telling you to get results. Take an example of Cuba, they don't have infrastructure that is up to the standard of what is called perfect, but we know they produce more Olympic medals than high developed countries. For me, I think Human Resources is key, humans are key, my friend. (P5)

The research findings from this study concluded that all the umbrella themes above are interrelated. The level of knowledge on sports talent identification and development programs at national governing bodies is questionable, organizational support and implementation of programs countrywide be it, in education at the community level on parents and on teachers would play a big role on simplifying the responsibilities of the national governing bodies, hence creating the will by these two stakeholders (parents and teachers) to want to be part of the whole process.

Fig 5. Analysis of Results



Chapter 5: Discussions and Conclusion

The present study seeks to investigate Botswana's sport administrators' perceptions on talent identification and development and the impacts it has on sports performance, focusing on identifying the challenges faced in the process and suggesting possible solutions that could be considered for optimizing the approach on sports talent identification and development. Therefore this section deals with the findings of the study that were identified by this study and are discussed under three subthemes, covering the: Holistic ecological perspective on sports, the implications and contradictions and Area for Improvement. The discussions of the findings will be based on both local and international literature.

The important thing about sport and performance at the highest level is all based on the systemization of identifying the talented individuals and developing them according to the standard that puts them above the rest (Baker, Cobley, & Schorer, 2017) and furthermore Abbott and Collins (2004), said for talented individuals to fulfill their maximum potential on a sports career it is essential to provide appropriate support and training. The statements by Abbott and Collins imply that it is important

and can be beneficial in the future, if proper support structures and development programs are put in place for TID programs.

An approach towards the sports and talent in sports, (how it is identified and developed) should be centered on the environment or the ecosystem within which it is to be carried out or the talent is to be nurtured. This is so because it carries the most effect on the athlete's athletic development process (Larsen et al., 2013). It is important to understand the holistic ecological approach as it is the key to new methods in sports and it can boost the interest of stakeholder and other key role players and inspire them be sensitive when analyzing the best approaches, not only to the individual athlete development process but the whole process that can bring positive outcomes in the sports talent identification and development environment.

5.1 Programs and their implementation

The results of the study revealed that the NGB has set up the "Re Ba Bona Ha Program" a grass root level program, as a means to detect talent, but they also reflect that there is quite a few program which shows lack of creativity and the programs are also inefficient as they lacks support from the relevant institutions

and also lack consistency during their implementation, as these programs should be having an aspect of continuity that leads to the final objective, of developing well-seasoned elite athletes. The initial part of this finding is consistent with the literature that states that multidimensional nature of activities which is consistent within the grass root programs, needs to be recognized by the NGB and NFs in order to establish and implement an effective sports talent identification and development program that respect the age factor of the children and enables them to develop future elite performers, but it lack in terms of consistency which could guarantee the future outcomes (Abbott, Button, Pepping, & Collins, 2005).

The current study also revealed that there is a lack of concept understanding of sports talent identification and development system, in terms of understanding and implementation of sports science. The participants specify that the sciences based approach in sports programs is lacking behind, it is not being utilized or has not been implemented to take advantage of this highly researched area (Reilly et al., 2000). Previous studies, for example, Ford et al. (2011) in UK, Jacob et al. (2018) in Australia, Hoare and Warr (2000) in South Africa

and Gulbin (2001) in the USA, all implicate the use of scientific approach on sports talent identification and development programs as the most influential if not accurate way to identifying talent and further developing it. They concurrently conclude that the scientific approach has an advantage that it gives detailed information of what to look for when identifying talent and through the use of scientific training one can further develop their athlete's talent. They further allude that the use of scientific approach in sports can further assist the sport scientist with the identification and detection procedure to continue applying scientific training techniques on these athletes.

The study revealed that stakeholder's relationship, engagement and education are the most influential aspect to the success of sports talent identification and development programs, pointing out parents, teachers, coaches and the MOBE as the main stakeholders. However, it lacked some consistency and had some element of exclusion to certain key stakeholder or key role players in sports talent identification and development programs being the NGB. The NGB are the managers of the sports program, they are the bridge to education, with the other two role players being parents and coaches this then concluding that, they should

have a link or relationship with both the coaches and parents (because of the age of the athlete at the beginning stage of sports talent identification and development programs) (Pankhurt & Collins, 2013). Previous studies, for example Sanchez (2010) in UK, (Bloom, 1985) in USA, Abraham and Collins (2011) in UK, Tomkinson et al. (2003) in Australia, confirm that the key stakeholders being the NGB, coaches, and parents plays a vital role in sports talent identification and development programs and their consistent involvement and consideration of their awareness (education) on sports talent identification and development programs can contribute to the outcomes of the programs.

The next part that will be discussed is the implications and contradictions.

5.2 Traditional models

It emerged from the study that there is no definite model that is used in Botswana, but school sports competitions are used as a way to pick best performing kids, and this lacks consistency. The school for its formal set up that has the physical education and the extracurricular activities is being used as a talent identification platform and together with a mass participation

grass root program, the 'Re Ba Bona Ha' this concluding that there is no formal sports talent identification and development model exist. Contrary to the above findings the study revealed that structures of programs would play a greater role in the development process in sports. These structures which are responsible would facilitate the distribution of resources, would develop and implement strategies that would monitor the easy running of these programs and do research on the technical necessities for these programs, for example research on, science based approach to these programs. These findings support the argument that it is important to have a professional approach or structure that play the role of guiding and systemizing programs by clearly explaining and distinguishing how duties and roles or procedure should be (Andersen , Rong, & Bjorndal, 2015) in the UK. It is also in line with Pink (2008) in Australia, who states that every sporting organization should establish a system that guides the form in which programs should be run.

5.3 Investment into sports programs

The study further revealed that low investment into sports programs is the root cause of problems like, limited programs,

low yield of talented athletes due lack of reforms on programs and under qualified human resources. There is need for an intense reform on how things are done, if there is to be effective and fruitful outcomes on programs that are implemented by the NGB. This in line with literature such as Lang (2010) in UK, Rongen et al (2018) in UK, which support that substantial financial investment, has to be put into these programs if the expectation of the sports talent identification and development programs are to be effective enough in transforming youth athletes into elite athletes that are podium finishers.

The study revealed that there is use the old methods which are characterized by participants, as:

Unstructured sports talent identification and development process of guess work and unmonitored progress. (P3)

There are schools which are called centers of sports excellence, which need to be fed with qualified people (teachers/coaches) to oversee these programs. Lack of education on the context of sports talent identification and development systems on teachers and coaches at school has also been identified as an issue as it leads to lack of respect for the training process for

different age categories. The above finding stands against the finding by Anderson et al. (2000), Elferink-Gemser et al. (2004), Tucker, R & Collins, M (2012), Williams (2000) in UK, Rongen et al (2018) and Helsen et al. (2012) as suggests that TIDs programs outcomes is depent the nature in which they designed, approached, implemented and managed, concluding the they can be good for young athletes and deliver on their objective if they are well structured and monitored.

5.4 Sports talent identification and development policy

It emerged from the study that a sports talent identification and development policy document does exist at the BNSC. Even though that is the case, it also emerged that the said document lacks implementation and does not fit in on Botswana's set up. The interpretation and adherence to the guidelines of the same are also noted to be an issue as they are not being followed to meet the intended objectives. The above finding contradicts previous literature, for example, (Hogan & Nor, 2000) in South Africa and Australia, Bailey, Morley and Dismore (2009) in England, Green and Oakley (2001) in United Kingdom and Australian Sports Commission , 2009), that establish that implementing such

approaches like, establishing policies and documenting them and monitoring programs, which are meant for managing sports talent identification and development programs, with the view of consistently producing good results, can be attained by making some changes on the practices of talent identification and development and that can be key contributors to success. It is found that a school set up avails a wide range of strategies and possibilities to identify and develop talented kids through the use of physical education.

The study revealed that there is use of volunteers in sports to cover up the obligation of paying professional coaches and support for athletes. Participants indicated that this affects Botswana's performance and considered that qualified professional coaches should be employed to change the status of Botswana sports performance and lead to a better and proper monitoring and evaluation of programs. The above assertion is consistent with previous studies such as Bloom (1985) in USA, Singer and Janelle (1999) in USA, Hoare (2000) in Australia who established that sports talent identification and development programs are complex to managed and produce and they are also labor intense in nature, so they requires some level professional

knowledge in order to implement and meet the expected objective of selecting kids who show potential for future success in sports develop them to the level of elite athletes. Furthermore GB should provide the support for these programs to materialize.

The current study revealed that emphasis should be put at school sports, as it is the first point of contact for organized sports activities, but it is also found that the school sport lacked the continuity process that could bear positive results for Botswana. This is in line with a study by Wattie and Baker (2017) who stated that, NGB and sports practitioners should look beyond just the athlete, they should also pay more attention to the setting within which they intend to develop their athletes, that is the infrastructure within an identified setting and this can also mean the school grounds. Furthermore it is consistent with a the findings by Campbell and Parcels (2014) in Canada, Henriksen, Stambulova and Roessler (2011) in Denmark, Cejuela et al. (2020) in Switzerland and Wattie and Baker (2017) in USA which concluded that sport talent development is influenced by the context with which it takes place.

5.5 Suggestions for future research and conclusion

The purpose of this study is to investigate Botswana's sport administrators' perceptions on talent identification and development and the impacts it has on sports performance. It will focus on identifying the challenges and suggest possible solutions that administrators could consider for optimizing their approach to talent identification and development.

Based on the findings of this study on perceptions of sport administrators on sports talent identification and development, the following future suggestions are proposed:

Firstly research within the topic of sports talent identification and development has been limited to NGB and administrators perspectives leading to a top bottom approach and leaving out the views and opinions of actual field players. For future research direction, there is a need to expand the participants' scope to currently active key stakeholders like coaches and athletes to get a bottom up perspective or opinion of approach on the subject. Current athletes can criticize and give opinions on current practices, their deficit and advantages to their daily practices and experiences through their years of

involvement. Coaches give an in-depth opinion and evaluation on the impact of current approaches of programs and would also elucidate whether these programs successfully meet their intended objectives.

Secondly the other area for future research could be the inclusion of administrators related to the education field. According to Bailey, Morley and Dismore (2009) a school set up avails a wide range of strategies and possibilities to identify and develop talented kids through the use of physical education. The opinion of the decision makers within the education department would be instrumental in availing the said strategies and possibilities indicated by Bailey, Morley and Dismore (2009). Future research could be directed on getting the opinion of education administrators' perspective on transforming or the use of school as a base for sport talent identification and development.

In Botswana's case, there is the Grass root level programs and the Center for sport excellence program which are more than a decade old and are mainly school sports based. These programs are identified by participants as sports talent identification and development programs and it appears their results yielding capacity is interestingly low looking at the number of students

who pass through these programs. Research needs to be done to gain a deeper insight into the root cause or barriers that exist and how they can be tackled to bring positive results and meet the objective of Botswana national sports.

According to the findings of this study Botswana's situation is generally related to situations in most other countries and very identical to the situations cited by the literature. I therefore suggest that an investigation needs to be done that focuses on talent as a phenomenon to get an understanding of what can be found that could be unique to Botswana and could maybe change the current approach and lead to positive outcomes.

The finding of the research led to the conclusion that the systemization of identifying talented individuals and developing them according to the standard that yields the results would be beneficial to Botswana. Vaeyens et al. (2008) in their study concluded by saying, naturally, sport talent and sports talent identification and development systems are very complex and multidimensional, so if not well understood, well structured, supported or monitor there is likely of excluding many individuals especially late maturing talented kids or maybe the available resources being inappropriately invested.

In a nutshell sports talent identification and development program from the beginning provide a foundation that avails an opportunity for all, through a multifaceted variety of sport activities and gradually develop to a single sport of choice. This research was an attempt to identify the loop gaps that lead to current performance of Botswana, by investigating the perception of administrators in the main governing body of Botswana BNSC.

As reflected on the findings of the study, it can be concluded that knowledge on the TID programs would play a significant role in the transformation of Botswana sports. BNSC as NGB, is the managers of the programs, they therefore need to professionalize the sports in Botswana and thus influence the training and attractions of sports science specialists as well as build the relationship among the other key stakeholders of the program being the teachers, coaches and parents.

It is also concluded that school plays a pivotal role in sports talent identification and development programs as it can guarantee consistency or continuity by use of the set up the school has. The findings revealed that on a school set up, the issue of under qualified people who undertake the role of coaching or are being used to cover the costs of coaching

professional, can lead to lack of respect for training process, early specialization and late maturing kids being excluded by the current practices hence causing more negative outcomes of underperforming of sports talent identification and development programs.

The study further concluded revealing the importance of establishing locally fitting policy that governs, guides on the implementation process and monitors the outcomes of sports talent identification and development programs and the process that could guarantee better enhanced performance of Botswana programs. The implementation and monitoring of these programs will need support in order for them to deliver financial support and human resources of qualified personnel not only on the ground but also at administration level.

On concluding where the starting point should be, the study revealed that primary school presents a good setting for young kids to be identified. Though the school is reflected as a strategy to use for sports talent identification and development programs but if the right human resource is not availed then there can never be positive outcomes.

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Appendix 1

Consent letter to participants

To whom it may concern,

My name is Larona Koosimile; I am currently a master student in the Physical Education Department at Seoul National University (SNU). My thesis is about approaches on sports talent identification and development in Botswana focusing on the implications of the current models and future directions. Specifically, it is a qualitative study on the influences the current practices have on performance.

The purpose of this study is to investigate the current situation in Botswana in terms of sports talent identification and development and to suggest ideas for potential models that could be used in the future. This thesis intends to identify the gaps that have led to the relatively low performance of sports in Botswana, as well as encourage teacher coaches, administrators to understand the importance of talent identification and development and to establish a supportive atmosphere for aspiring athletes in Botswana. Furthermore, this study seeks to indicate implications or gaps for future research and study. At the end, its outcomes hope to resourcefully serve the governing bodies, to design

policies related to talent identification and development suit for the Botswana society.

I am requesting your participation in this study because you are within the focused group leading the governing body of sports in Botswana which would enable you to speak in depth about the challenges in the sports industry and perceptions to develop sport, being that you: currently serving in the national sport federation as an administrator, and/or an Executive member.

If you agree to participate in this study you will be interviewed either face to face or through the phone. The interview questions were derived from the study's research questions and a literature review on the topic of sport talent identification and development. Questions included are on: career lane and qualification; challenges relating to talent identification and development in sports and perspectives on what are the critical stages of talent identification and development in sports; perspectives on how different decisions may contribute to change performance; strategies that can be employed to improve the approach and current practices; and advice or opinion you want to give to improve the current status of sport talent identification and development. Participation in this interview is purely voluntary;

you may refuse to participate in this study or any part of this study. In addition you may withdraw at any time without prejudice to your relations with me or the university.

All information gathered in this study will be kept confidential and your identity will be protected. No reference will be made in written or oral materials that could link you to this study. All records will be kept safe which upon completion of the study will be deleted and hard copies shredded. If you have any questions regarding the interview, study, or its future publication please contact my advisor and principal investigator Dr. Kwon at *****@snu.ac.kr or myself at +82-00-0000-0000.

If you wish to participate please respond to this e-mail and I will arrange an interview time at your convenience.

I do thank you in advance for your assistance and hope to include your unique perspective in the research. Your experience and perspective is of value towards our understanding of this ongoing challenge.

Kind regards

Larona Koosimile

Appendix 2

INTERVIEW QUESTIONS FOR PARTICIPANTS

1. Tell me about yourself please include you what is your education background and how many years you have been involved in sports at this position?
2. What is your opinion of the national governing bodies on talent identification and development? What are they doing to enhance the program?
3. What do you believe are the most important physical or physiological characteristics for a potential athlete and can be a prerequisite for sports success?
4. At present scientific approach on identifying and developing talent has been endorsed by most researchers, how far is Botswana on this topic?
5. Who are the key stakeholders in the TID and how is the relationship amongst them? Do you engage with all stakeholders when implementing policies?
6. Education is a key factor for coaching and approaching TID. How do you guarantee that coaches are holistically educated on what to coach, when to coach and how to coach?

7. How far does the National Governing Body (Sports NGB) go in guaranteeing that all the stakeholders are educated or made aware of the role they play and what is their benefit?
8. Do you think we have enough people (teachers and coaches) who have enough knowledge about TID and are they involved in these programs?
9. What model does Botswana use to identify talent and develop it? Explain the process?
10. Maturation and effects of training have an impact on the development process and can dictate how good an athlete becomes, so how do you guarantee that slow maturing kids are not left out in this process of TID?
11. Talent identification and development has been found to have some issues, as only a limited number of athletes become successful, what do you think needs to be done in Botswana to make sure that the number is increased?
12. Young kids need to be approached in the manner that is respectful of their age and be gradually introduced to new activities as they grow, does the current process respect this philosophy? And what do you think can be done to sort this out?

13. Is there a policy document that is focused on talent identification and development? What are your views on it?
14. TID program is a labor intense process and requires a well-planned administration for it to materialize this including payments of coaches and the wellbeing of athletes, how is the situation in Botswana?
15. Where emphasis should be put, on coaches, youth athletes, school sports, community sports, sports infrastructures or what would you advise?

국 문 초 록

스포츠 영재 발굴 및 육성 과정에 대한 보츠와나 스포츠 행정가의 인식 탐색

라로나

서울대학교 대학원

체육교육과 글로벌스포츠매니지먼트

현대 올림픽과 스포츠 전문성 수준은 경쟁이 치열하며 세계의 다른 나라들과 경쟁력을 높이기 위해서 단체와 기관의 관심, 시간, 그리고 인력 자원은 필수요소이다. 그럼으로 스포츠 영재 발굴 프로그램은 바탕이 되어 올림픽과 같은 세계적인 무대에서 선수들의 경기력을 발휘할 수 있도록 각 스포츠 기관들의 투자가 필요한 실정이다. 보츠와나는 올림픽에 처음 참가한 이후로 현재의 스포츠 영재 발굴 개발은 충분히 이루어지고 있지 않으며 눈에 띄는 예는 거의 없는 것으로 보인다.

따라서 본 연구는 스포츠 영재 발굴 및 육성에 대한 보츠와나의 스포츠 행정가 인식과 스포츠 성과에 미치는 영향을 탐색하고자 하였다. 개인 면담을 통해 자료를 수집했으며 보츠와나 국가 스포츠위원회 5 명의 스포츠 행정가들이 연구에 참여했다. 본 연구는 국가 스포츠 관리기구의 접근 방식이 프로그램 형성 및 실행에 있어서 창의성이 부족하다는 것을 주요 문제로 나타났다. 또한 스포츠 과학의 이해 및 구현 측면에서 스포츠 재능과 영재를 발굴하는 시스템에 대한 개념 이해가 부족함을 보여주었다. 스포츠 영재를 발굴하고 육성하기 위한 방법과 프로그램을 구현하는 체계적인 과정과 구조 개발이 필요한 것으로 밝혀졌다.

스포츠 행정가들은 스포츠 영재 발굴 및 육성을 위해 이에 필요한 정책을 구축하여 문서화 및 모니터링을 통해 각 육성 프로그램을 관리하는 것을 강조했다. 그러나 보츠와나의 스포츠 영재 발굴 및 육성 과정을 명확하게 설명하고 공식적으로 소개된 정책 문서가 없기 때문에 스포츠 영역 별 개선이 필요한 것으로 나타났다. 스포츠

행정가들은 다음과 같은 발전 사항을 주장했다. 활동 중인 코치 및 운동 선수 그리고 이해 관계자들의 범위를 확장할 필요성을 내세웠다. 마지막으로 스포츠 영재 발굴 및 육성을 기반으로 학교 체육의 구조를 변형하거나 교육 관리자 관점의 의견 탐색하고자 한다는 것으로 나타났다.

주요어: 보츠와나, 스포츠 인재 발굴 및 육성, 스포츠 행정가

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