

KINESIOLOGY & COACHING

JOSE ALFREDO OLIVIO JUNIOR¹ (ABDEF), MARCOS ANTONIO LOPES² (DE),
LUIZ FRANCISCO CAMILO JUNIOR³ (DE), LEANDRO CARLOS MAZZEI⁴ (AEF),
ALEXANDRE JANOTTA DRIGO⁵ (AEF)

1 ORCID: 0000-0001-6766-3173

Programa de Pos Graduacao Ciencias da Motricidade UNESP Interunidades (Brazil)

2 ORCID: 0000-0002-9547-3438

Secretaria de Esportes e Lazer de Valinhos (Brazil)

3 ORCID: 0000-0002-0678-4016

Programa de Pos Graduacao Ciencias da Motricidade UNESP Interunidades (Brazil)

4 ORCID: 0000-0002-0788-4668

Unicamp – Centro de Pesquisa em Ciencias do Esporte (Brazil)

5 ORCID: 0000-0001-8744-1914

Programa de Pos Graduacao Ciencias da Motricidade UNESP Interunidades (Brazil)

Corresponding Author: Jose Alfredo Olivio Junior, Avenue Antonio Remedio, 363, Araras, Brazil; e-mail: oliviojudo@yahoo.com.br; phone: +55 019 99244-0525

Talent in Judo: Conception if national team coaches

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Abstract

Background. Sports talent has often been presented in the literature. However, there is a lack of specific information for each sport. Problem and Aim. The purpose of this article was to identify what is the conception of sports talent and what characteristics should be observed in these individuals at the sport-specific level.

Methods. Using a qualitative approach, 17 international *judo* coaches were interviewed. For data analysis, content analysis was used with an inductive approach.

Results. Seven categories were identified grouped into two axes, “how the trainer identifies the talent” and “how the trainer develops the talent”. As for identification, “coach observation” followed by “competitive results” and “feedback from other coaches” were the main sources. Judo talent is conceptualized as complex and procedural, with multiple performance factors that can be synthesized as individuals who: have a technical repertoire (dominates several technical actions) associated with tactical skill (decision making). The condition for the development of these factors includes the following personal traits: motivation, ability and willingness to continue learning and willingness to work hard. Therefore, they are characteristics that coaches expect from judo talents.

Conclusion. We were able to identify what is the concept of sporting talent in judo, highlighted mainly when it comes to personal aspects, such as tolerance for hard work, competitiveness and ability to learn. Technical quality was pointed out as the main aspect to be observed and developed, highlighting the variability of actions that an athlete is able to develop, and his ability to act and make decisions.

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Introduction

The sports talent topic is highlighted in the sports sciences and still has room for growth in several aspects, such as the use of multidimensional approaches, in addition to propositions that take into account the specificities of each sport and each context [De Bosscher *et al.* 2008, 2015; Weissensteiner 2017; Baker *et al.* 2102]; Traditionally, an individual said to be talented in some activity was considered as someone who has an outstanding aptitude for a certain action, with the possibility of enhancing this aptitude through continuous training [Ericsson *et al.* 1993]. Likewise, an individual with a talent for sports practice was defined as one with performance characteristics above the average of the population, and these characteristics can be trainable [Farrow *et al.* 2013].

In more current approaches, sports talent can be defined as that individual who: (1) has potential for results above those of other athletes, especially considering adult categories; (2) is willing to engage in a certain sports practice with the highest possible quality; (3) is motivated to continue and seek the best performance in a certain sports practice; (4) lives in a social environment capable of providing them with the best sports performance [Farrow *et al.* 2013; Baker *et al.* 2102]. It is possible to add to these characteristics the fact that talented individuals are constantly developing, open to pedagogical processes of change, receive investments, and are trained for future and international performances [De Bosscher *et al.* 2015; Weissensteiner 2017].

Considering that the existence of processes linked to sports talents is pointed out as one of the determinants for the international sporting success of different countries [Green, Oakley 2001; De Bosscher *et al.* 2006], the creation of models to determine and develop sports talents has been sought for decades [Baker *et al.* 2017]. Proposals usually involve detection process (talent identification from a base of individuals not playing sports); selection (identification of sports talents among other practitioners in the same group); and promotion of individuals (selection of sports talents with a view to high levels of performance) [Bloom 1985; De Bosscher *et al.* 2015; Bohme, Bastos 2016].

In the past, many of these steps present in the models were based on one-dimensional proposals, in which morphological, physiological, cognitive, psychological, technical characteristics, etc., would be taken separately [Bohme 2007; Farrow *et al.* 2013; Baker *et al.* 2102]. In recent experiences and references, the models consensually follow a multidimensional approach that considers the interrelations of different dimensions for the development of sports talents, covering from morphological profiles, physiological capacities, technical and tactical skills, psychological skills, experiences in different sports activities, to the influences of aspects in an individual's social life, professional prospects and post-career pos-

sibilities [Wylleman, Lavallee 2004; Gagne 2004; Bailey, Morley 2006; Tranckle, Cushion 2006; Cote, Fraser-Thomas 2007; Balyi, Hamilton 2010; Henriksen *et al.* 2010; Böhme 2011; De Bosscher *et al.* 2015; Weissensteiner 2017; Baker *et al.* 2102].

Countries that have smaller geographic dimensions may have a better chance of success in implementing a national system for sports talent development [De Bosscher *et al.* 2015]. In countries with larger territorial dimensions, it is also possible to develop systems for sports talent development, despite the significant expenditure of time and large number of resources (financial, material and human) [De Bosscher *et al.* 2015]. To counteract these difficulties, the development of sports talents can take into account the specificities present in each sport, causing the organizations responsible for each sport, in each country, to create their own solutions for a better sports talent development system in their sport and in their country [Vaeyens *et al.* 2008; De Bosscher *et al.* 2015; Baker *et al.* 2017].

Thus, considering that each sport is different by nature [Breuer, Hallmann, Wicker, 2011], it would be necessary, first, to identify the concept of sports talent in each sport. Can the specificities present in each sport influence the concept of sports talent and, consequently, the system for sports talent development? Is there space for research that deepens the sports talent topic by addressing each specific sport?

In this context, the objective of this article was to identify what the conception of sports talent is, and what characteristics should be observed in these individuals and in a sport like judo, based on the opinions of coaches of national teams from countries that have representativeness in international results in this sport.

Judo is a combat sport that has in its origins many millenary traditions and cultures and, in many cases, these characteristics influence the development of athletes in this sport [Franchini, Del'Vecchio 2007]. On the other hand, judo is considered a universal sport, established in the Olympic context, practiced by millions of people around the world and in different environments (schools, clubs, universities, etc.) [Niehaus 2006; Peset *et al.* 2013]. With regard to performance sports, the Olympic Games are the main competition of this sport [Niehaus 2006; Julio *et al.* 2013]. Until the 2016 edition, 56 Olympic medals were being contested, making it the fourth sport that awards the highest number of medals, behind track and field, swimming and wrestling. In the next editions, there will be 60 medals available, as the mixed-team competition was included. Although in any Olympics a country can only win up to 14 medals (15 in the next edition of the Olympic Games), many nations consider judo to be an attractive target for investment in their elite-sport policies.

It is noteworthy that there is not much research on talent identification and development systems (TIDS),

specifically for judo and combat sports in general [Peset *et al.* 2013; Mazzei *et al.* 2020]. However, it has already been identified that, because it is a sport with complex skills and variability as to weight categories, specific tests have little accuracy in predicting the performance of individuals [Lidor *et al.* 2005; Julio *et al.* 2011; Johnston *et al.* 2018]. Along this line, there are preliminary indications that a coach's perception of talent can be an important source of information [Roberts *et al.* 2019, 2021]. The study by Roberts *et al.* [2020] verified the effectiveness of the "coach's view" with regard to the level of agreement between them to identify talented athletes in this sport. The authors concluded that "the coach's view" can often be subjective and variable, so it is necessary to advance on this judo-related topic.

In this way, by identifying and understanding in greater depth the current conception of talent in judo, it is possible to offer indications so that the different parties (clubs, federations, governments) involved in the process of talent detection-identification-promotion reflect and adapt to the processes that concern the organization of a system related to the development of sports talent in a sport like judo, or even in other combat sports.

Methodology

Sample

Following some principles of qualitative research, such as data collection based on the opinion of individuals who provide more and better information about a research topic [Holt *et al.*, 2018], it was decided that the best choice to conduct this research would be interviews with coaches from countries that have greater representativeness in the Olympic scenario of this sport.

To define the countries with representativeness in international judo, a scoring system was used, considering the results in the Games held between 1992 and 2016. In accordance with the scoring system adapted for judo (10 points for gold medal, 6 points for silver medal, 4 points for the third placed¹, 2 points for the fifth placed, and 1.6 points for the seventh placed), the 20 countries that scored the most in the 1992 to 2016 Olympic Games are: Japan (453.2 points), France (272.4 points), Korea (228.8 points), Cuba (197.2 points), China (160.4 points), Russia (141.2 points), Germany (129.2 points), Brazil (121.2 points), Netherlands (104.4 points), Italy (91.2 points), Georgia (82.0 points), Spain (78.4 points), Belgium (71.2 points), United States (66.8 points), Hungary (62.4 points), United Kingdom (59.2 points), Mongolia (54.0 points), Azerbaijan (53.6 points), North Korea (52.8 points) and Poland (51.2 points).

However, for a greater perception of the sports tal-

¹ In judo competitions, two athletes win the 3rd place, due to the competition system used (double-elimination bracket).

ent and the availability/accessibility for the interviews, coaches from Canada, Portugal, Denmark and Slovenia were included in the sample. Canada was added intentionally for having a judo-specific Long Term Athlete Development (LTAD) system [Judo Canada 2006]. Portugal, Denmark and Slovenia were added for showing outstanding results and having coaches specifically working with youth teams.

Thus, considering the established universe, the coaches were invited to participate in the research during different international competitions held between the years 2017 and 2019. One of the authors had the opportunity to follow athletes participating in 15 competitions and field trainings belonging to the World Judo Tour of the International Judo Federation, used for the process of ranking athletes at the international level. After accepting the invitations, the final sample was composed of 17 coaches representing 15 countries, as shown in table 1.

Table 1. Sample composition

Criterion	Countries
Olympic top 20 after 1992	Japan, France, Cuba, Russia, Germany, Brazil, Netherlands, Italy, Georgia, Belgium and the United Kingdom
LTAD Model	Canada
Countries included	Portugal, Denmark and Slovenia

Procedures and Data Collection

After the research objectives were explained and the individuals accepted to participate, data were collected. For greater depth, it was decided that the data collection procedures and instruments should be semi-structured interviews, held face-to-face between one of the researchers and the participants.

As already mentioned, the interviews took place between 2017 and 2019, during field training sessions of the world judo circuit and at a time that the coaches considered most convenient, in the countries' training camps. In two cases, an interpreter was required because the interviewee did not speak any of the languages used (English, Spanish and Portuguese). The interviews were recorded and later transcribed, then sent to the interviewees for approval and validation of the text.

As for how the interviews were conducted, they started from a central question: "what is a talented athlete (in judo) for you?". From the answers, and in accordance with the semi-structured characteristic, other pertinent questions were asked to enable the understanding of the topic [Creswell 2012], mainly ones that had to do with the specific characteristics of talented athletes.

All invitations, procedures and data collections were approved by the national ethics committee of the researchers' countries, under protocol: 1.976.301.

Data Analysis

For the analysis of the interviews, Content Analysis procedures were used. These procedures involve the identification of textual elements that have common characteristics and that can then be grouped into categories and subcategories [Li *et al.* 2008; Krippendorff 2013]. In this process, there is an initial coding of textual elements and their grouping from the creation of sub-categories and their respective categories, which in this study were established in an inductive manner, that is, they were created from data analysis. The inductive approach is normally used when the intention is to conduct exploratory research and develop new concepts and theories [Krippendorff 2013; Veal, Darcy 2014; Skinner *et al.* 2015].

Results

As already mentioned, based on an inductive approach to data analysis, a total of 119 textual elements emerged from the coding process. The elements were organized into 19 subcategories. These 19 subcategories can represent the specificities of the concept (and even of the identification and development process) of talent in judo. The subcategories were summarized into 7 categories, divided into two axes, with the first one being related to "how the coach identifies and selects talent", and the second one basically dealing with "how the coach develops talent".

How the coach identifies talent?

The objective of this research was to conceptualize sports talent in judo and verify the main characteristics that must be observed, based on the opinion of expert coaches. When asked the question "what is a talented athlete in judo?", 14 coaches mentioned that talent in judo involves many aspects, thus being multifactorial. However, before conceptualizing talent, the coaches referred to three main factors as to how they select talented individuals, namely: a) observing the athlete; b) sports results and; c) contact with other coaches. As for observing athletes, it is related to the perception of the coaches themselves.

"... We observe them first, have them training to see the conditions when it comes to their technique..." (Coach 3)

"... we'll observe too but it's more about that feeling when I'm teaching an athlete and I see their eyes, who's really trying to absorb and wanting to improve..." (Coach 17)

Regarding sports results, the interviewees often pointed out that a minimum of results in the younger

classes is important, but not determinant, for the future.

"... Results first, only the athlete is responsible for their results..." (Coach 2)

"... But usually, because we work with high performance, these are people who already have some results. And then sometimes we look for, sometimes not that first, second or third one, but look for that 'guy' who has the characteristics that we like..." (Coach 4)

As a third factor, responses linked to contact with and feedback from other coaches were identified, especially those they consider experienced to identify talented athletes.

"... we talk with their sensei first, who suggests that an athlete has potential..." (Coach 5)

It should be noted that seven of the interviewed coaches apply systematized tests to young athletes, and even reported verifying these data, but when asked about what fundamental characteristics they look for in the athletes, the tests were set aside, and there were answers of this kind:

"... Good throws, good *kumikata*, strong and in good condition, good *ne-waza*. We see that only by watching, these are situations with no tests, because judo is more than tests..." (Coach 11).

What characteristics coaches observe

With observation as the main source of talent selection, the coaches were asked about the main characteristics to which they pay attention. For this answer, three categories emerged: personal traits, motor aspects and physical aspects. These categories and their respective subcategories are shown below, in Table 2.

It was a consensus in the interviewees' answers that sports performance can be developed in individuals who do not stand out on tests or show good results early, with talent in judo having a procedural characteristic. Thus, in the conception of judo athletes considered talented, the importance of external and a continuous process for their development was established, which thus gave rise to the Processes category. Regarding these processes, the subcategories that emerged concerned the athletes' individuality (3) in the long run.

"In the '...' judo style is very different from place to place, so there are many different characteristics, even in the national team,"

As well as the support network, about which the coaches listed, as subcategories, education (3):

"sport is important, but education is a priority that comes along with parallel training. Education is more important than judo, much more"

Table 2. Category, subcategory and occurrences.

Category	Subcategory	Occurrences	Mentions
Personal traits (56)	Behavior and motivation	16	<i>It's about how you do it every day, about wanting to be as best as you can (Coach 11)</i>
	Desire and capacity for learning	16	<i>I always observe their capacity for learning, their interest and how they respond during training (Coach 17)</i>
	Hard work	13	<i>It's about what they do on the mat, they have to go for it and endure things longer (Coach 2)</i>
	Competitiveness	8	<i>we like them having this desire to win the competition (Coach 3)</i>
	Coldness and calmness	3	<i>calmness when practicing judo (Coach 12)</i>
Technical and motor aspects (56)	Variability of actions	6	<i>It's technical quality. An athlete who masters at least three techniques (Coach 1)</i>
	Decision making	6	<i>Decision making, time to make a decision, the reaction they have when subjected to a certain situation (Coach 13)</i>
	Technical fundamentals	4	<i>The fundamental thing is the basic practice of the uchi-komi, it's about sharpening the technique (Coach 14)</i>
	Feet-floor	3	<i>Good throws... good ne-waza work (Coach 11)</i>
	Prior motor skills	3	<i>Sports experiences are important, it's about developing adjustment skills in early childhood games (Coach 14)</i>
	Tokui-waza	2	<i>Doing the tokui-waza that you'll do in a certain direction (Coach 9)</i>
	Study of the kumikata	2	<i>Kumikata efficiency, kumikata science, how to grab the kimono (Coach 9)</i>
	Pace and frequency of attacks	2	<i>Attacking with constancy and intensity (Coach 6)</i>
	Timing and perception of space	2	<i>they're a judoka who can sense moments of imbalance (Coach 13)</i>
	Having a strong grip	3	<i>they have to have a strong grip (Coach 3)</i>
Physical aspects (3)			

And family support (2):

“the common point is that they had a well-planned training from a very early age, with the support and guidance of their parents”

Figure 1 summarizes and organizes the answers based on the two axes: talent observation and process elements. In summary, the first axis shows “what” the coaches observe in the athlete, making up three categories: Personal traits, physical aspects and motor aspects, and their respective subcategories, in addition to the elements highlighted and identified in each of them.



Figure 1. Responses related to the observation of talents and process elements.

Analyzing the answers, it can be said that talent in judo is something complex and procedural, with multiple performance factors that can be synthesized as individuals who: have a varied technical repertoire (attacks in several directions, attacks while standing and on the floor, developed *tokui-waza*, and *kumikata*), associated with tactical ability (decision making, study of the *kumikata*, rhythm and frequency of the attacks, timing and perception of space). The condition for the development of these factors are the following personal traits: motivation, capacity and desire for continuing to learn, and willingness to work hard.

Discussion

Based on the assumption that there is not much studies about what it the sports talent in the judo context, and that one of the options to counteract the difficulties in establishing a sports talent development may be in identifying the concept of sports talent, as it takes into account the specificities present in each sport [Vaeyens *et al.* 2008; De Bosscher *et al.* 2015; Baker, Cobley, Wattie 2017], the objective of this article was to identify the conception of sports talent in judo and to verify the main characteristics that must be observed, considering the opinions of coaches of national teams.

It is assumed that the coaches who participated in this research are a valuable source of information and

fundamental to point out common characteristics that enable the construction of a talent development system in judo [Martindale *et al.* 2005; Vaeyens *et al.* 2008].

Moreover, it is worth noting that coaches' perception as a source of information to understand talent has already been used in other sports [Jokuschies *et al.* 2017], as well as in judo [Roberts *et al.* 2020]. However, the assessments are primarily based on the coaches' individual observations, and it can be verified that the level of agreement between these professionals is low or subjective. On the other hand, these studies [Roberts *et al.* 2019, 2021] point out that coaches in combat sports are a valuable source of information in talent identification; thus, we identified the need to move forward and propose elements that may be common for the analysis of talent in judo.

Analyzing the data, it is evident that a talented athlete in judo is identified from three situations: the coach's perception, competitive results, and referral by and contact with other coaches, which partly (coaches' perception) corroborates the findings of Roberts *et al.* [2021]. The results suggest that coaches rely more on their own perception than on the application of tests to predict future performance or other type of scientific approaches. This finding was also reported by Lidor *et al.* [2005] who detected no correlation between performance tests and future results over an eight-year interval.

Regarding a minimum of results, there is a direct relationship with "putting the athlete on the radar" to be identified, but it is not a predictor of future results, and these data are aligned with the study by Julio *et al.* [2011], according to which only 7% of men and 5% of women will have an adult performance similar to the performance they had at the age of 11 to 13.

It is important to stress that the results presented a relationship of trust between coaches, since the interviewed individuals resort to referrals by other coaches working in different places. This fact may be associated with the judo fighter's sports training process. Bearing in mind that coaches consider technical quality as an important characteristic for sports talent, and assuming that these characteristics are not natural, but built in the teaching-learning-training process, coaches at large sports centers tend to have a relationship of trust with certain coaches from smaller centers who develop the technical characteristics that they judge important. Therefore, smaller centers function as a kind of "source" of potential athletes for larger centers, which is in line with what was proposed by Rees *et al.* [2016].

This way, it is possible to state that, for the selection of sports talent in judo to occur, there is an initial need for the individual to already be a practitioner of the sport and necessarily have the opportunity to be in a place that develops a work focused on sports performance, or "be found" by coaches who work for it. Thus, the practitioners need to be inserted in situations such

as competitions and training together so that coaches can observe them. In said situations, the coaches report that they can observe points that they deem fundamental for talent development; however, when asked about "what" they observe, a consensus was not found, even in specific situations for talent identification, a fact identified as well by Roberts *et al.* [2020]. According to the authors, coaches tend to have little agreement when it comes to identifying a talented judo athlete.

On the other hand, as for the perception of characteristics, it was possible to identify that the coaches had some similar and converging opinions. Although some characteristics are pointed out as inherent to the athletes themselves, especially those related to personal traits, there are numerous characteristics that can be developed in the long-term training process and in this sport. Therefore, it is a consensus that talent in judo has more characteristics that can be developed than aspects that can be identified early, as already pointed out by other authors [Abbott *et al.* 2005; Johnston *et al.* 2018]. The characteristics referred to as most important in personal traits are related to the individual's ability to constantly be competitive, to overcome themselves, to tolerate training loads, to have the capacity and desire for continuing to learn, characteristics that are common in super-elite athletes [Gulich *et al.* 2019]. In other words, the athlete is required to be a motivated individual, as already identified in the literature [Osipov *et al.* 2017; Santos *et al.* 2017], with resilience and focus to continue learning; the challenge, however, is how to assess and monitor such characteristics [Kaufman *et al.* 2009].

It is also a consensus that judo athletes must have "technical quality", although the opinions pointed to several possibilities. It was possible to group the characteristics into two aspects, with the first one being related to the skills that the individual must master, such as the *tokui-waza* (preferred technique), technical variability, and quality of motor actions, and the second one being related to the athlete's perceptions in fighting situations, as well as their decision making on the situations they experience. Regarding the variability and versatility of technical and tactical actions, this has been discussed for some time in the literature [Calmet, Ahmaidi 2004; Calmet *et al.* 2006; Franchini *et al.* 2008; Calmet *et al.* 2010]; in short, there is a positive relationship between one's repertoire of actions and international performance. However, as for the aspects concerning decision making, study of the *kumikata*, rhythm and frequency of the attacks, timing and perception of space, they are directly associated with the athlete's ability to analyze the fight and come up with quick responses to the situations to which they are subjected, which are related to the efficiency of the actions [Marek, Sterkowicz-Przybycien 2018; Klys *et al.* 2020]; however, we lack instruments that allow analyzing and monitoring these characteristics in training and fighting situations.

Finally, it was identified that the matter of talent involves its development by means of processes. Thus, from the interviews, as long as the athlete possesses the appropriate personal traits, it is assumed that this individual will develop the physical and technical characteristics when inserted in a process that respects their individuality and allows them to experience challenging learning situations, giving them, through “hard work”, the opportunity to make up for their difficulties, facts that have already been presented and conceptualized by vast literature [Csikszentmihalyi *et al.* 1997; Calvo 2003; Henriksen *et al.* 2010; McCarthy *et al.* 2016; Davids *et al.* 2017]. However, there is also the fact that the ability to predict talent in judo is low [Lidor *et al.* 2005; Wazir *et al.* 2017], making the coach the main agent of the process in the development of talented athletes [Ericsson *et al.* 1993; Ericsson 2006; Issurin 2017], and it is imperative that they act from the perspective of talent development, with this being their main role in the sports system [Csikszentmihalyi *et al.* 1997; Tranckle, Cushion 2006; Henriksen *et al.* 2010; Davids *et al.* 2017].

In this sense, coaches should qualify stimuli in the long-term process, encouraging athletes to overcome their adversities and boosting their qualities gradually by accumulating experiences [Ericsson 2006; Güllich *et al.* 2019]. There are indications that athletes in combat sports tend to reach world-class status after 4 to 7 years, or after 3,000 to 7,000 accumulated hours of training [Issurin 2017], with the quality of the stimulus being more important than the quantity of stimuli [Davids *et al.* 2017]. It is essential that training tasks are aimed at the demands of the sport during the deliberate-practice phase [Baker, Cote, Abernethy 2003; Cote, Baker, Abernethy 2007]. Therefore, a judo coach must master a series of professional skills to organize and control the training program [Adel *et al.* 2015; Santos *et al.* 2015; Sterkowicz *et al.* 2007].

In association with training aspects, the coaches pointed out that, for talent development, it is also necessary that the athlete has a support network for their career, especially due to the importance and role of the family during their sports career [Martindale *et al.* 2005; Palomo-Nieto *et al.* 2011; Cote 2016]. In the course of their career, an athlete will go through different stages of development, facing several transitions and, in each stage, their family will have a different role, starting with encouragement to experimentation in the preliminary phases, going through encouragement to hard work and learning during deliberate practice, culminating as emotional support and assistance for decision making in the high-performance phase [Wylleman, Lavallee 2004; Wylleman, Reints 2010; Debois *et al.* 2014; Cote 2016].

Based on these propositions, it is possible to consider that talent in judo is closer to the concept of expertise, which is built over a process, in which coaches have a meaningful role, to the detriment of the concept of gift,

and can be therefore stimulated and developed. In short, the concept of talent in judo is linked to four main axes: capacity for learning, willingness to work hard, technical variability, and decision making. These characteristics can be stimulated and developed in the long term.

Further Considerations

As noted in the literature, the conception of talent is broad and still based on each coach's own perception. Therefore, in this research, we could identify what the conception of sports talent in a sport such as judo is, observing that there is redundancy in some aspects, especially when it comes to personal aspects, such as tolerance to hard work, competitiveness and capacity for learning. With respect to motor issues, technical quality was pointed out as the main aspect to be observed and developed; however, there is no consensus on exactly what technical quality is, but it can be grouped as the variability of actions that an athlete is able to develop, and their ability to act and make decisions.

In addition to the lack of specific tests that have a sensitivity to predict performance, in association with the coaches' intuitive aspect to identify and develop talent, we suggest that guiding models should be proposed in order to conduct and organize the process of identifying and developing talents in judo, providing a possibility to make the process less subjective. Further research is needed to verify the characteristics found here, as well as to propose parameters for talent identification and development. As practical suggestions, we indicate the need for each sports institution to: develop guiding documents on the expected talent profile; develop instruments that allow assessing and monitoring the development of characteristics deemed important; train coaches to use the instruments, as well as to act in key stages for sports development; promote exchange actions that enable observations and analyses; and enhance the networking between coaches at different practice levels towards promoting the flow of potential athletes.

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Talent w judo: koncepcja trenerów kadry narodowej

Słowa kluczowe: judo, identyfikacja talentów, trenerzy, potencjał

Streszczenie

Tło. Talent sportowy był często przedstawiany w literaturze. Brakuje jednak szczegółowych informacji dla poszczególnych sportów.

Problem i cel. Celem niniejszego artykułu było określenie, jaka jest koncepcja talentu sportowego i jakie cechy należy zaobserwować u indywidualnych sportowców z konkretnej dziedziny sportu.

Metody. Stosując podejście jakościowe, przeprowadzono wywiady z 17 międzynarodowymi trenerami judo. Do analizy danych wykorzystano analizę treści z podejściem indukcyjnym. Wyniki. Zidentyfikowano siedem kategorii pogrupowanych w dwie osie: „jak trener identyfikuje talent” i „jak trener rozwija talent”. Jeśli chodzi o identyfikację, głównymi źródłami były „obserwacja trenera”, a następnie „wyniki zawodów” i „informacje zwrotne od innych trenerów”. Talent w judo jest konceptualizowany jako złożony i proceduralny, z wieloma czynnikami wydajności, które można zsyntetyzować u osób, które mają repertuar techniczny (dominuje kilka działań technicznych) związany z umiejętnościami taktycznymi (podejmowanie decyzji). Warunkiem rozwoju tych czynników są następujące cechy osobiste: motywacja, zdolność i chęć do dalszej nauki oraz gotowość do ciężkiej pracy. Dlatego są to cechy, których trenerzy oczekują od utalentowanych zawodników.

Wnioski. Autorom udało się zidentyfikować pojęcie talentu sportowego w judo, podkreślanego głównie w odniesieniu do aspektów osobistych, takich jak tolerancja na ciężką pracę, konkurencyjność i zdolność uczenia się. Jakość techniczna została wskazana jako główny aspekt, który należy obserwować i rozwijać, podkreślając zmienność działań, które sportowiec jest w stanie rozwijać, oraz jego zdolność do działania i podejmowania decyzji.