

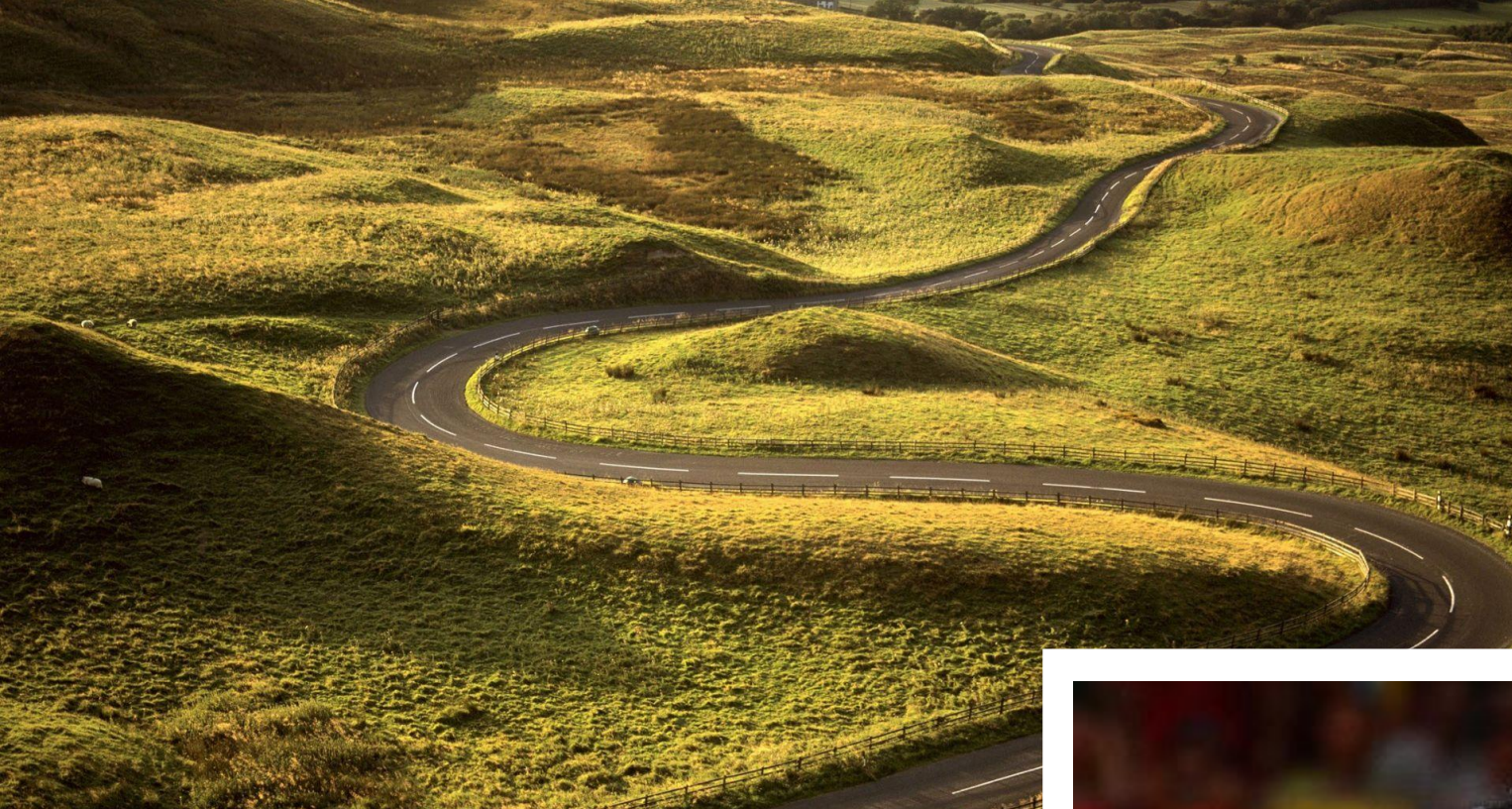
Julian North **Leeds Beckett University**

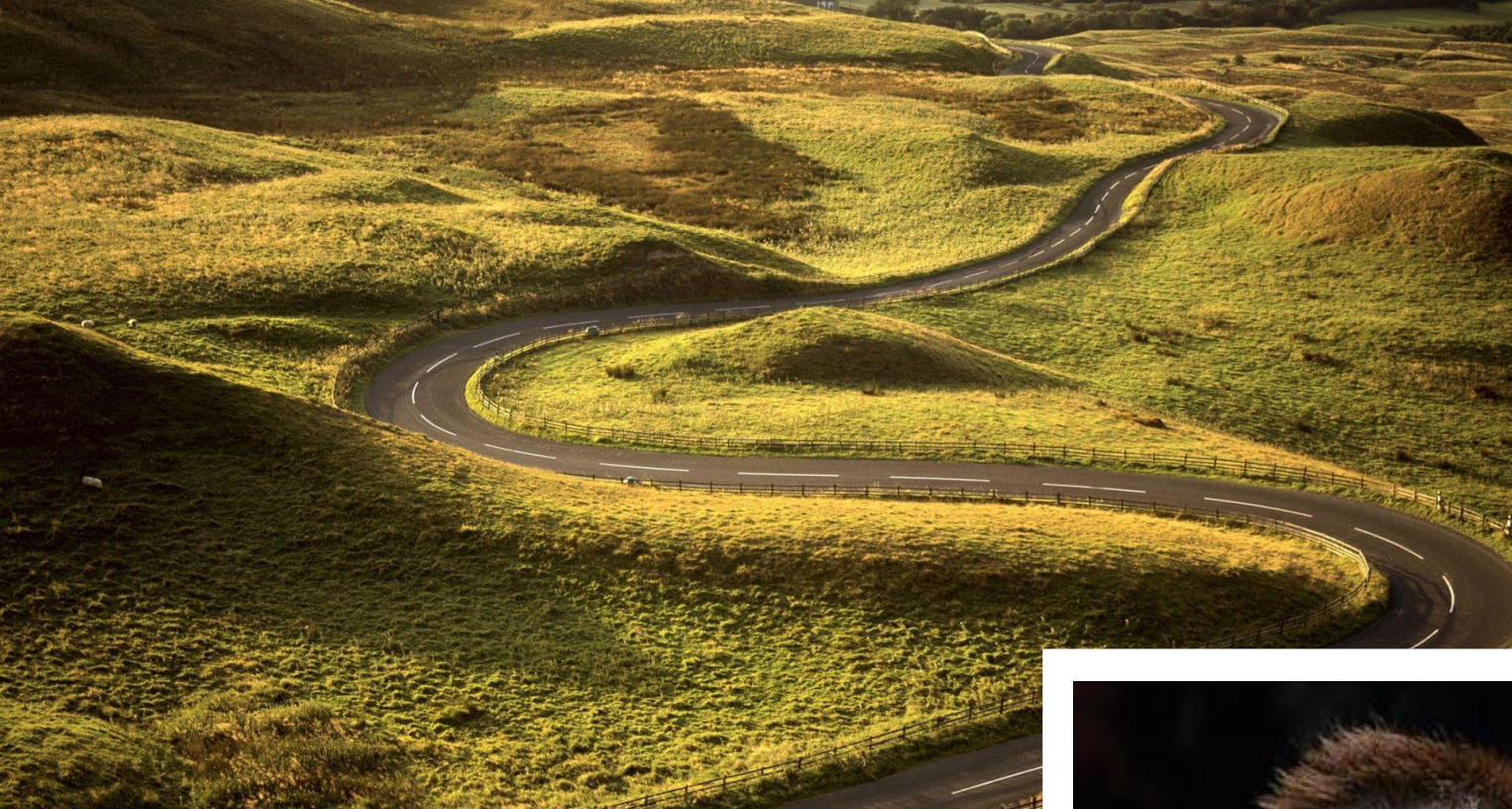
*Effective badminton player
development systems:
evidence from Asia and Europe*













Project report:

Player development systems in the performance pathway in four world-leading badminton nations

A literature review and interviews with experts from Indonesia, Korea, Denmark and Spain

Commissioned by:

Badminton World Federation

Prepared by:

Julian North, Sergio Lara-Bercial, AJ Rankin-Wright, Mike Ashford, and Lisa Whitaker

Carnegie School of Sport, Leeds Beckett University, United Kingdom

14 December 2016

In 2014, the Badminton World Federation commissioned Leeds Beckett University to examine player development systems in:

- Indonesia
- Korea
- Denmark
- Spain

The report was finalised in 2016.

Overall results in world level competition 2012-2016 (points system)

Pos.	Country	Points
1	China	154
2	Indonesia	37
3	Denmark	32
4	Japan	31
5	South Korea	22
6	Spain	17
7	Malaysia	15
8	Thailand	4
9	Russia	4
10	Great Britain	2
11	Chinese Taipei	1
12	Taiwan	1

Note: points based on 4 points for gold, 2 points for silver, and 1 point for bronze.

What did we do?

Literature review on player development and coaching

Review of badminton federation strategies & resources

Interviews with player development experts: PDs, head coaches, head of player development, sports science experts



2012



England

Interviews with 18 coaching and player development experts in the FA, Premier League, Championship

2014



E
C
th

2 sports
12 country systems
58 experts

coaching and player
s from the football
nd tier 1 clubs

2016



Indonesia, South
Korea, Denmark
and Spain

Interviews with 9 coaching and player development experts from badminton associations notably performance directors, head coaches, sports science

The 'traditional' model of player development




But ...



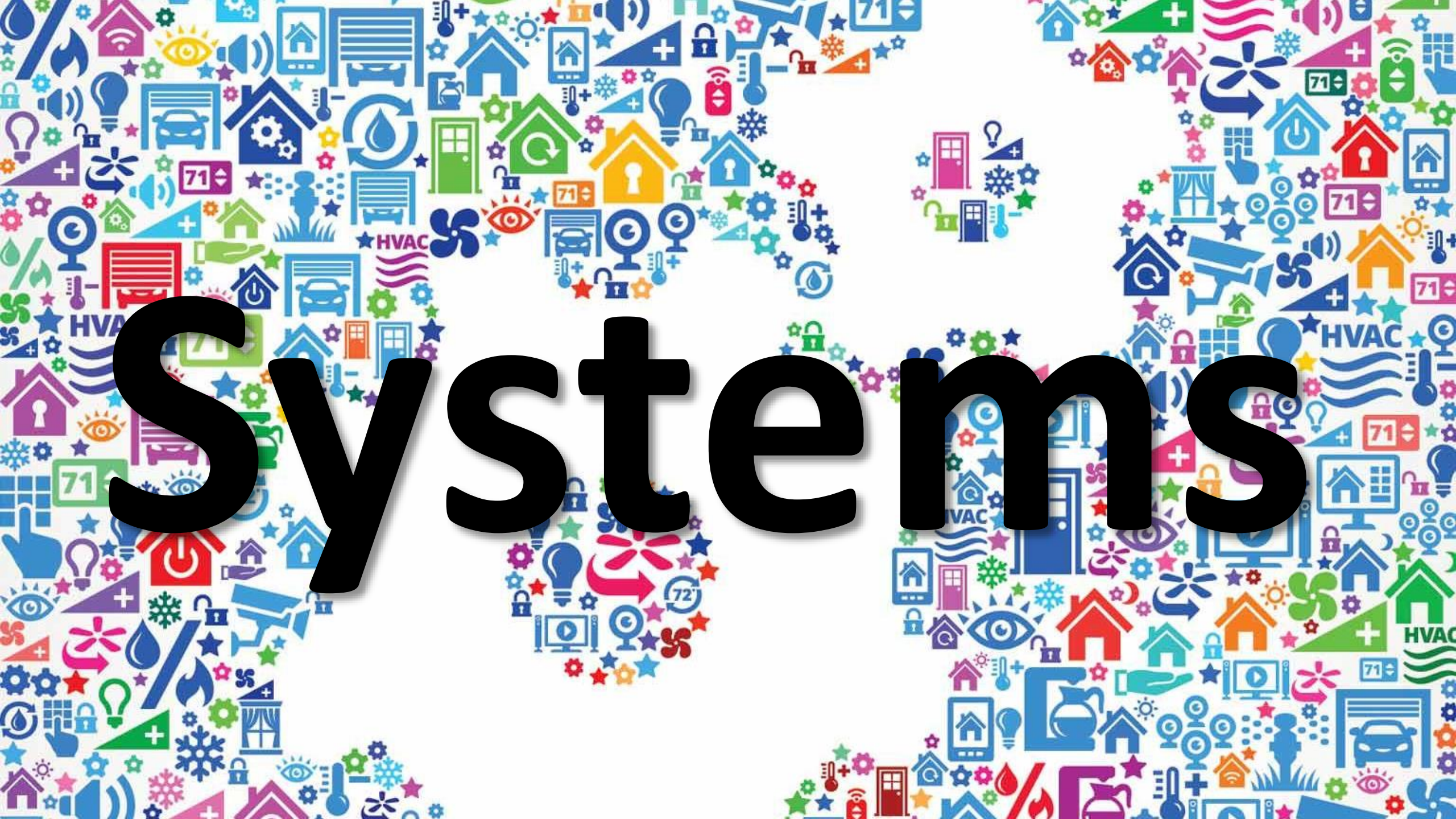
And ...



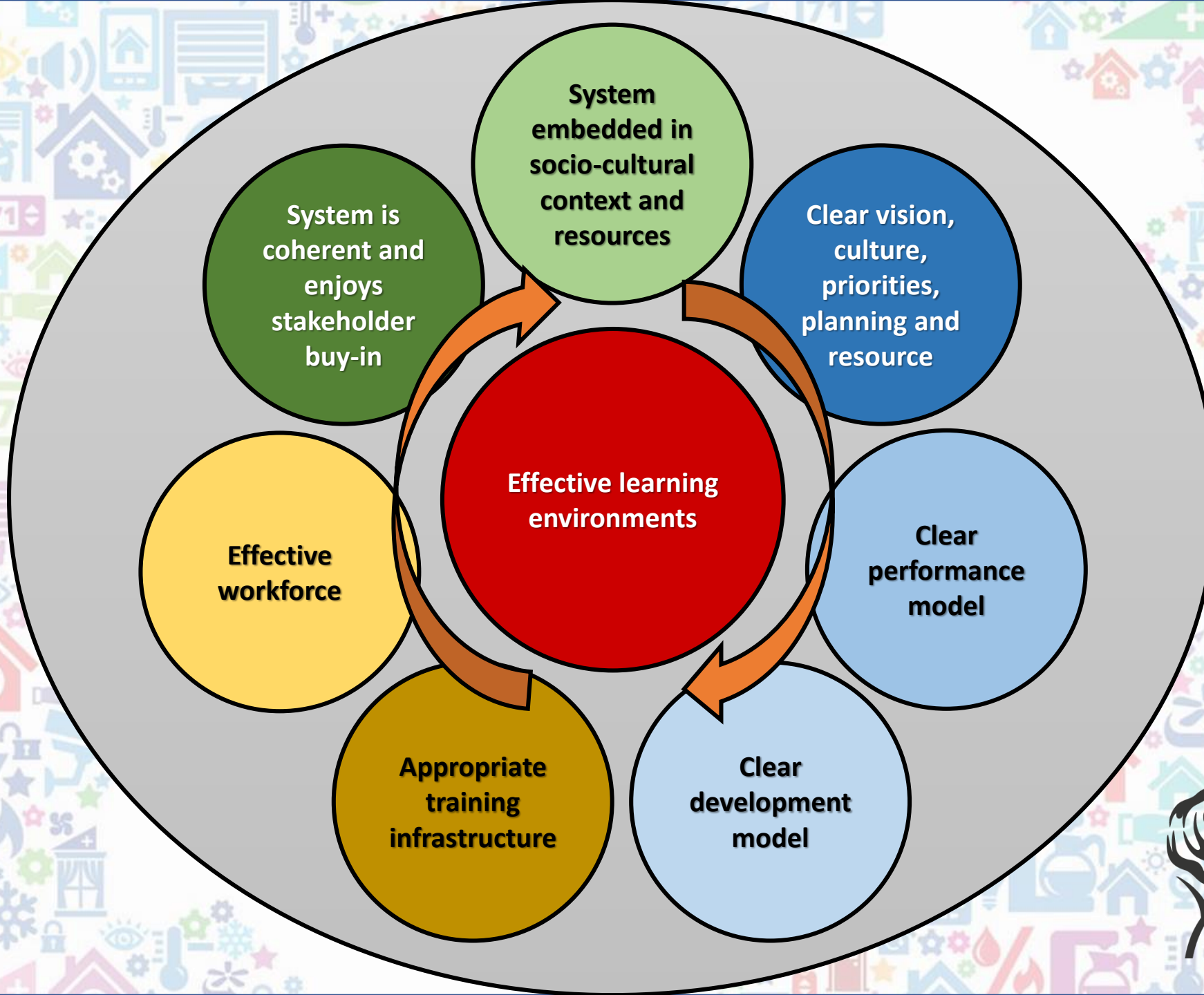
A blurred background image of two badminton players in red and yellow uniforms on a green court. The Olympic rings are visible in the background. The text is overlaid on the image.

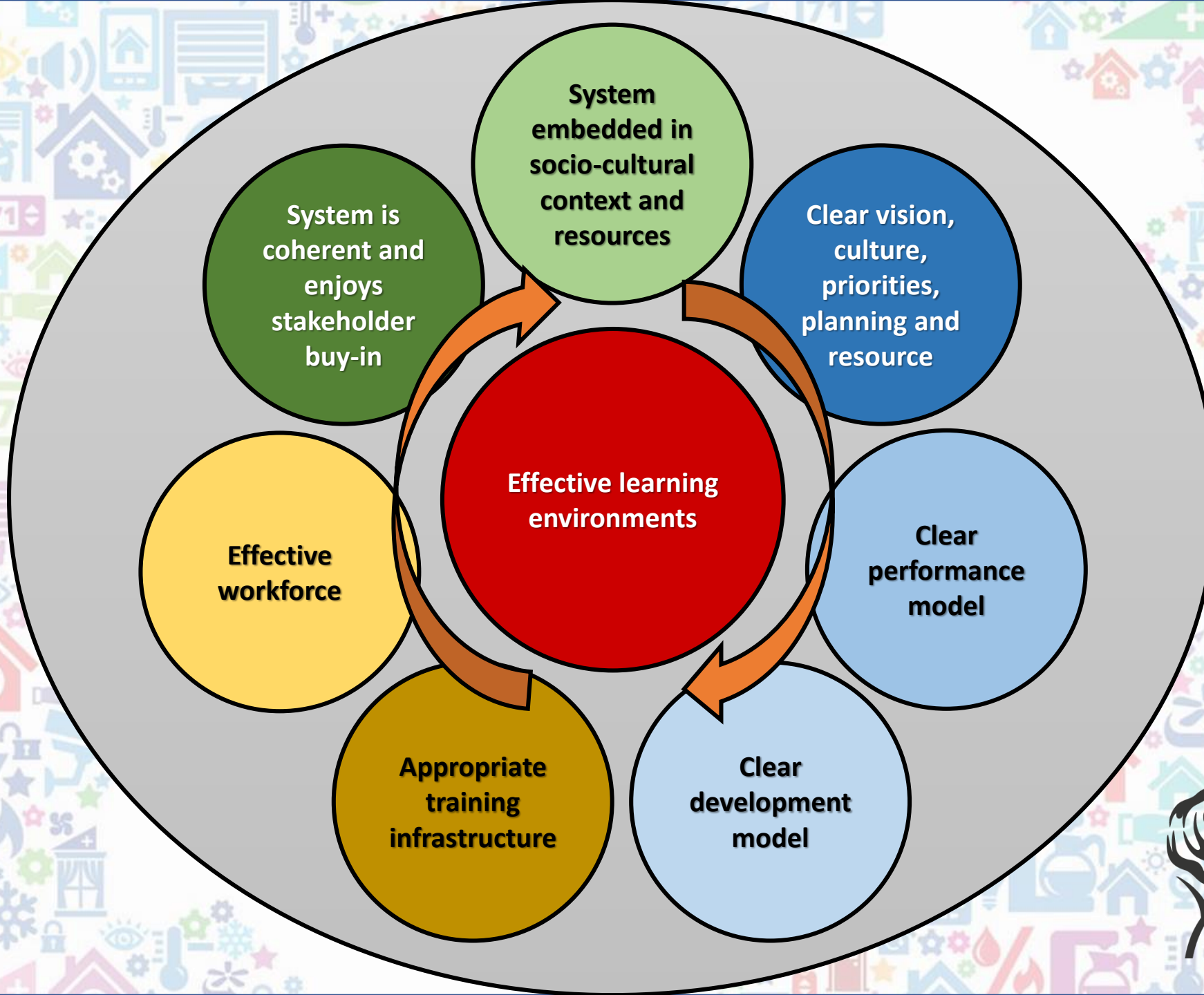
How can badminton performance directors and coaches make sense of these challenges and changes...?

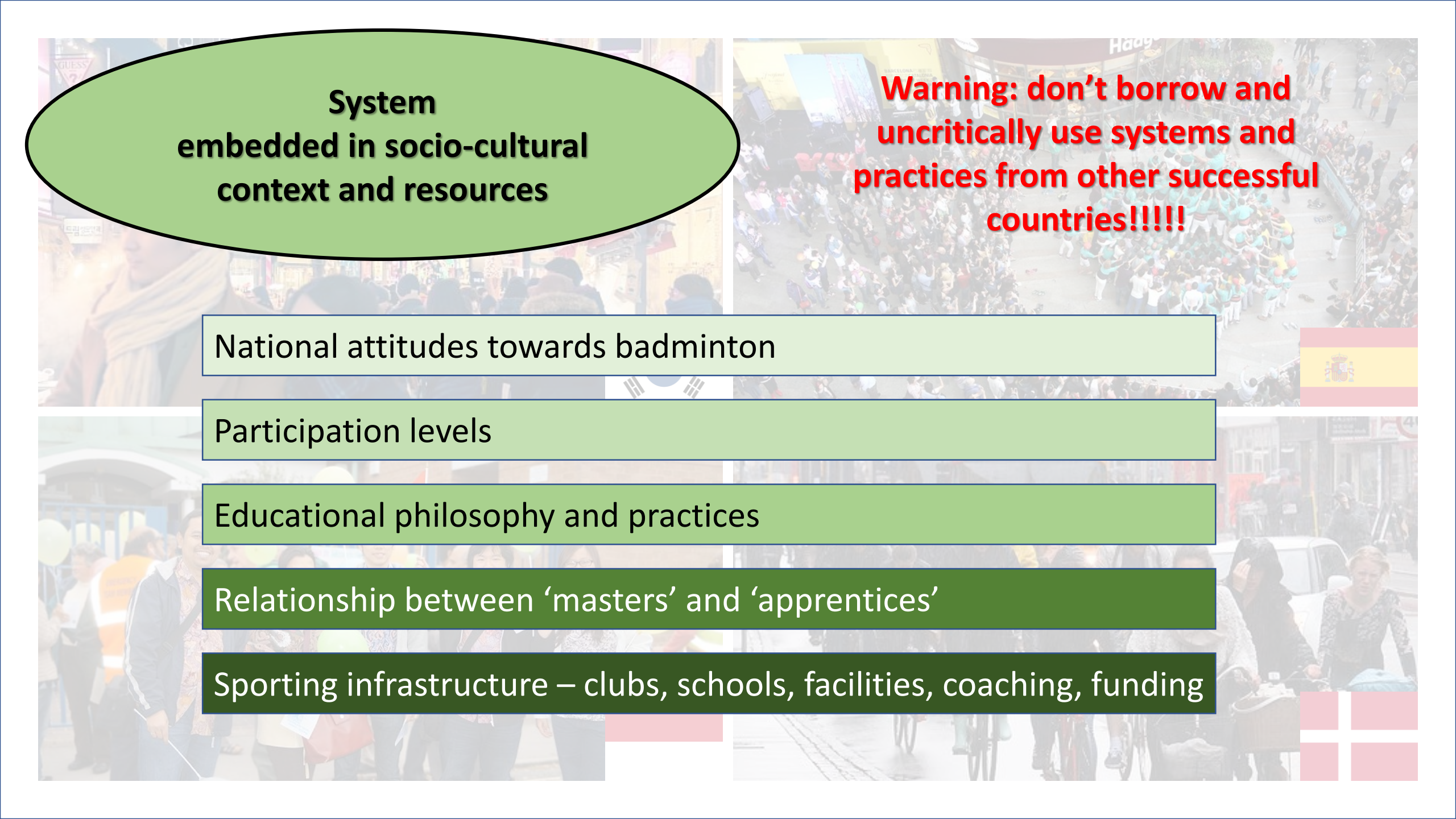
What does effective player development look like in European football and four world leading badminton playing nations....?



Systems





The background of the slide is a collage of various images. On the left, there's a person in a yellow shawl. In the center, there's a large crowd of people, possibly at a festival or sporting event. On the right, there's a large crowd of people in a city street, with a Spanish flag visible. At the bottom, there's a person in a blue jacket and a person in a white jacket. The text is overlaid on these images.

**System
embedded in socio-cultural
context and resources**

**Warning: don't borrow and
uncritically use systems and
practices from other successful
countries!!!!**

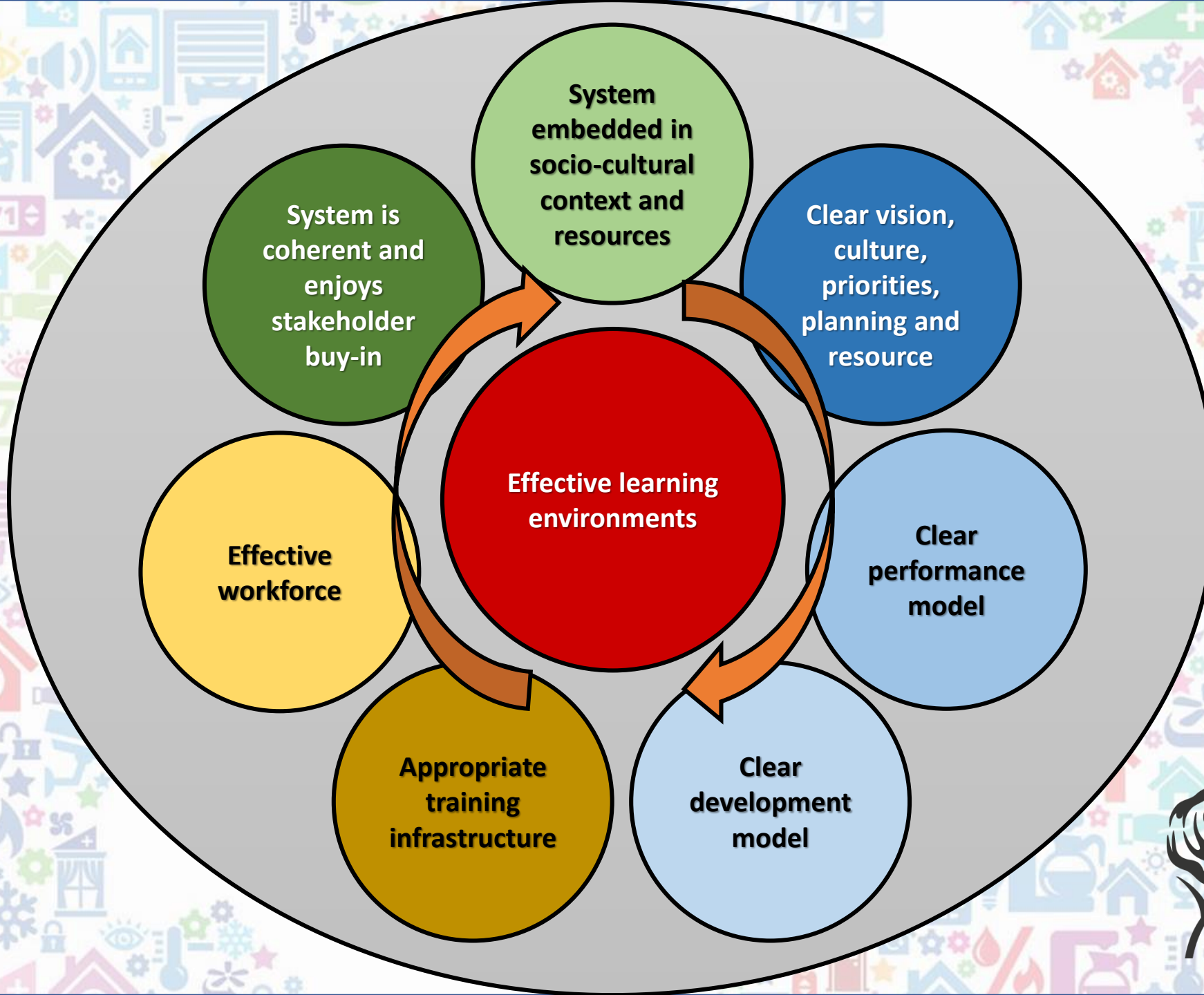
National attitudes towards badminton

Participation levels

Educational philosophy and practices

Relationship between 'masters' and 'apprentices'

Sporting infrastructure – clubs, schools, facilities, coaching, funding



**Clear vision, culture, priorities,
planning and resource**

**Different approaches between
Asian and European countries**

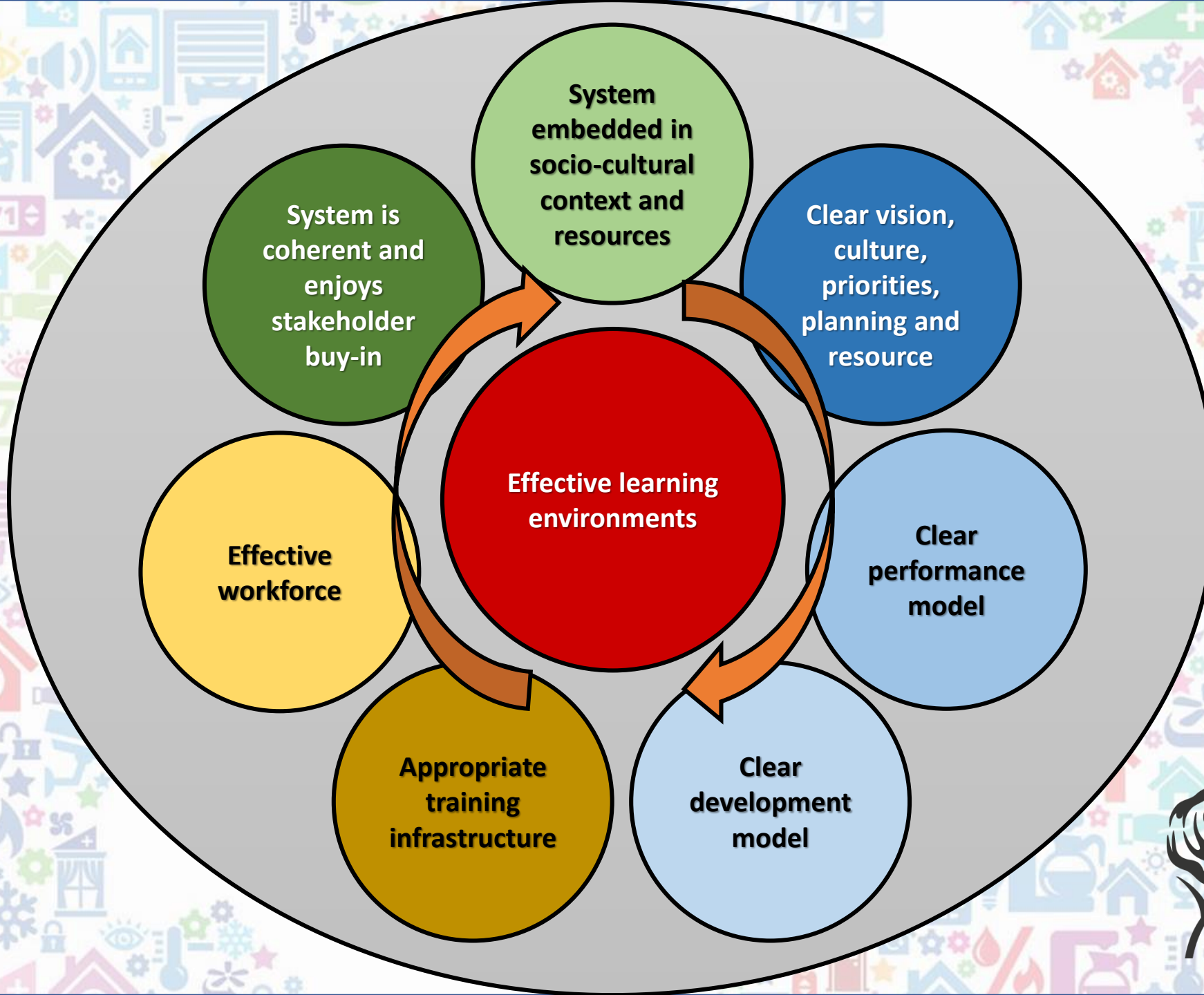
Clear long-term vision and strategy (often using models)

Clear culture – ‘how we operate’

Clear planning framework with time-lined priorities

Resources – cultural, physical, financial – to support the vision

Underpinned by appropriate research and development



**Clear
performance model**

**Playing style component of
performance model not as
important as in football**

**Playing style
to win
tournaments**



**Depends on player, coach
and club**



**More physical and mental
focus, then technical skills
and tactical**



**Focus on technical skills
and tactical variation**



**The new kid: combines
Asian and European style
for something new**

**Clear
performance model**

**Playing style
to win
tournaments**

**Physical/
physiological**

Psychological

Tactical

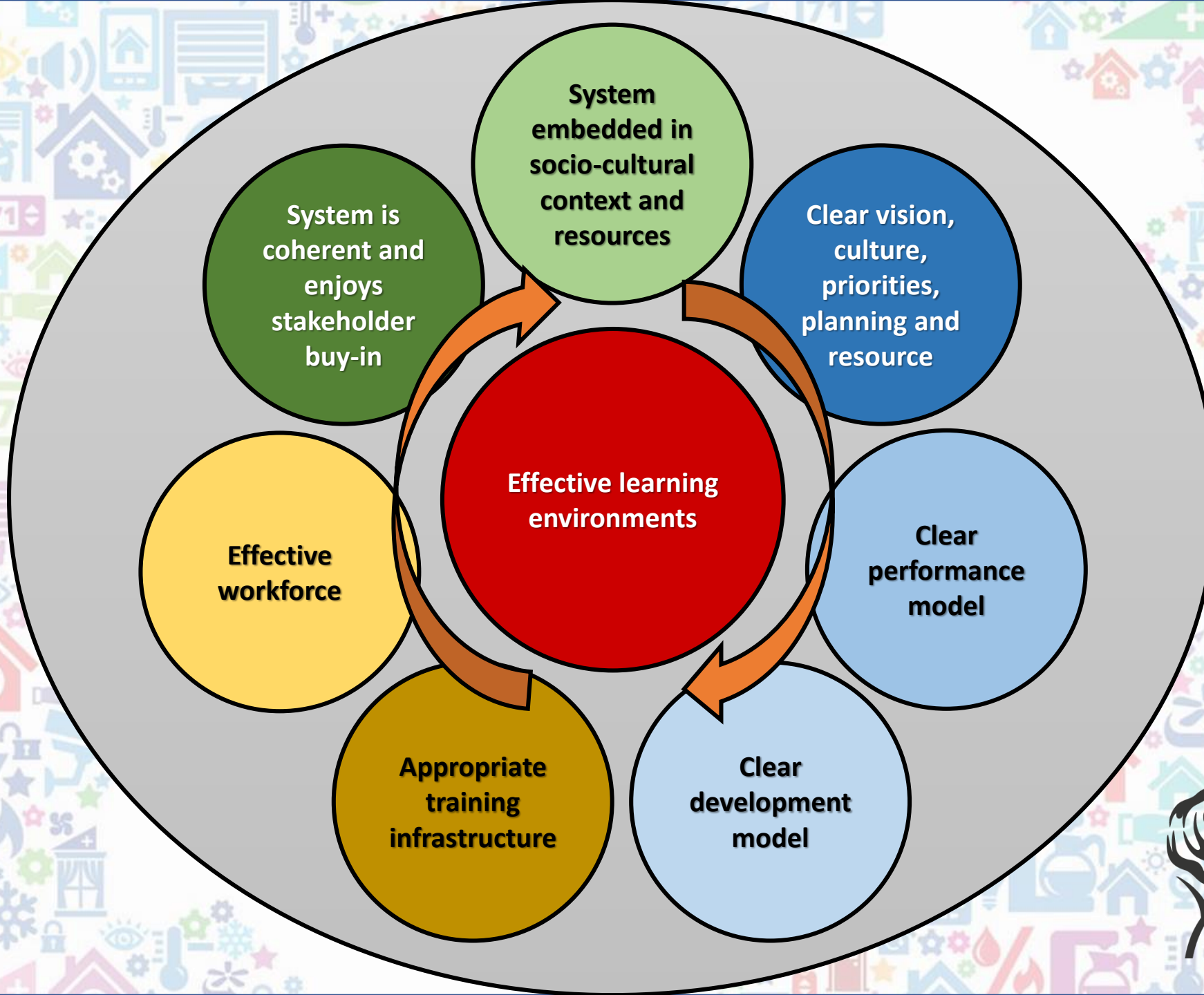
**Player
characteristics
(PPSTT)**

**Social/
lifestyle**

**Movement/
technical**



Country	Physical/ Physiological	Psychological	Social/lifestyle	Movement/technical	Tactical
South Korea	<ul style="list-style-type: none"> Speed Strength There is a big emphasis on physical development in South Korea 	<ul style="list-style-type: none"> Discipline Enthusiasm 'Addiction to badminton' Good listeners and learners Motivation to improve Self-learning Fighting spirit 	<ul style="list-style-type: none"> Most training coordinated through centralised regional/national centres Considerable importance attached to education – with the commitment to education and badminton, there is little scope for athletes who have problems with lifestyle 	<ul style="list-style-type: none"> Good footwork technique Fast movement around court Hard hitters 	<ul style="list-style-type: none"> 'Decision making in games is not encouraged, they are very coach reliant'
Indonesia	<ul style="list-style-type: none"> Target physical development components – some centralised guidance Physical testing is used – by dedicated physios etc. Benchmark physical data has been developed within the sport to assess players 	<ul style="list-style-type: none"> Small scale psychology programme in place (although it does not appear integrated with the coaching programme) Psychological testing is used In relation to selection, the Indonesians talked about mental toughness 	<ul style="list-style-type: none"> Social and lifestyle issues not mentioned during research (that does not mean they are not important to Indonesia) 	<ul style="list-style-type: none"> Technical development is not within the remit of the PBSI – this is left to the players, coaches and clubs However, mention of posture, step, skill, in selection assessments 	<ul style="list-style-type: none"> Tactical development is not within the remit of the PBSI – this is left to the players, coaches and clubs
Denmark	<ul style="list-style-type: none"> It was acknowledged that Danish players cannot compete with Asian players in terms of physical strength and fitness, and movement around the court 	<ul style="list-style-type: none"> Dedicated to getting to the top of the sport Focus Take responsibility Self-managed Self-reliant Working hard Reflective 	<ul style="list-style-type: none"> Recognition of the unique character of Danish players and their need to be individuals and express themselves 	<ul style="list-style-type: none"> Less movement around court Loose grip on racket to quickly change from forehand to backhand grip 'Excellent/beautiful stroke production' Excellent 'hitting technique' 'Huge array of technical weapons' Low levels of unforced errors 	<ul style="list-style-type: none"> Intelligent (intelligence seen as a key characteristic to beat Asian competition) Adaptable/fluid Good decision makers Use variation Use improvisation Use deception Can make own decisions irrespective of coach
Spain	<ul style="list-style-type: none"> Developed physical characteristics 	<ul style="list-style-type: none"> Resilience Persistence Leaders Independent, autonomous learners Self-management Desire to win 'champion belief' 	<ul style="list-style-type: none"> Family support 	<ul style="list-style-type: none"> Significant emphasis on technical skills linked to tactical components Good footwork 	<ul style="list-style-type: none"> Strong tactical understanding Ability to set 'spider's webs'



Clear development model

Understanding of principles of human development

Long-term approach

Age-stage differentiation

Holistic PPSTT development

Careful use of selection strategies

Long-term approach



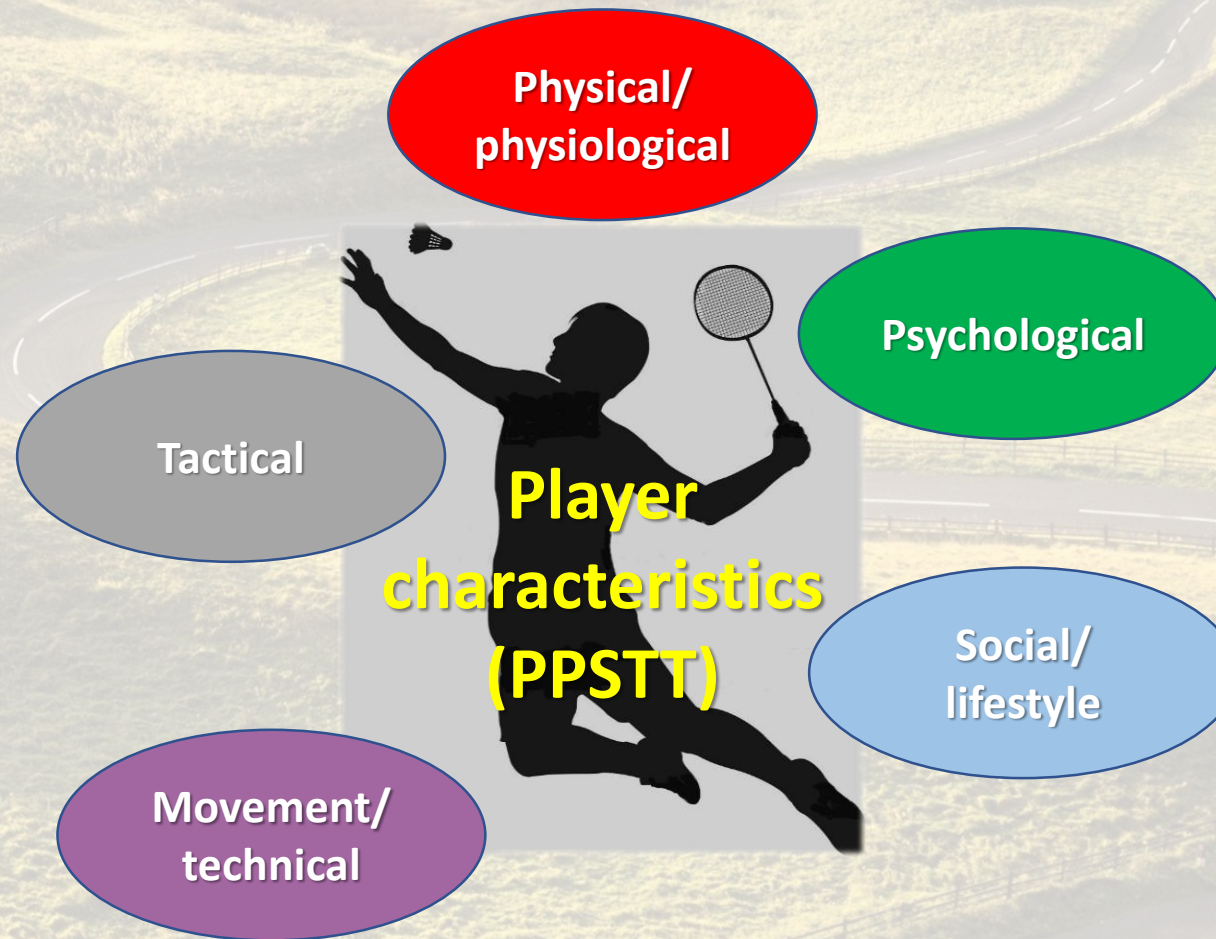
**5-6
years**

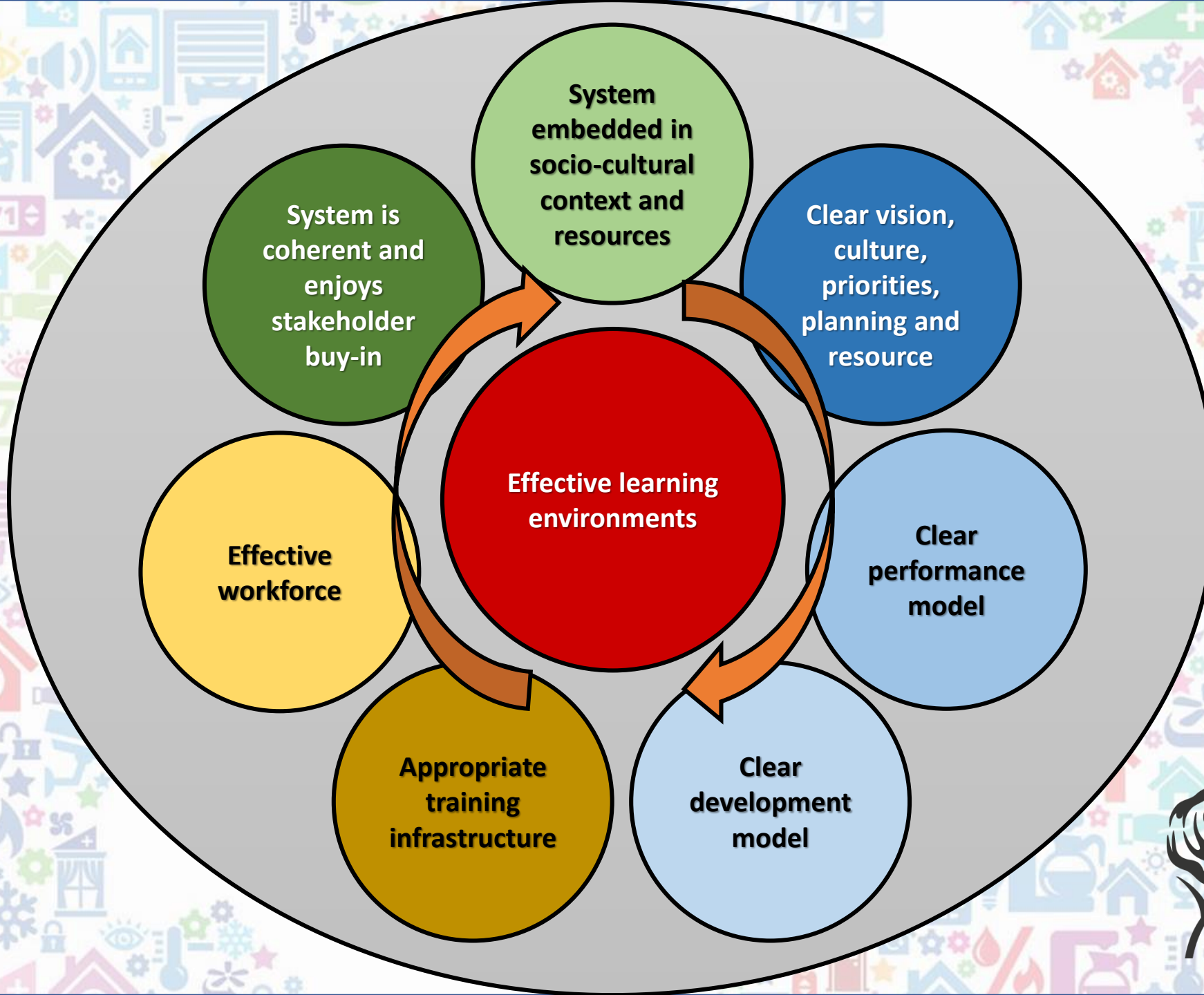
**25
years**

Age-stage approach

Phase	South Korea	Indonesia	Denmark	Spain
Start	5-6 years	6 years	6 years	4 years
Engage	6-12 years	6-9 years	6-12 years	5-11 years
Technique	12-15 years	10-12 years, and 13-15 years onwards	12-16 years	10-14 years
Tactics	15-18 years	Not clear	16-17 years	14-18 years
Compete	19 years and over	20 years and over	18 years and over	19 years and over
Other notes	Physical development support at all ages Centralised programme starts at 12 More serious competition exposure at 12	Centralised programme starts around 16 years National level competition programme starts at 14, competition for selection around 16 years Local area competition for U12 and U14	Physical development support 14 years upwards Centralised (regional) programme starts at 12 More serious competition exposure at 12	Physical development support from 14 years Centralised (regional) programmes start at around 10 years More serious competition exposure at 10

Holistic PPSTT development





Appropriate training infrastructure

Facilities – local, regional, national

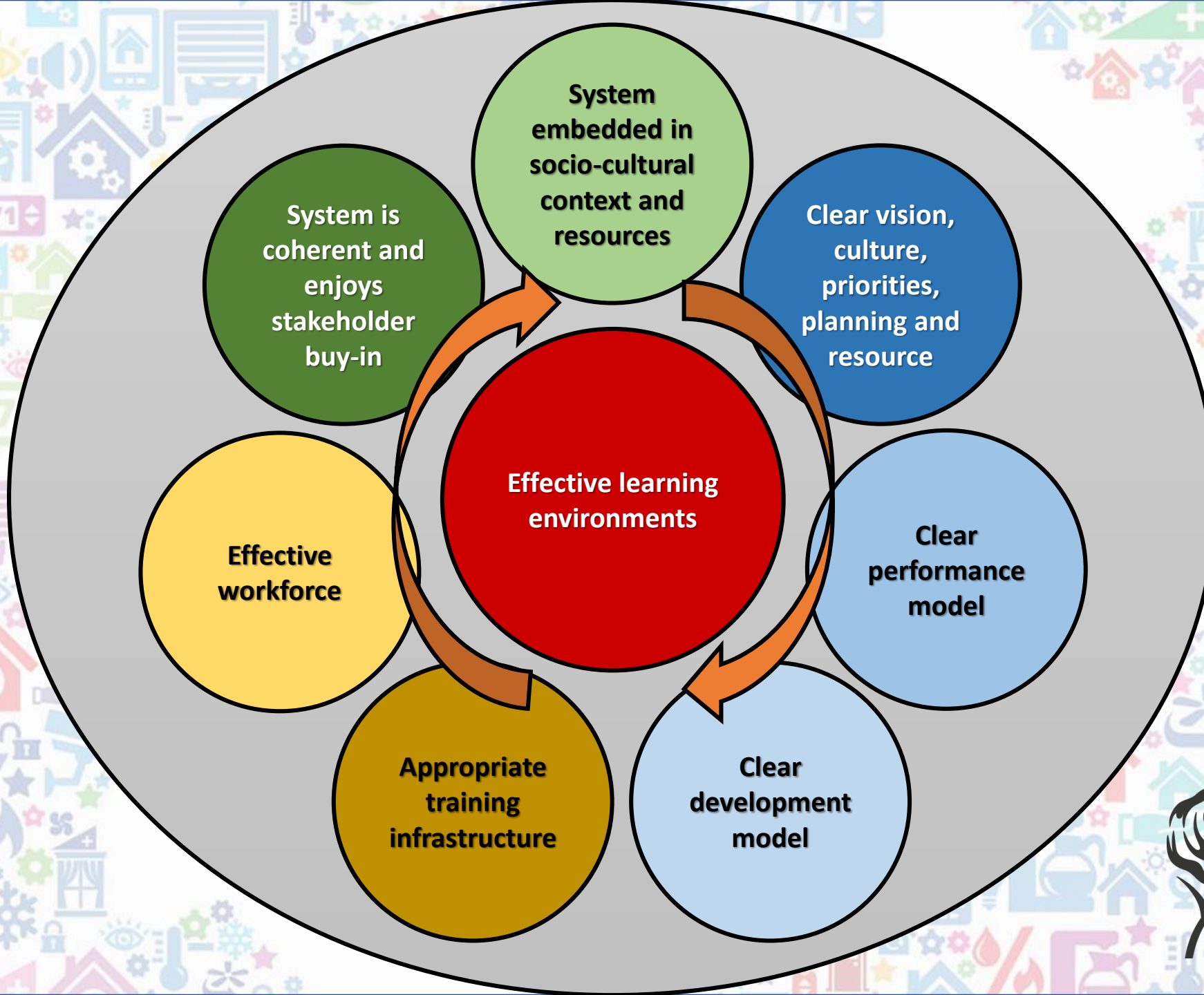


Equipment

Centralised training, squads etc.



Pelatnas



Effective workforce

Centrality of the coach

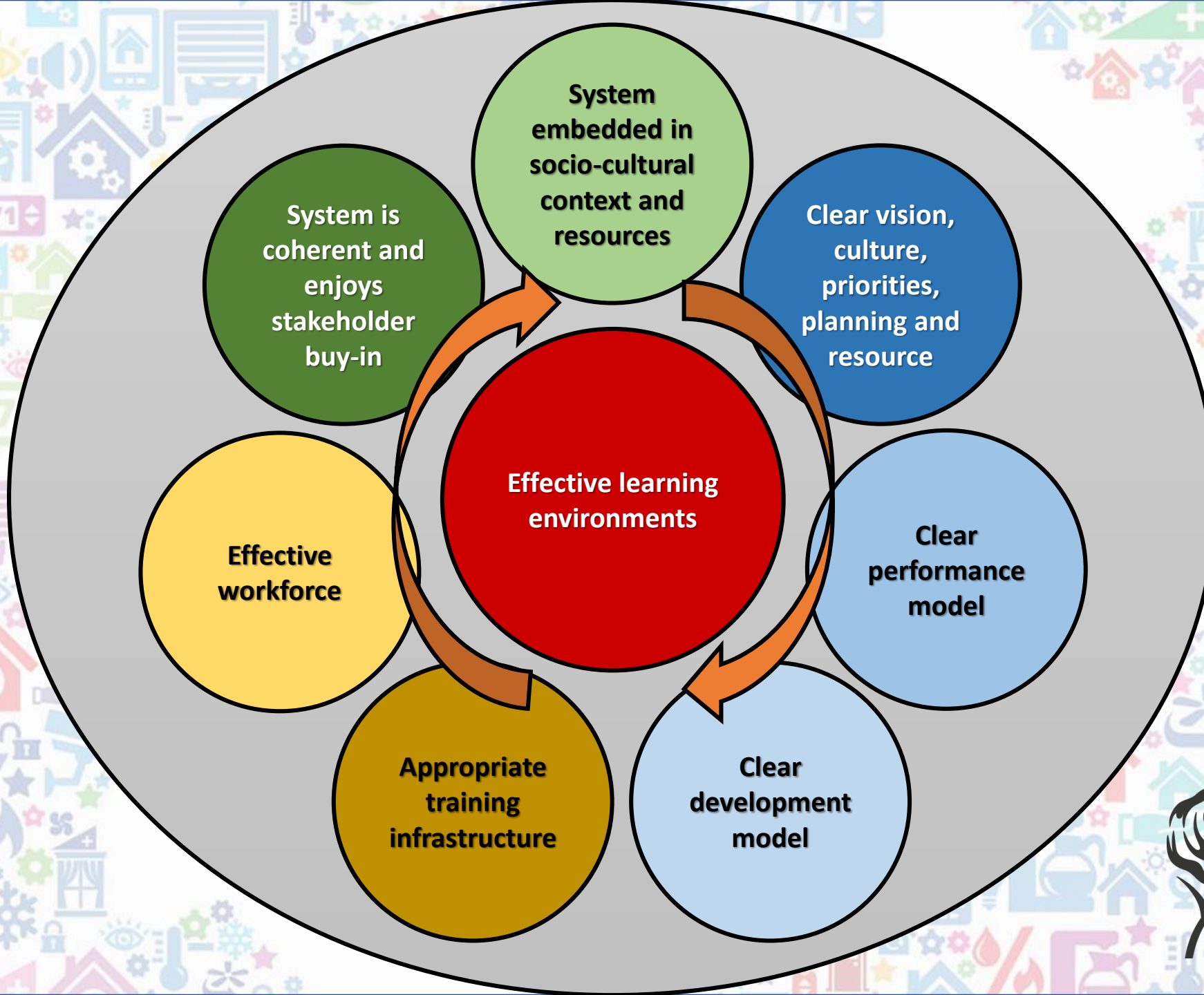
Clear workforce structure and roles

Effective coaches

Coach development and education

Quality assurance and qualification





A blurred background image showing several children in a gymnasium, likely participating in a tennis or badminton activity. They are wearing light blue shirts and dark pants. The floor is a reddish-brown color with white lines. The background is out of focus, showing other people and gym equipment.

Effective learning environments

Goal focused, individualized, and challenging

Constructively aligned practice structure

Developmentally appropriate competition

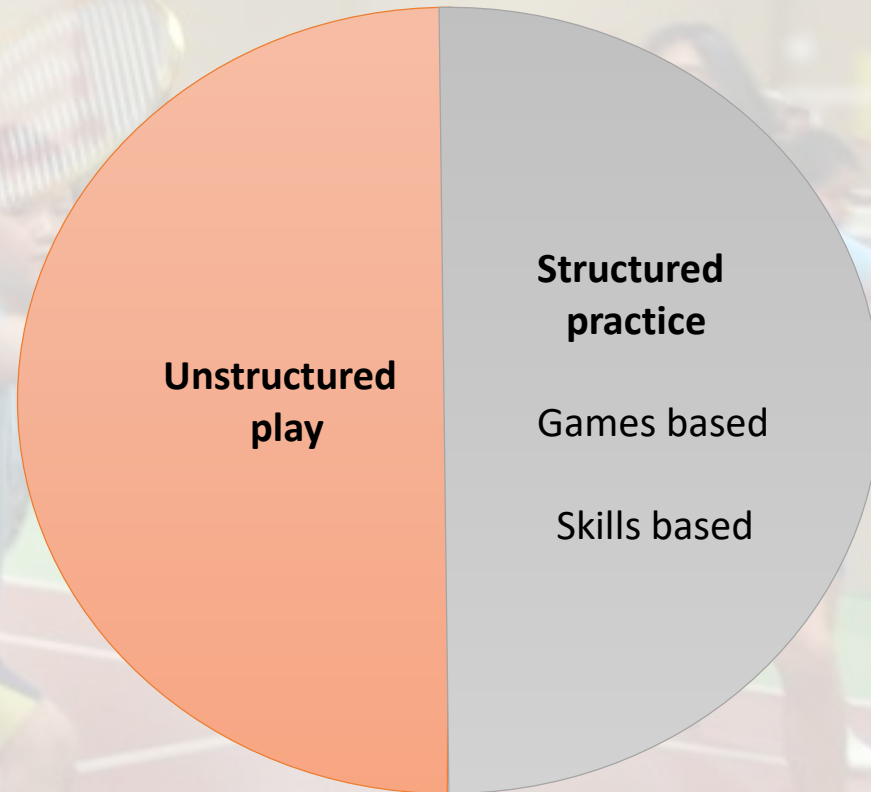
Sport 1

Sport 2

Sport 4

Sport 3

Sport 5

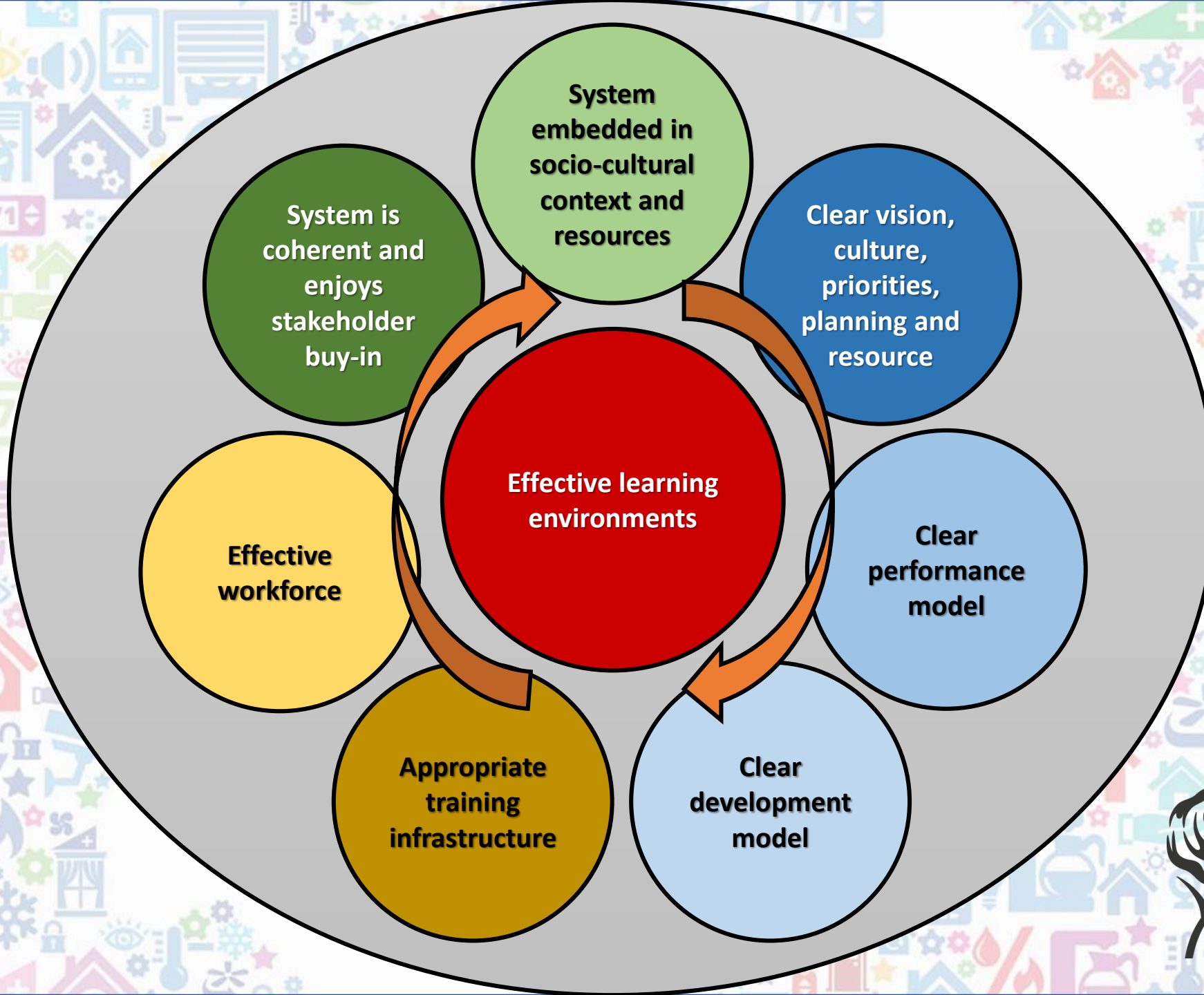


**Engagement in multiple sports
(sampling)**

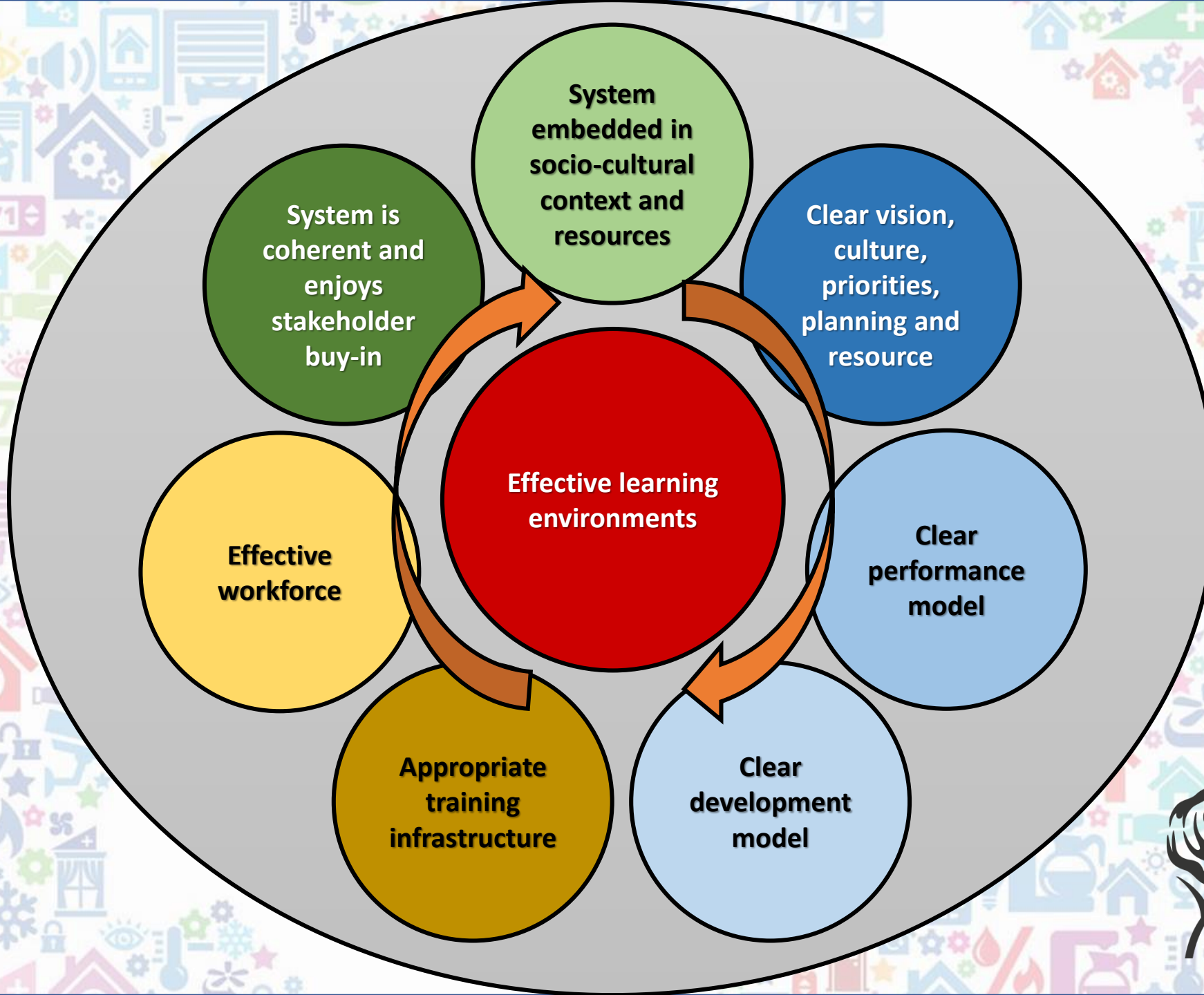
Single sport practice structure

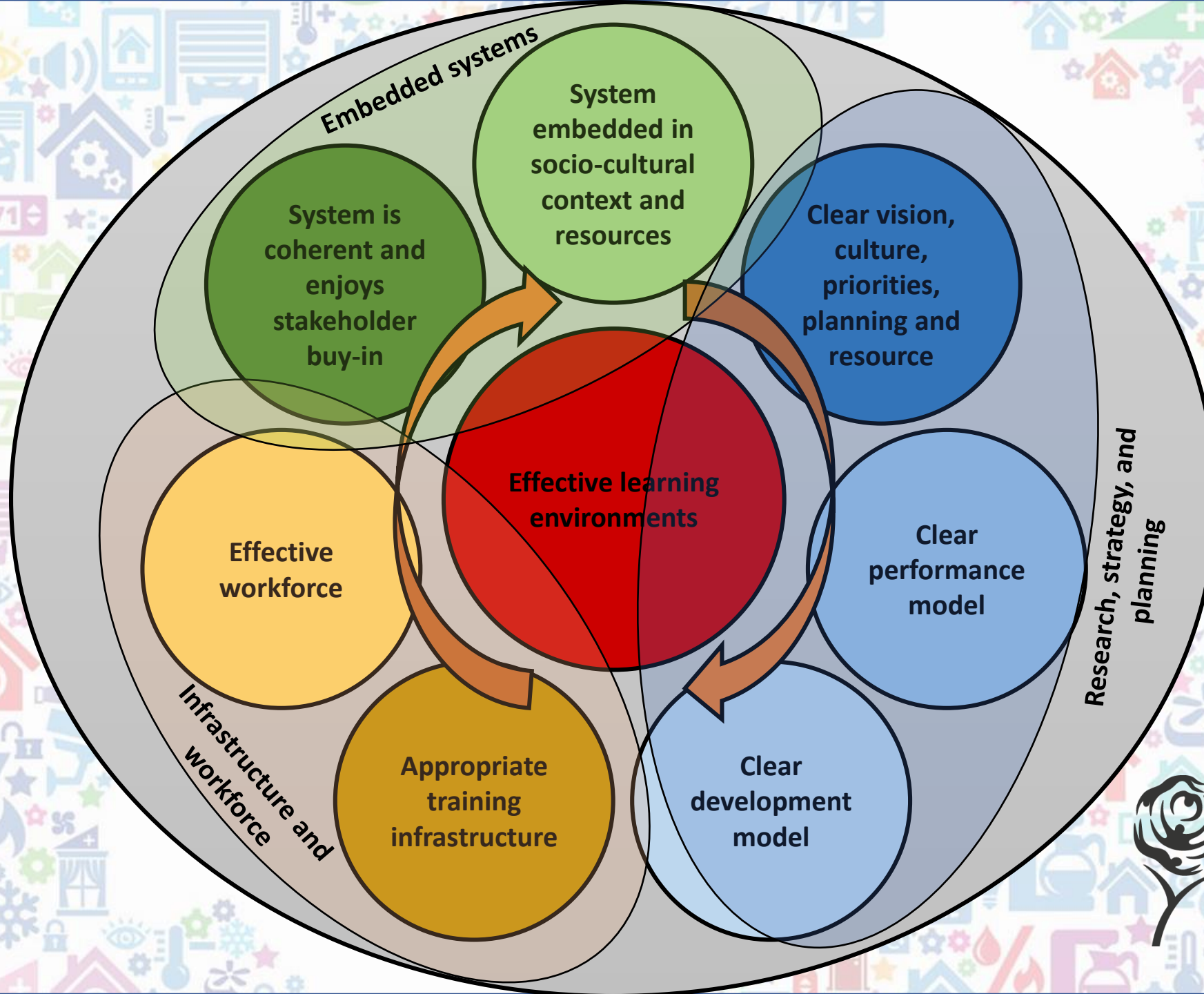
The importance of competition in Spain

“I think the competitive component in badminton is an important factor in all the developmental stages. It's not like other sports where you can accumulate competitive experience even during training, and you can show it in competition. In badminton, this is not possible, even in inferior categories. If that competitive experience is not existent... the level of game and effectiveness that you show during competition, from the bottom down in age, it needs some practice time until it is relatively similar to the level of training” (8)









**LEEDS
BECKETT
UNIVERSITY**

Research/sports science and the coach



Research/sports science and the coach



A misunderstood relationship

Evidence informed rather than evidence determined

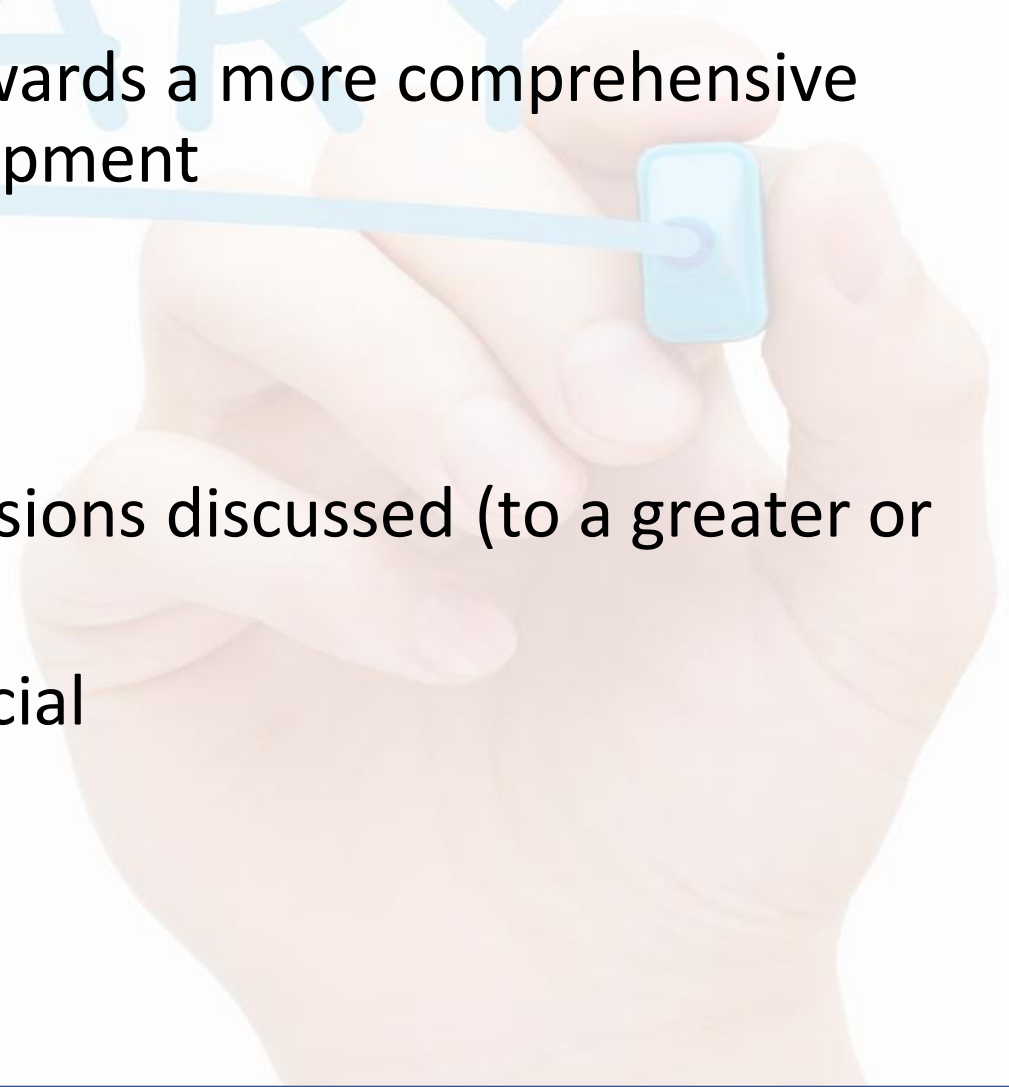
The coach is central; the coach's judgement is crucial

Important role for coach education and development

Important role for PDs managing roles/politics

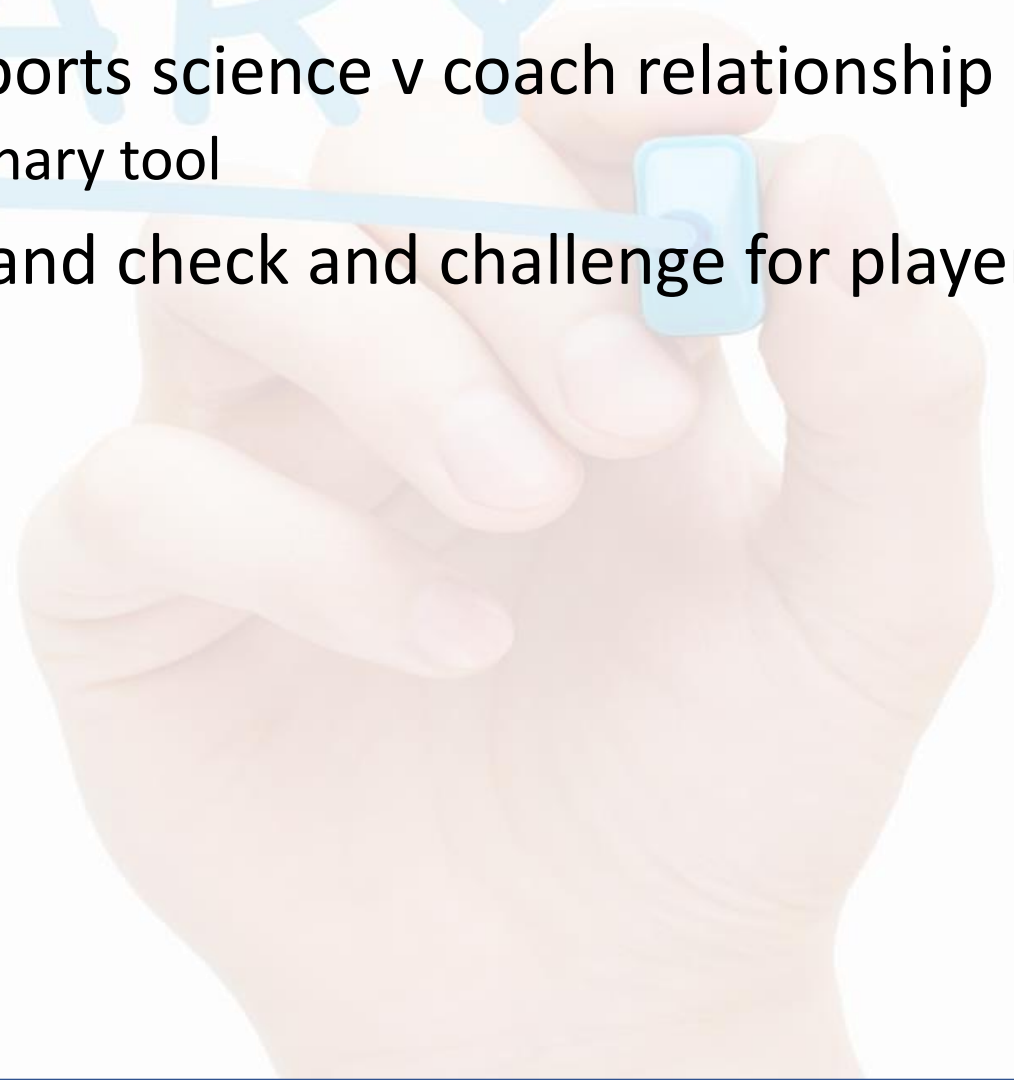
Summary and conclusions

- Successful countries are moving towards a more comprehensive 'systems' approach to player development
 - Research and strategy
 - Infrastructure and workforce
 - Embedded system
- Systems attend to the all the dimensions discussed (to a greater or lesser degree)
- System coherence and buy-in is crucial



Summary and conclusions

- We need to re-think the research/sports science v coach relationship
 - Research/sports science as a discretionary tool
- The model provides a thinking tool and check and challenge for player development system designers



Acknowledgements

- Ian Wright
- Adrian Lees
- Performance directors, head coaches, talent coaches, sport scientist personnel in Indonesia, Korea, Denmark and Spain.
- My co-colleagues: Sergio Lara-Bercial, Dr AJ Rankin-Wright, Mike Ashford, Dr Lisa Whitaker and Professor James McKenna



Thanks for listening

Dr Julian North

j.north@leedsbeckett.ac.uk

Twitter: [jnorthleeds](https://twitter.com/jnorthleeds)

