

Q&A Report - Session 5 - September 30

#	Question	Answer
1	How you deal wit atheles who want to run a scrimmage after they are seen burn out? Question for Andre	This question was answered live
2	What elements should I analyze to define an optimal competicion model?	This question was answered live
3	Meaningful learning will depend on the advantages or disadvantages that a person has (physical, psychological, motor, etc.). How would you grade a kid to see if he is talented or not?	Measurement is a complicated subject. No one measure should be say talent or no talent but should be part of an overall assessment. We'll talk about this more in next week session.
4	In seasonal sports, what is the right time to work on tactical progression?	It will depends on age and stage of the athletes. We usually integrate tactics as technique is better mastered as technical skills are a pre-requisite for tactics
5	Taking into consideration, the cultural aspect, it is all about competition and winning, how do you get athletes, coaches and administration to understand it is not all about winning, but the process?	It takes time but a rational consistent approach to educating key members in the system will bear fruit
6	What is your opinion on finishing the game by the difference in the score?	Great question. This is cultural as some countries don't like it while some others see it as an learning opportunity. I am a fan of it for tournament as it keeps the schedule intact. At the end of the day, you need to adapt the competitive format so the risk of blow outs are minimized.
7	How can you navigate change in compeiton when the International federation rules how the competitions go?	Be proactive and closely track IF rules so as to be able to plan and respond accordingly.
8	Specifically, what would be the conceptualization of significant season?	A meaningful season means that the athletes were exposed to meaningful competition at a high percentage during the season. A meaningful season means that learning was maximized and athletes are interested in coming back the following year.
9	How can we get the government to buy in to this ideology? They speak about physcd literacy and sports for life but seem reluctant to make the necessay changes to put everything into place	Use examples, show evidence, identify benefits and build that partnership over time with communication and interaction.
10	Is it good to reward everyone for their participation, as is the ITF recommending in tennis 10, or whether to reward those who win?	It depends of the stage of development but the younger the athletes, the best strategy is to reward as many as possible. You can be creative in rewarding other elements of the game or anything that promotes good behaviors and teamwork.
11	if a child is ahead of his his mate, in skill,strenght,speed,vision of the game,coordination etc, should we move this child to the upper age group to compete with older children?	This is a common practice but we often forget the social readiness of the child to move up and play with older kids. Just be aware that not only skills should be a deciding factor.
12	Could you give us an example of how to comply with the percentage relationship between training and competition?	When we give those %, it does not mean we do not compete. During training session, you can create competitive situations. The main point is to make sure that competition serves the needs of the athletes and not the needs of adults.
13	Taking into account the percentage of competition in each of the stages, and the differentiation that must be taken in their development, how important can competitions be for the identification of talents?	As the presenter said, use competition wisely with an end in mind. It can help recognize potential talent but be mindful that that there are many factors involved in future success.
14	As a Coach I am clear about what this presentation is about, but the Federations and the Olympic Committees fight more for medals than to implement these systems. What do you recommend to our leaders since without medals in the short term they do not see our work as valuable.	Always a challenge (results vs development). Concentrate on building a solid foundation, find champions/allies and keep working on improvement.
15	How are the differences in the evolution of each athlete handled for high competition? Example: An athlete reaches a good level at 16, instead of 14, which represents a delay in their arrival at high performance. A similar question is regarding those who arrive very early, earlier than expected, at a higher level of performance.	Growth and maturity will often determine early and late peak in performance. Creating a program than handles late arrival in the sport (maybe from another sport) will be very important.
16	Are special incentives given to sports organizations / clubs that comply with and implement the guidelines outlined for LTDA in Canada?	Canadian system links funding to LTD models and frameworks.
17	CURRENTLY, THE HIGH-LEVEL COMPETITIVE SYSTEM HAS BEEN INCREASED IN ALL INTERNATIONAL FEDERATIONS, IN ALL CATEGORIES IN ORDER TO BE MORE VISIBLE AND SEARCH FOR MORE RESOURCES. HOW TO MANAGET AND NOT FAIL IN THE ATTEMPT?	High performance results are important to bring visibility to sport and sport federations, and it is important for NSFs to work together...but remember to temper results with a focus also on process.
18	How is the competition system in school sports in Canada? and its impact on long-term plans in the different sports?	It is a work in progress, as school sports and club sports try to work together.
19	How do you recommend doing a fun program at all stages, to achieve LTD goals?	Fun should be part of every program at every stage...remember the 4 fun types in Andre's diagram.
20	Training and competition are similar, therefore, the training is the simulation of the competition. Do you evaluate by the result in the competition how the training was?	Competitive results can reflect the effectiveness and stage of training...but it only one measure.
21	Do you always maintain a multidisciplinary team in all categories?	Participating in Multiple sports is important in the early stages of LTD. Specialization occurs later.
22	Hello what are core techniques to work on the mental aspect of developing young athlete for competition?	The question depends on the sport. It is important to do a good analysis of the sport to determine what is needed. Is it concentration, confidence, arousal, handling failure ? Based on your knowledge of your sport, you can start adding mental skills to your annual program. I could give you all kinds of examples. Hope we can share more one day.
23	What advice would you give us to be able to make our leaders understand that long-term sport begins at school age or rather at the train-to-train stage?	I think communication is very important. As I mentioned during the seminar, you have to talk about it as often as possible so that it is known to everyone. You can also use some examples of athletes who have gone through long-term development and have been successful.