

LTAD WEBINAR SERIES - PANAM SPORTS		
Q&A - Session 1 - September 2, 2020		
#	Question	Answer
1	Maybe you will address this later, but what about sports that are often adopted later in life. Rowing, bobsled, etc. where exposure might occur in college or even after and where there might be a lot of talent transfer?	Yes, that will be addressed in the factor 'specialization' next webinar. We see those sports as late late specialization. This is one of the reason why we don't have ages on the stages. Those late late specialization sport take the stages and using the general framework as a guide to develop their stages sport specific.
2	If there putting in the 10Ss, speed and strength, why is no endurance as a subject or issue to do or play?	Hi Oscar, thanks for the question - we used 'stamina' as a synonym to 'endurance' so it is there.
3	Is there an example of a country that applies the LTAD Model in weightlifting?	Cuba and Canada - Cuba has a very good system
4	Good evening, from Colombia. Taking into account that the political models of a country largely define the country's sports model and that many times that policy is aimed at winning medals, it is possible to make the change towards sport for life from the clubs, federations or regionally? can it be done individually?	This question was answered live
5	One question. While we want sports to be inclusive, it seems to me that competition motivates to give their best. How do we reconcile inclusiveness with the desire to compete? is that being covered later on?	Good question. First it is best to not put 'inclusive' vs 'competitive' - sport is competitive - competition is great! When looking a development stages the challenge is 'include' as many in the healthy competition. So what we are talking about is rather then 'talent identifying' a few young kids, cutting the others, is to do 'talent development' for as many kids as possible. Helping them all get better. Then letting the 'talent' emerge. Yes, it will be addressed more in following webinars.
6	When a government is not interested or has not as a priority in the development of sport and also sports organizations resist change, what alternatives do you consider possible in order to be able to apply this development model in the long term?	This question was answered live
7	In your experience is the square framework applicable to any sports organization? National Federations, Schools, sports academies. Thank you	Yes, we have worked with over 60 different sports using this framework. Some like the sport of Luge don't have a lot of 'competitive for life' participants so in exceptional cases it may not be as applicable, but if there is lifetime participation this framework works well.
8	In which LTAD stage must basic physical conditions be practiced?	All stages - but it must be developmentally appropriate (excuse my spanish)
9	Is there a policy where the government can be convinced that sport is a priority and that it should be inserted into the economic part of a country trying to insentivate athletes with study grants, food grants, financial grants, etc., etc. ????	This question was answered live
10	We talk about enjoying in a playful way in the initiation and development stage, how do we control the stress that parents and representatives generate in children ??? because we as coaches do the same, but it is somehow frustrating as athletes are looking for success and this generates discomfort in our children and possibly they end up dropping out ... how can we handle it, thanks	This question was answered live
11	Hi how can a federation go about seeking assistance from Sport for Life Canada to help develop their sport?	email Tom Jones tom@sportforlife.ca - we are contracting with many NSGBs
12	How did you start from educating the coaches and officials to educating the PARENTS of the children? Because they are the ones who want short-term results.	This question was answered live
13	What was the reaction of Canada (government) when presenting the project for the first time?	Took some time but eventually the concepts hit home and were supported.
14	What were some of the naysayers saying when all this started? In the US there were a lot of entrenched stakeholders who saw some of these ideas as attacks on their business models.	Yes, there are always barriers to change but important use evidence based approach, believe in the value of change, encourage collaboration, engage champions and then persist.
15	is LTAD a sistem, a program or a model?	Framework.
16	John from Jamaica! How are the Sport for Life Programs funded? Government or Federations?	Combination of public and private support.
17	I find it very interesting; How to change the stereotypes of competitiveness, of the adult game, of the medal, that societies have? For me, it means a change of mind.	Yes
18	Good job to you all- Question is for Ron-How effective was using a personality like Steve Nash in implementing your LTAD?	Role models are always important.
19	How important is the involvement of the government in the execution of a system like "Sports for Life"?	Government involvement is important..for quality control, national framework, funding support, compliance etc.
20	hello to professor richard when we talk about long-term development we always trust the athlete. What happens with us the coaches? is a program available?	Athletes, coaches, officials and supporters all work together.
21	Question: Where do you start to change the pyramid towards the rectangle? Who should initiate and lead this paradigm shift? The national government, the educational system or the sports system itself (Sports Federations)?	This is a collaborative process involving all partners.
22	Is it always important to start from an early stage, this is where the work is omitted or goes halfway, is it convenient to create a strong structure?	Yes
23	William Calderon from Nicaragua. The system you use has been very successful for you. My question is how long did it take to achieve it and who have been the actors involved?	A wide range of partners....NSFs, government, experts, practioners, coaches, member orgs
24	DOES PHYSICAL LITERACY HAVE TO DO WITH MOTOR LEARNING AND THE TEACHING OF PHYSICAL SKILLS WITH CONFIDENCE AND A LOT OF MOTIVATION?	Yes
25	is this system a platform for Federations or Government to adapt?	Yes though each LTAD framework should tailored to the users and org/nation.
26	For Professor Ron - I am an athletics coach and years ago a mini-athletics program was created. I ask you this question because here in Venezuela I have always seen that boys always train on the same court that youth athletes train if we love the dimensions from the point of view They are great for the boys, the physical spaces also enter the program they did in Canada	Stage based facilities and equipment are helpful.
27	Thank you for your presentation Richard and Ron. A Q for Ron. When you applied the Development program for basketball, do you recommend to start applying the program at the Fundamentals and let it grow during the years? Or apply the program at all segments of the program? Thank you!	LTAD is helpful at all stages.
28	From the implementation of this system, how many years did it take to start seeing significant results in high-level competitions such as (world championships and Olympic games)	10+ years
29	Which Latin American countries currently apply the LTAD Model?	In progress
30	My mr. Way have you ever done a presentation in the BVI?	Yes, Sport for Life delivered 5 presentations there during 2016 CANOC project.
31	Please talk about the interaction between National Federations for the multiple teaching of sports in the primary stages of initial literacy.	NSFs typically set the LTAD framework and enable members to deliver early stages.

Q&A - Session 2 - September 8, 2020		
#	Question	Answer
1	In the Train to Train stage how important is international competition and how often do the Canadian juniors in this stage compete internationally?	It depends on the level of the player. An international level junior 12 weeks per year.
2	How can a sport that is by its nature elitist inclusive? What about low-income people? how do we manage sports like that which are expensive and people do not have easy access to it?	This is a real issue. One of the objectives of the organization going forward is building and "opening accessible and affordable facilities". Tennis's regional and national centres are highly subsidized. Clubs offer subsidies for entry level programs. But cost is an issue for sure that needs to be rectified.
3	How is "peak performance" in tennis defined? Wins? Ranking? Just curious as we have some questions around this.	We really don't talk about "peaking" until they are older. There are no peak events for example at 13 or 14. The Junior Orange Bowl is not a peak event.
4	Is there any type of screening that is done for the persons who want to join a sport?	Nothing formal now. We are really just looking for athletic, competitive kids.
5	Greetings, examples of grouping of combat sports could be given. How do you structure this process in long-term preparation?	See websites of NSFs of Canadian combative sports (LTAD) such as Wrestling Canada, Box Canada, Tae Kwon Do, Judo etc.
6	On Google, Canada did not mention the first stage in long-term development, is that stage omitted because of the specific early initiation issue?	The first stage in the LTAD model for Tennis is ACTIVE START. The same as the LTD model. Given the age of players at this stage of development, there is no formal involvement by Provinces, Regions or Federations in the development of players. Really parents and possibly clubs at this stage.

7	How do they group the talented kids in the national or regional centers and leave their coaches to work on the development process?	It is not easy process or decision. And it has presented it share of challenges. Prior to Canada establishing Regional and National Centres, talented players were leaving their clubs and private coaches, to go to foreign USA academies like IMG and Saddlebrook. This stopped beginning in 2006. Today you can add Mouratoglou Academy and the Nadal Academy as many others to the list. Parents will always look to make the best decision for their child. What Canada did is offer an "homegrown opportunity" to maximize the daily training environment for families if a determination was made that they could not continue to get this in their club environment.
8	Sorry, Debbie - this was your phrase, citing the start at age 6 to "peak performance" around age 26-28. Wanted to know how this was defined?	Peak, consistently delivering winning titles. So in the photo Murry was at 28 moving into this phase. Milos was not there yet.
9	What is the structure of sport in Canada, is it that the NSO's operate separately with little governmental influence or is there governmental influence where funding etc., is concerned.	Operate separately. There are two government bodies involved. Sport Canada and Own the Podium. The federation gets less than 10% of its funding from these sources. 90%+ is from the two Rogers Cup event and other pro revenues.
10	The other question is, was the 1st step creating the framework to get buy in from the NSO's and then governmental influence or vice-versa.	We incorporated everyone (60+ people) coaches, government, boards, past athletes etc. The government financial support came after. They will support good plans.
11	How did Tennis Canada go about establishing it's organizational framework? A brief overview. What were the top priorities?	International research - what were some global best practices Detailed Gap analysis. Where were we related to this best practice model. Two Year LTAD model process. getting support from Board of Directors on the direction going forward. Implementing the identified gaps piece by piece over the past 10 years.
12	Are coaches prepared to give parents advice as to what sport your child can best succeed? Let me share, my daughter wanted to do track but the coach at the time tell her that was not the sport for her, Why because she was not able to be fast. He said she will do better in the throwing events such as javeline short put. However, most of the coaches in Belize come from Cuba and they are not really specialize in throwing events. We don't have proper field for those events or equipment to get them to achieve their maximum potential.	At younger ages, a multisport approach is advised. As the athlete gets older, they may find that certain sports suit them better, which they may learn from speaking with their coach as well as taking into account the perspectives of their parents, teachers and themselves. It is an ongoing process of evaluation.
13	What are the main differences between team and individual sports?	This question was answered live
14	Will there be more on the transfer sports? I work in a sport where many players do not get involved until late adolescent or even college. In creating a LTAD model, how are remedial skill development addressed? Skills and tactics that are unique to the new sport.	This will be touched on during the Training and Competition session.
15	In the event that there are no well-structured clubs, what other organizational factor can be established?	Check on the role of government/National Olympic Committees and engage the school/recreation system as much as possible. Not sure the role of private coaching and instruction...PanAm Sports to follow up.
16	Talent and potential for superior performance is very difficult to assess until children have completed adolescence. Before this stage, the main objective should be to master the skills and acquire a love for the sport.	It depends on the sport. For example if you wait until adolescence to be completed in gymnastics, a gymnast's career will largely be over. You can compete in the Olympics Games at 16 in this sport. Gymnastics is an early specialization sport, tennis is an early exposure sport so talent while not identified as early as gymnastics, our experience has shown talents can be identified before adolescence is complete.
17	@Debbie: where do the subsidies come from? If more than 1 source, what is the rough breakdown in terms of percentage?	At the club level, the clubs themselves. Entry fees are lowered. At the provincial level, provinces and some federation. At the Regional and National level, the federation. Some academies also provide scholarships, they get this money privately.
18	What about coaches, can they also access subsidies or is it only for the athletes?	It depends on the level of the player. If an athlete is good enough to be a carded athlete, in Ontario and Quebec the coach will also receive some funding. If an athlete is meeting their published Performance Standards (for their gender and age) & the family chooses to follow a private development pathway then we will provide support to cover the athletes competitive costs (including coaching expenses).
19	Within a small community; where the schooling system does not correspond well with the Train-to-Win phase, what path would you suggest to follow? Adapt the LTAD system to the existing schooling system or try to change the schooling system to be more complementary to the LTAD system?	This question was answered live
20	Is this program for coaches development an already established guide or must it be developed?	Tennis has developed its own, sport specific coach education/development program based on LTD principles.
21	Impressive, Debbie. What was the investment required from Sport Canada or the Tennis Federation to bring these programs online?	Tennis Canada receives about 8% of its overall funding from Sport Canada and Own the Podium. The remainder 92% comes from the profits of the two Rogers Cup events (Toronto & Montreal), additional professional tour revenue and fundraising. We hired a FT Director of Funds. The HP budget, is about 6 million (U12 through major Games).
22	@Debbie: is there a pedagogy aspect to the tennis coaching levels? How to teach and not just what to teach?	Yes there is a very comprehensive program. Tennis is rated as a GOLD ITF country with its Coach Education Program.
23	How can we acquire the program that tennis coaches have on their phones for us to apply in our countries ???	Unfortunately, you cannot access the Canadian program. It's is only available to Canadian coaches who are also members of the Tennis Professional Association (TPA). If you are interested in building your own App, let me know and I can point you in the right direction.
24	Can you enter the Canadian tennis coaches app or do you have to belong to the Canadian Tennis Federation?	You need to be a certified Canadian coach that is also a member of the Tennis Professional Association (TPA)
25	@Debbie Do you have a LTAD framework specifically for Tennis Canada?	Yes what I shared is Tennis Canada's LTAD model.
26	Debbie how did you manage to involve private coaches or academies with the training at regional centers? Did they go with their players to the training sessions or talked to the national coaches?	A complicated question. The short answer is our program was flexible. We had some athletes choose their own route. If they were meeting the international benchmarks then we would provide financial assistance commensurate with their level.
27	More than a question, it is a phrase that I find interesting and appropriate; "For a coach to be able work, he must go through a series of educational training courses." I think the phrase says a lot about our surroundings. For our region "only" it is necessary to know the sport, its technique, in order to be able to "teach".	Yes, in Canada there is a pretty comprehensive coach education program. I believe it is one of the reasons for our success. Even past professional players go through a modified certification course. In addition to the sport specific courses, as mentioned in the webinar a coach has to complete a safe sport course, and pass a background check. To be an Olympic Coach you must be a fully certified Coach 3, minimum (along with necessary safeguarding education). Our RIO Olympic Coach (Men & Women) and Team Leader (me) were all fully certified Level 4 coaches.
28	I think my question in Spanish was not Easy to understand. I was asking about what place takes money on a pro tennis player development. I like the integrity ideas and change of ways about sports thinking. Talking about pro player and programs. how much money you need to get a pro. how can you do this program in countries that needs are totally different. People after adolescence has to start another different life. How can you do if doing that sport have no income? As federation Argentina can't afford to spend u\$s 1.200.000 that Canada spent into Raonic's development. Argentina with 0 pesos and no programs in 1990 had 25 players of the best level, man and woman.	The investment required, depends on a number of factors & development decisions. LOCATION: In Canada you need to play indoors from October to April so there is a cost here. COMPETITION POOL: The number of international level players is limited in Canada so most top juniors need to travel internationally to South America (I used to travel to your neck of the woods - Argentina, Uruguay, Paraguay and Brazil every year) or Europe, so there are costs here. TRAINING: There would be no cost if the athlete decided to go for example to IMG or Nadal's Academy but if we are running our own academy there are costs here for training and education. MANGEMENT COMPANIES AND PRIVATE SPONSORS/DONORS: If the athlete is picked up by a management agency or has a private sponsor, some development costs can be covered here. SCHOLARSHIPS: If the athlete gets a NCAA scholarship some costs are covered here. The development route chosen has a big impact on potential costs for a pro career.
29	where can i get a full copy of the framework?	If you are refering to Tennis Canada's framework https://www.tenniscanada.com/wp-content/uploads/2020/02/LTADallenglish1.pdf
30	Thanks for a wonderful practical presentation Debbie WHat made Tennis Canada make the decision to adopt the LTAD /LTD model	Initially all sports in Canada were required to develop and implement a LTAD model. So this was the initial reason. But after going through the two year process our organization came to understand the many system gaps that needed to be addressed and as a result we looked to imple,emt the poden into everything we did (high performance tennis, coach education, wheelchair tennis, community tennis, sport science, etc).
31	DEBBIE thank you very much. Can you tell me how Tennis Canada did not lose sports talents at the age of 12-14, when they start to compete at a higher level. How many athletes are in the system for 4 to reach the green milestone. Is the 1% still maintained? Are those who reach the podium within a population of regular people who practice the sport or did Canada increase that percentage?	Given our population (approx. 38 million people) we could not have a "cream will rise to the top" model of development. To have any chance of success we determined that we needed to "nurture/manage" the talent we had. I think good coaching helped. I think (fun) development oportunities helped (national camps) & international tours (we begin taking kids away to compete against their peers at young age). I think sport science helped (regular screenings and monitoring). I think good physical development programs helped. Many elements combined. Not just one thing.

32	What role do talent detection models play within this long-term athlete development model?	Our coaches communicated (to parents, club coaches), that we were looking for young players with good physical competencies (were good athletes) that also had a solid global technical and tactical competencies (no "red flags"). That liked to play tennis and work hard and learn. So development opportunities were extended to kids exhibiting these qualities. We also had performance based measures (specific for gender) that we look at beginning at 2nd U14.
33	The fundamentals of success are based on the standardization of training methodologies at the various levels with variances for the exceptional athletes.	Yes, the performance level of a talented U14 or U16 player can be VERY different than an average U14 or U16 player and so to avoid injuries etc, the training demands (physical, tennis, competitive schedule) must be modified to meet these demands.
34	a Debbie: Is there a program of certification general for all Coaches or particular for each sport.	Each sport has their own coach certification program, but there can be common material covered in for example the theory component.
35	Do you consider that the cultural, educational and economic level is essential to implement an adequate long-term development program in sport?	PanAm Sports to answer
36	The coaches therefore play an absolutely critical role and you have indicated that they are graded and given specific roles in the various stages of development. Who sets the program for the coaches and how was this funded	Tennis Canada, working with the Coaches Association of Canada (CAC) was responsible for the development of Tennis's education system. Tennis Canada provided money to set this up. Not sure if there were grants from the CAC, Coaches pay a fee to take the courses as well.
37	Good evening, have you adopted a long-term development program for road cycling?	Cycling Canada follows the LTAD approach.. See their website for further details.
38	Hi, Francisco from Ecuador thanks for the presentation, how do you work for funding or add resources to your programs, are they private? or public or a mix, thanks	It's a mix of government, revenue generation from professional events and fundraising.
39	my country is a very small nation, would specialization of an athlete to more than one sport be wise?	Need more information to answer, but a multisport approach for younger athletes is always a good thing.
40	In a competitive culture as Jamaica how do we introduce these methods on a wide scale?	Collaboration.
41	Does the Canadian Weightlifting Federation work under LTAD program?	Yes
42	What types of athletes are given the scholarship benefit?	Players who are meeting the published Performance Standards (Bronze, Silver, Gold or Platinum) or are evaluated by high performance staff as having the potential to do so in the near future.
43	What is the role of physical education in the LTAD stages, especially since it is school based?	Phys Ed and school based sport are important components of the LTAD pathway, and work in concert with other plays in the development system.
44	Whilst diversity is important and true that all sports are valuable, in many countries there are sports that take precedence over others. What can be done to change this perception of some sports having more value than others?	This is true in many countries...sports do not all enjoy the same profile. Work locally to provide as many opportunities for kids as possible and believe in the value of your sport....people will see it in time.
45	Do the national U14s at Tennis Canada receive assistance with equipment?	Tennis Canada via its club support program provides money that the clubs could decide to use for equipment (usually for U8 and U10 athletes). At the competitive level (U12 and up) it does not provide equipment for competitive juniors. Usually the good ones are sponsored by a racquet company privately.
46	how early can you use and vest tracking of players work load in training from a scientific aspect of sports	For internationally competitive players, you could start "BASIC" workload, competition tracking beginning at U12 (tracking the number of hours of training, number of matches and tournaments/season per year at the U12 level. It can become much more sophisticated at the U16, U18 level and beyond.
47	I read and researched the homework last week. are we expected to submit our research when we do it?	No the homework is for you to be well prepared for the next webinar.
48	in my country it is not equal sport and school. parents will take athletes out of training to do afterschool classes (called lessons). even some teacher are against sport one teacher told my son he should stop going to school and swim all day, because he did not have printed pictures (we do not have a printer) but he could have drawn. it is way harder here. how do we even begin	Start locally by enlisting like-minded parents and sport leaders.
49	In the small countries at the club level the coaches are involved in the early development as well as the in the phase to learn to be a pro. Because there are not that many coaches in the country. how can we empower the coaches at the club level because that is where the most work is done.	Tough question. Maybe by designing and implementing some kind of regional or federation recognition (promotion on the federation website) and reward system (opportunities to attend development opportunities/events).