



Strategic Initiatives

In the development of this model a number of key issues were identified that if not properly addressed will have a major detrimental impact to Canadian basketball. It is strongly recommended that the following steps be taken to help create the basketball system that will allow all participants to achieve their goals from the time of entry until reaching the active for life stage.

First priority

System alignment - Players, coaches, officials, parents and administrators must be aware of the LTAD pathways. There needs to be a smooth transition from one stage to the next. This can only occur when all basketball deliverers within the Canadian basketball community are aligned with the LTAD model. One set of rules (the primary rules are the same, but the secondary rules are modified to be LTAD appropriate) for the game is an example.

Second priority

The coach is the single most important person in the implementation of the key principles of the LTAD model. Most of the other priorities will not occur if we do not impact the coach. Coaching education and ensuring coaching competency are key to success. Coaches need to balance the individual development of the athletes with getting the players to work together as a team.

Third priority

Competition Structure/Periodization - Many of the problems within the sport of basketball are as a result of the imbalance between competition and training. At each stage of the model appropriate practice to competition models must be adhered too. The Competition Review working group is researching and developing recommendations.

Fourth priority

Individualized Training - As stated above in the second priority the coach is responsible to balance individual development with team play. Currently the pendulum has swung to the side of team play. Coaches need to develop in players the passion to improve. Coaches need to know how to teach the skills that are appropriate for their athletes' stage of development. The coach should be able to improve that athlete so that he/she can play at the next stage if the athlete so desires. The coach should not be the limiting factor. At any stage of the LTAD model the participants will benefit immensely from improving their skills whether these are basketball, mental, physical or life skills.

Fifth priority

Monitor Growth and Development during the Growth Spurt - A key principle of the LTAD model is to recognize that athletes at different stages are not to be coached the same. The coach, parents and administrators need to understand the physical, mental and social /emotional characteristics of the children. This is especially important during puberty when each child is at a different developmental age. This is the time when most children are dropping out of sport. By monitoring growth and development during the growth spurt we will be better able to address the individual needs of the child and hopefully keep them active in sport.



