

# TRUDEAU, F. *Factors in Adopting and Implementing Long-Term Athlete Development*

## Factors in adopting and implementing Long-Term Athlete Development (2014)

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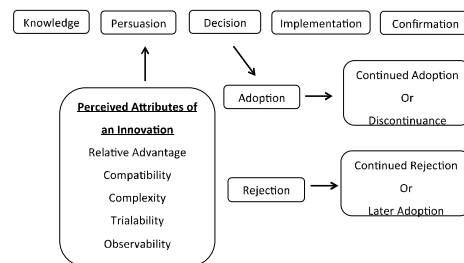
## Context

- Integration of LTAD into the Canadian Sport Policy in 2005
- More than 60 sports organizations have had to change and adapt LTAD to the specific needs of their sport and their athletes.
- LTAD can be considered as a social innovation

## Coaches and LTAD

- Coaches may be the principal actors for implementing LTAD in the sport system
- How do they adopt it (or not)?
- How do they implement it (or not) in their coaching practice?

## Theoretical framework: Rogers' (2003) Diffusion of Innovations



Rogers' Innovation-Decision Process (2003)

## Two parts of the project

- Qualitative analysis of the LTAD adoption and implementation process.
- Questionnaire survey (~450 Canadian coaches) to identify the determinants of the adoption of LTAD by coaches

## Research methods

- Interviews
- **Adoption:** 14 coaches (5 females, 9 males) (aged  $40.6 \pm 14.5$  yrs;  $16 \pm 8.8$  yrs of coaching experience): track and field, baseball, gymnastics, figure skating, cross country skiing, soccer, and triathlon
- **Implementation:** 10 coaches (2 females, 8 males) aged between 38 and 55 years old; an average of 20 years of experience in coaching: soccer (n=5), cross-country skiing (n=4), rugby (n=2), artistic gymnastics and trampoline, baseball, ice hockey, and wrestling.

### **Principal results for the Adoption**

- Coaches uphold the vision and general principles of LTAD,
- The principal barrier to adoption is the perception of a «mismatch between LTAD (long-term vision) and the system of sports funding (short-term vision)».

### **Principal results for the Implementation:**

- Two patterns in the implementation of LTAD:
- **1)** coaches who use information only related to their athletes' stages of development:
  - Barriers= lack of information in the particular stage, a lack of understanding of the other stages, and trouble identifying the developmental stage of their athletes
- **2)** Coaches who use LTAD as an overarching vision of their athlete's development
  - Barriers= lack of support for the implementation of the model; lack of evidence-based research; complexity of the model viewed in its entirety; the difficulty in getting an involvement from all sportspersons in implementing the LTAD model's