

GROUP ONE	GROUP TWO	GROUP THREE	GROUP FOUR
WORKSHOP 1 – WHAT DOES AN EFFECTIVE INSTITUTE LOOK LIKE?			
<p>Medal Success</p> <ul style="list-style-type: none"> Athlete performance, (medals, or Personal Bests – but internationally recognised) associated with the holistic development of the athlete Sharing of knowledge to support long term athlete development “trickle down effect” or transfer of knowledge <p>Measuring Effectiveness</p> <ul style="list-style-type: none"> Need to create an appropriate instrument that is applied used within an environment removed from the pressures of the event i.e. immediately prior or after a major championship Have to ask the right people with the insight to the process – not always the athlete in isolation 	<p>Primary Factors</p> <ul style="list-style-type: none"> Delegates brainstormed to generate a list of factors. Eleven countries engaged in a rating exercise in order to prioritise the top four. There was clear identification of the following priority order. <ol style="list-style-type: none"> Athlete / Coach satisfaction Engaged in Development at all levels Quality people and processes in place Good communication Measurement of success via a mix of objective and subjective measures (see ‘Measuring Effectiveness’) <p><i>In certain countries (MAS / RSA) Institute has a responsibility to support sports which are indigenous – i.e. preserve cultural heritage</i></p> <p>Medal Success</p> <ul style="list-style-type: none"> Not the <u>only</u> thing, but it is important particularly to satisfy funding agencies, public and media The following rated medal success among their top 4 success factors <ul style="list-style-type: none"> CAN ENG KSA USA Position of institute athletes within a sports performance pipeline may mean that developing elite athletes may be more important than medals <p>Measuring Effectiveness</p> <ul style="list-style-type: none"> Surveys with both objective and subjective portions – administered to athletes / coaches / NGB’s Results reflect that services are valued and innovative Uptake of services tracked Response time to respond to athlete needs re. service delivery Retention of athletes in elite programmes Demand from athletes to access services Fewer ‘distracting issues’ for coach to deal with 	<p>Primary Factors</p> <ul style="list-style-type: none"> Making a positive difference – adding value to the athlete programme. Builds credibility therefore has buy in from athletes / sports Tangible benefits to the athlete. Integrated and inter disciplinary support provided – of high quality, and comprehensive (holistic) Positive culture and high performance environment created. Sustainability and continuity – knowledge and information maintained in the system (not staff dependant) Prioritisation and targeting of effort / resources – but with flexibility and adaptability (e.g. respond to buy in from professional sports) <p>Medal Success</p> <ul style="list-style-type: none"> NO – probably the most important thing, but definitely not the only thing Moral, political and social obligations to instigate change – and contribute to wider community development & transformation (race / ethnicity; job creation; language development. etc) Adding value – what leverage does the institute bring? <p>Measuring Effectiveness</p> <ul style="list-style-type: none"> Recognition that Institute support does not and cannot operate in isolation – part of the bigger picture, and being seen as a making a positive contribution Ideally effectiveness is measured through combination of internal / external methods based on standards (benchmarks) with the external measurement providing a more objective and independent assessment. Medals won by Institute athletes, and performance improvement, but also the broader depth of talent that is also progressing as a result of institute services / support. Athlete and sport feedback 	<p>Primary Factors</p> <ul style="list-style-type: none"> Cooperation between partners – science, education (Russia) Learning from International Best Practice (Russia) Elements of centralised and de-centralised systems combined (EIS and AIS) Integrated support programme (Hungary) Well defined roles (EIS/Hungary) Trust/acceptance of athletes. Working with coaches, not independently of them (Japan) Plan and evaluate goals (India) Asian culture – relationship between athlete and coach (‘if I teach you something you will want to follow me’) (Korea) Flexibility and acceptance that change is the norm (Loughborough) <p>Medal Success</p> <p>Other important factors:</p> <ul style="list-style-type: none"> Health and fitness of the nation (India) Wider political agenda – specifically transformation in RSA and ensuring that sports teams have the same proportional representation ethnically as the wider population (RSA) Cannot separate from wider system (SCUK) Winning is the focus for the athlete. Depending on the age of the athlete, it will be more or less important to them (Hungary) There must be other measures as otherwise you could just concentrate on ‘weaker’ sports that are easier to win medals in (Japan) Sustained success, not just ‘one-off’ medals (Loughborough) <p>Measuring Effectiveness</p> <ul style="list-style-type: none"> Compare investment and results (Hungary) Estimate adaptation levels (Hungary) By results/medals in part (Russia) By the health of the athlete – this must not be compromised for the sake of medals (Russia) Return on investment in comparison with the rest of the world The ability to attract world class staff (and retain them?) is a measure of institute success (EIS) Change of attitude of coaches (Korea) Coaches returning and asking for the next phase of education (EIS) Sustainability (long term) – creating a balanced score card (scuk)

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<p>Performance Difference</p> <ul style="list-style-type: none"> It is very difficult to pin down absolute evidence of performance improvement linked to individual services provided Experienced people with declarative, tacit knowledge can make judgements on service improvements 	<p>Performance Difference</p> <ul style="list-style-type: none"> Prognostic data / rankings / PBs / medals Developing athletes progress to become elite performers There may be a future attempt to correlate uptake of services with improvements in prognostic data / rankings / PBs / medals 	<p>Performance Difference</p> <ul style="list-style-type: none"> See notes in point 3 above – plus in general terms, if there is a real impact and benefit (perceived or tangible) to the athlete and the sports, then they will come back for more and engage more fully – if the services make a performance difference. <p>Miscellaneous</p> <ul style="list-style-type: none"> <i>Credit System – whereby credits are issued to sports on the basis that - resources (funding) are ring fenced by the funding agency for certain sports on the basis that the sport will buy in, and be provided with services by the Institute. (i.e. sport X is allocated funding of £1.5million per year – of which £400,000 is maintained and ring fenced for institute provision to that sport)</i> <i>Centralised Performance data base - not common at present; mixture of systems within sports and within institutes – but no consolidated / integrated data base compiling all profiling / tracking information about an athlete and all the services provided. Issue of ownership and matters of confidentiality.</i> 	<p>Performance Difference</p> <ul style="list-style-type: none"> Endorsement of athletes and coaches (EIS) By having a proven track record to compare with (Russia) By comparing new technology with scientific fact (Russia) Independent external critical review (Loughborough) Learn to be own best critic (EIS) Who says what 'world best' is? Comparison with set benchmarks (EIS) By having a current database of performance/physiological data etc and collaboration with international partners (Hungary and Russia) Predictive analysis tool for talent ID (with historical data) (Korea)

WORKSHOP2 - DEVELOPING INTERDISCIPLINARY SERVICES

<p>Summary</p> <ul style="list-style-type: none"> Communication between all relevant disciplines Need a equal status/flat structure between team members Need to come together for a common objective / specific agenda Frequency of meeting is determined by the situation – either proactive in the case of gymnastics or reactive in cases of limited resources Challenges – managing athletes, ensuring the athlete is confident in the agreed approach by communication For younger athletes, including the parents/family within the group Have a balanced group, with skills from all functions – including a manager, the coach may fulfil multiple roles i.e. coach and S&C expert 	<p>Approach</p> <ul style="list-style-type: none"> Create teams / task forces to deliver services in a coordinated / integrated manner. Educate coaches so that they will understand and 'buy into' the services - becoming part of these teams / task forces. Create opportunities for athlete focused meetings / case conferences between team members. Initially an Institute may not be able to deliver all services to all sports. Some prioritisation of both services and sports may be required - while Institute builds its capacity. Deliver services at sites close to where athletes live and train, rather than only at the Institute hub. <p>Issues and Challenges</p> <ul style="list-style-type: none"> Gaining commitment – NGB needs to commit to plan and give services sufficient time to make an impact. Model works best when coaches 'buy into' it. People development – Educate athletes how to access services, coaches to understand services, generate opportunities to develop experience of service provider 	<p>Summary</p> <p>Some key highlights that emerged from the 4 case studies.</p> <ul style="list-style-type: none"> <i>The value / strength emerging from developing a team together – team bonding / team culture; collective ownership amongst service providers. Collective power in bringing about change. Coach and athlete shaping the service provision.</i> <i>Staff recruitment – focus on people with a real passion and commitment to work with others and work together, people who are open and reflective.</i> <i>Performance environment - needs to informal and flexible; an ability to adapt and react; huge benefits from having all the expertise available at the same time; same place for the athlete - working in truly integrated manner.</i> <i>NGB direct involvement in athlete injury rehab programme - provided through institute – but with NGB Chief Medical Officer acting as gate keeper.</i> <i>Coordination of support provided – 1 delivery / control point for athlete and coach – overseeing and coordinating direct service provision and providing effective sign posting.</i> <i>Protection of athlete from</i> 	<p>Approach</p> <ul style="list-style-type: none"> Target key sports Maximise potential of the athlete through holistic approach Coach led in some countries. Partnership in others R&D <p>Issues and challenges</p> <ul style="list-style-type: none"> Resources- financial and staff Positive attitude from all coaches Can be 'closed' attitudes to new technologies/approaches Cultural issues
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	<p>staff.</p> <ul style="list-style-type: none"> ▪ Communication – exchange of information between specialist service staff. Getting staff to work together if there are real or perceived barriers such as power imbalances (e.g. levels of medical staff interacting) or racial issues. ▪ Decentralisation – replicating the quality of service provided at the hub. ▪ Planning – overlaying the periodised competition / training plan with service delivery can be challenging in sports with different disciplines. ▪ Change management – getting 'buy in' from sports that have their own existing academies. Taking over programmes that have established service delivery patterns. <p>Strengths</p> <ul style="list-style-type: none"> ▪ Working with sports that have coaches who can manage the interaction and relationships with service providers. ▪ Working in a small geographical region – easier to bring providers / coach / athletes together ▪ Works best when athletes, coaches and providers embrace holistic philosophy ▪ Forming integrated teams ▪ Case conferences <p>Future Plans</p> <ul style="list-style-type: none"> ▪ Enhanced scheduling – to generate regular opportunities for integrated teams to meet and review athletes ▪ Input to coach education process – to improve understanding of services and the benefits of an integrated approach. ▪ Improve communication at all levels – includes the documentation of integrated support so that this can be cascaded through the sport to illustrate the value of this approach. ▪ Build capacity - to deliver quality services in a decentralised programme. ▪ Expand service delivery - to lower levels of the NGB performance pipeline. 	<p><i>service overload – especially when uncertainty / failure crops in. Athlete / Coach – shopping behaviour, picking and choosing lots from everywhere. Need to be selective; sit back and reflect; and don't forget the basics.</i></p> <ul style="list-style-type: none"> ▪ <i>Coach to be accountable - acting as honest broker for intervention of others; ensure that service providers don't get too close to athlete and take over coach role.</i> ▪ <i>Level of service provision and sophistication of interdisciplinary services – guided by and matched to the capability and maturity of the sports programme. Capability = system to produce a result; whereas maturity = an ability to constantly keep reproducing multi medal winners.</i> 	<p>Strengths</p> <ul style="list-style-type: none"> ▪ Many years of performance/predictive data shared ▪ <u>Staff</u> who are athlete centred, flexible ▪ Education (is school lessons) around training/competing <p>Future Plans</p> <ul style="list-style-type: none"> ▪ Further staff (further resources!) ▪ Investment in new technologies ▪ International collaboration <p>**Resources are limited so share internationally**</p>

WORKSHOP 3 –SUPPORTING ATHLETES REMOTELY

Summary	Aims of Approach	Aims of Approach	Aims of Approach
<ul style="list-style-type: none"> ▪ <i>Different approaches are needed for different classes of athletes – developmental athletes can often be supported remote from training facilitates but this becomes more problematic the closer to world class they become.</i> ▪ <i>Internationally remote athletes can be serviced via technological solutions like heart rate monitors, web enabled service provision, e-mail, video</i> ▪ <i>Family issues need consideration for internationally remote athletes – an individualised approach is required for each case</i> 	<ul style="list-style-type: none"> ▪ Meet athletes needs when they are remote from hub ▪ Ability to respond quickly with quality provision by quality staff ▪ Assess potential communication difficulties and address these ▪ Establish training base close to main competition opportunities ▪ Maximising possible partnership opportunities e.g. Universities, overseas military bases ▪ Evolve to become more proactive in terms of response rather than reactive 	<ul style="list-style-type: none"> ▪ What is remote – different interpretations – i.e. 30 mins across Birmingham; 24 hours north to South in NZ; overseas training camps, competitions and residency; remote at major events (out of Olympic village). ▪ Decentralised approach - services to athletes rather than athletes to services. 	<ul style="list-style-type: none"> ▪ Same team support system ▪ Use of on-line services – e.g. email and telephone ▪ Polar system ▪ Results sent to Liepzig for Slovakian team and other countries could use it ▪ GPS for HR monitoring for kayak ▪ Korea measure HR in competition to replicate during training ▪ Provide holistic services and monitoring ▪ Use prepared templates for the athlete to fill in and download every day for monitoring

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<ul style="list-style-type: none"> ▪ <i>Where you don't have a recognised remote coaching model, QA of the locally delivered services is required to maintain commonality in approach</i> ▪ <i>For cases where athletes need to be based on the other side of the world it is necessary to have a base from where they be based residentially, at a distance close enough to all competitions to enable travel during the season while keeping disruptions to training to a minimum</i> 	<p>Issues and challenges</p> <ul style="list-style-type: none"> ▪ Coordination / communication – maintain relationships, cope with time zone differences ▪ Develop personnel in remote areas – in technology, understanding of sport, disability ▪ Provide remote access to quality services – medical can be especially difficult ▪ Provide remote access to facilities at optimum times – as do not control facility ▪ Expense of remote programme ▪ Build confidence of athletes in remote providers ▪ Promote self sufficiency / coping skills in athletes to help them deal with remote venue ▪ Lack of 'intimate knowledge' of athlete's training performance ▪ Ministers / Associations who often forge international reciprocal agreements do not always consult on specific targets for these agreements <p>Strengths</p> <ul style="list-style-type: none"> ▪ Extending network of providers to meet identified athlete needs in remote locations. ▪ When athlete recognises that Institute has the ability to plan and deliver support remotely ▪ Commitment from athlete, coach and support staff to make the process work. ▪ Ensuring that communication channels are open and frequently accessed ▪ Remote camps can build team spirit <p>Plans for future</p> <ul style="list-style-type: none"> ▪ Clarify nature of cooperative agreements between countries <ul style="list-style-type: none"> ○ Access to training facilities ○ Access to support services ○ Knowledge exchange / staff study visits / attachment programmes ○ Identification of training partners for remote athletes ○ Proactive programmes concerning issues such as substance abuse ▪ Promote use of these agreements and report on working examples at next forum ▪ Consider 'Athlete Service Manager' type role to enable expertise to be built concerning remote accessing of services ▪ Address quality assurance issues associated with using remote providers ▪ Structure staff training to cope with IT and communication issues relating to support of remote athletes. 	<p>Issues and Challenges</p> <ul style="list-style-type: none"> ▪ Maintaining quality of support services and people across geographical spread / areas. ▪ Cost benefit and balancing support across international; national, and emerging athletes. ▪ Limitations in that not all services might be able to be provided. ▪ Athletes that do not want to move ▪ Monitoring ▪ Support staff away from Institute home servicing sport / athletes - and therefore not serving needs of institute athletes back home. <p>Strengths</p> <ul style="list-style-type: none"> ▪ Setting standards of qualifications and experience for support staff by using nationally recognised lead associations in areas such as science / medicine / technology. ▪ No support better than poor quality support. Encourage and support crucial staff providing remote support (by providing incentives CPD; mentoring; financial – Canadian swimming) thus ensuring they do not migrate to more centralised positions <p>Plans for the Future</p> <ul style="list-style-type: none"> ▪ The Institutes challenging the sports (with experts) as to what they really need as opposed to what they think / have previously provided. ▪ Monitoring through the performance data base (NZ) ▪ Changing attitudes / perceptions with emerging / developing athletes as to the benefits and opportunities of centralised service provision to offset any preconceived negative impressions (providing sports school concept) ▪ Reduce support to isolated athletes (loss leader not really engaged in high performance environment) 	<p>Issues and Challenges</p> <ul style="list-style-type: none"> ▪ Using Dartfish etc for video support and remote coaching ▪ Individual negotiation with other countries ▪ Over-training monitoring when athlete is remote ▪ Following personal training in conflict with squad training in reciprocal country ▪ Conflict of interest with coach/foreign athletes who are competitors when joining training group ▪ Recovery is a big issue when athletes are remote – tend to also use intuition when with them – difficult when remote ▪ The effect of globalisation – many athletes go overseas to their detriment. There is a lack of communication between reciprocal nations to support athletes who go overseas ▪ Some countries experiencing problem of losing coaches to higher paying countries ▪ International links are much stronger within sports than between Institutes ▪ Approaches that worked well ▪ Use off-season or when athletes are not resident. ▪ Creates a rapport ▪ Internet lectures ▪ Video coaching and coaching of coaches via video link to support coach on the road ▪ Link between high performance training centres and international links <p>Plans for the Future</p> <ul style="list-style-type: none"> ▪ Further training required in some technology ▪ Closer training diary monitoring ▪ Equip the athlete with the skills and sufficient autonomy to tap into the services as required. <p>Executive Summary</p> <ul style="list-style-type: none"> ▪ <i>Can the International Forum Working Group broker agreements to support athletes from other countries? Maybe on only services like physio and medical services rather than team or coaching environment?</i> ▪ <i>Issues over which system they tie into for training programmes? – home training or that of host nation? Obviously home, but difficulties can arise</i>