Competition Is A Good Servant But A Poor Master

André Lachance
Twitter: @alachance
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<table>
<thead>
<tr>
<th>Rank</th>
<th>Country</th>
<th>Pts</th>
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<tbody>
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<td>1</td>
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WINNER
2019 WOMEN’S EUROPEAN BASEBALL CHAMPIONSHIP
TEAM CHEMISTRY

30 ELEMENTS FOR COACHES TO FOSTER COHESION, STRENGTHEN COMMUNICATION SKILLS, AND CREATE A HEALTHY SPORT CULTURE

André Lachance
AWARD-WINNING PROFESSOR AND NATIONAL TEAM COACH

Jean François Ménard
MENTAL PERFORMANCE COACH OF OLYMPIC CHAMPIONS

CHIMIE D’ÉQUIPE

30 ÉLÉMENTS POUR RENFORCER LA COHÉSION, FAVORISER LA COMMUNICATION ET CRÉER UNE CULTURE SPORTIVE Saine

André Lachance
Jean François Ménard
Athlete Development

Triangle or Pyramid

VS.

Rectangle
Pyramid vs. Rectangle
Pyramid vs. Rectangle
Pyramid Inclusion
Exclusion
Short-term VS. Long-Term
Active for Life
Competitive for Life
Fit for Life
Train to Win
Train to Compete
Train to Train
Learn to Train
FUNdamentals
Active Start
First Involvement
Awareness
Exclusion
Short-term

Pyramid

VS.

Inclusion
Long-Term
Pyramid

Exclusion
A moment
Age
Cut
Alone
For 1 Sport

VS.

Inclusion
A lifetime
Ability
Transfer
Together
For Society
Canada Basketball’s Athlete Development

Canada Basketball’s Long-term Athlete Development framework included many initiatives including a country wide move to FIBA rules.

Continuous Athlete Development Activation

Development of Canada Basketball’s Long-Term Athlete Development Framework

First Round
Second Round+

Birth of the Toronto Raptors

Canadians Drafted into the NBA


0 1 2 3 4 5
The Strategy Choice Cascade

What is our winning aspiration?

Winning Davis Cup/Fed Cup/Grand Slams/Olympic Medals

- Singles vs doubles development
- World-class U14 development. World-class coaches shifted, to work, here.

How will we win?

- Opening National & Regional Centres
- Adopting a Hybrid Model of development

What capabilities must we have?

What management systems do we need?

SOURCE PLAYING TO WIN: HOW STRATEGY REALLY WORKS, BY A.G. LAITLY AND ROGER L. MARTIN (SHAR PRESS, 2013)
MEERJARENPYLEIDINGSPLAN
INLINE-SKATEN

World # 1

- Fundament
- Leren Skaten
- Leren Trainen
- Trainen om te Presteren
- Trainen Voor De Top
World # 1

Introductory

Foundational

Performance

Advanced

Player Development Curriculum

The USA Basketball Player Development Curriculum has been established to guide players and the people that coach them, through a level-appropriate system of basketball development. Using scientific guiding principles developed by coach educators Istvan Balyi and Richard Way, and found in their book Long-Term Athlete Development (2013), USA Basketball has designed a practical, functional and sequential development model to properly impart the game to a player.

The Player Development Curriculum consists of four levels of development: Introductory, Foundational, Advanced and Performance. Each level takes the player through progressive development techniques based on the four pillars of basketball: shooting, dribbling, passing and rebounding.
Third Generation - 2019

• The revision process has taken over two years.

• New name developed in consultation with over 50 leaders closely associated with Sport for Life.

• Many organizations and people were consulted in 3.0 development.

• 100+ page Handbook of References
Guiding Principles

1. Quality is key
2. Optimal programming is critical
3. Inclusion is non-negotiable
4. Collaboration makes the system better
From Sport to Quality Sport

**Good programs**
- are developmentally appropriate
- participant centered, progressive and challenging, well planned, designed for meaningful competition

**Good places**
- have safe and inclusive programs
  - inclusive and welcoming, fun and fair, holistic, safe

**Good people**
- deliver well run programs
  - leaders, coaches, officials, instructors and teachers, parents and caregivers, partners

...leading to
**individual excellence and optimum health**
Evolving Rectangle

1. Awareness and First Involvement in sport or physical activity can happen at any time across the life course.

2. Train to Train flares out in hopes sport will improve the quality and quantity of programs and participants at that stage.

3. Added text around the rectangle that highlights the Podium Pathway + +
From 10 to 22 Key Factors
22 Key Factors: Seven Personal Factors

- Physical Literacy
- Quality Environments
- Developmental Age
- Sensitive Periods

- Predisposition
- Excellence Takes Time
- For Life
22 Key Factors: Eight Organizational Factors

- Framework
- Governance
- Awareness and First Involvement
- Different Activities
- Appropriate Specialization
- Periodization
- Competition
- Transitions
22 Key Factors: Seven System Factors

- Collaboration
- System Alignment
- Welcoming
- Diversification
- Long-Term Development
- Continuous Improvement
- Evidence Based
Physical Literacy Evolved

1. From early stages to across the lifespan

2. Consensus statement definition

3. Updated graphic

4. Reference to Developing Physical Literacy 2.0
Emphasis on adolescence

Train to Train

1. Recognition of multiple sport and life demands in adolescent period
2. Recognition of accelerated drop-out and need to retain adolescent athletes
3. Identification of special issues to address
4,380
12 Years
Competition Review

André Lachance
Exploring Why?
Sometimes we have all the resources but...

We simply make bad decisions
Team Sports vs Individual Sports

Team Sports – dictated competition schedule
  • What is to be done?

Individual Sports – selected competition schedule
  • Principles of selecting competitions
    • For developmental athletes
    • For senior athletes
Coaches will coach to the competition system
Stages of Progressive Tennis

1/2 Court Tennis
Racquets: 17-21 inch
Low compression ball or Sponge Ball (Red court ball)
Advanced Stream 5-7 yrs

3/4 Court Tennis
Racquets: 23-25 inch
50% slower ball (Orange court ball)
Advanced Stream 7-9 yrs

Full Court Transition
Racquets: 25-26 inch
25% slower ball (Green court ball)
Advanced Stream 9-10 yrs

Note: Identifying the appropriate time to transition players from the RED court (using RED balls) through to the GREEN court (using regular balls) is a challenging, but essential process during this stage in a child’s development. As observed during the development of all complex motor skills, there will be a small number of children that are capable of progressing at a faster rate based on multiple factors, which can include: athleticism, maturation rates, number of hours of training and competing, overall commitment to the sport, ability to learn and competitive results. Identifying, and fostering the development of these children, is essential.
### Role of Competition and Representative Rugby Organisers

The structure of the Menu is governed by RFU regulations. Organisers will operate their competitions and activities within the parameters of Regulation 15 - Age Grade Rugby.

Only the competitive formats on the menu for an age group are allowed.

### Competitive Menu By Age Group

The competitive opportunity available on the Menu progresses by age group. Progression is aligned to the developing competitive motivations of Age Grade Rugby players. Formats can be selected from the Menu. This does not mean that all formats have to be run.

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Friendly Fixture</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
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<tr>
<td>Triangular</td>
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<td>✓</td>
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<td>✓</td>
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<tr>
<td>Festival</td>
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<td>✓</td>
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<td>✓</td>
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<tr>
<td>Waterfall Tournament</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Knock Out/Tournament</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>League</td>
<td>✓</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

### Competitive Format Descriptors

- **Friendly Fixture**: Competitive style playing opportunity for two teams, often as part of a club or school/college block fixture, where focus is on maximising all your player’s involvement, development and enjoyment.

- **Triangular**: Competitive style playing opportunity for three teams where equal player participation is the emphasis. Focus is on maximising all your player’s involvement, development and enjoyment rather than the score.

- **Festival**: Competitive round-robin playing opportunity where equal team and player participation is the emphasis. Winning doesn’t affect your ongoing participation as every team plays the same appropriate number of matches.

- **Waterfall Tournament**: Competitive playing programme where equal participation/progression is the emphasis. The outcome of your pool games are recorded to enable every team to advance to later rounds for an equal number of matches against similar level teams.

- **Knock Out/Tournament**: Competitive playing programme where the outcome of the game is recorded and dictates your progression to later knock-out rounds or decides your final standing. Usually includes a winners trophy.

- **League**: Competitive playing programme where the outcome of the game is recorded and points are applied to dictate your position and final standing in the league table. Usually includes a winners trophy. May lead to a play off system to establish final champions.
Small Black to All Black: as you grow your skills grow

It's a fun game, get into it!

Seven-a-side, two-handed touch

Three-player scrums, game time is 40 minutes.

Ten-a-side, learn to tackle, scrum and lineout, game time increases to 60 minutes.

Start playing on a full field.

Game time increases to 60 minutes.

The best you can be, Small Black to All Black.

Begin playing rugby

Under 6: Junior rugby, Year 1: School rugby

Under 7: Junior rugby, Year 2: School rugby

Under 8: Junior rugby, Year 3: School rugby

Under 9: Junior rugby, Year 4: School rugby

Under 10/11: Junior rugby, Year 5: School rugby

Under 12: Junior rugby, Year 6: School rugby

Under 12/13: Junior rugby, Year 7: School rugby

Small Black to All Black
Key guiding principles
Learn to Train – U10-U11

Objective: Learn a wide range of foundation skills.

Tip: Ensure environment promotes and supports fun and friendship. Take into account individuals’ variations in physical, psychological, cognitive, emotional, and moral development. Introduce ancillary capacities: warm up/cool down, nutrition, hydration, and recovery including sleep and mental preparation such as anxiety control.

Examples: Grassroots Practices for Learn to Train

<table>
<thead>
<tr>
<th>Age Group</th>
<th>U10-U11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Game Format</td>
<td>7v7 (including GK)</td>
</tr>
<tr>
<td>Coaching Qualifications</td>
<td>Learn to Train + MED + RIS + Making Headway</td>
</tr>
<tr>
<td>Maximum Game Duration</td>
<td>50 min</td>
</tr>
<tr>
<td>Maximum Game Time per Player per Day</td>
<td>Max 80 minutes</td>
</tr>
<tr>
<td>Minimum rest time between games</td>
<td>Duration of one (1) game</td>
</tr>
<tr>
<td>Maximum Goal Size</td>
<td>6ft (1.83m) x 16ft (4.88m)</td>
</tr>
<tr>
<td>Field Size</td>
<td>Width: 30-36m Length: 40-55m</td>
</tr>
<tr>
<td>Ball size</td>
<td>4 (or 5 light*)</td>
</tr>
<tr>
<td>Number of memorable events</td>
<td>2 (1 within Ontario + 1 within North America)</td>
</tr>
<tr>
<td>Referee/Game Leader</td>
<td>Referee</td>
</tr>
<tr>
<td>Restarts from Sidelines</td>
<td>Pass in or dribble in</td>
</tr>
<tr>
<td>Offside</td>
<td>No</td>
</tr>
<tr>
<td>Retreat Line</td>
<td>1/3</td>
</tr>
<tr>
<td>Substitutions</td>
<td>Unlimited (any stoppage)</td>
</tr>
<tr>
<td>Season Length</td>
<td>10- 22 weeks</td>
</tr>
<tr>
<td>Team Travel Time</td>
<td>60 minutes each way</td>
</tr>
<tr>
<td>Playing Time</td>
<td>Fair time in all positions</td>
</tr>
<tr>
<td>Player to coach ratio</td>
<td>Ideal: 10:1 / Maximum: 12:1</td>
</tr>
<tr>
<td>Training to game ratio</td>
<td>2:1 to 3:1</td>
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<tr>
<td>Structured Training Duration</td>
<td>60 – 75 minutes</td>
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<tr>
<td>Game Day Roster Size (Game day only)</td>
<td>Ideal 10 / Max 12</td>
</tr>
<tr>
<td>Game Day Format</td>
<td>Festival Format</td>
</tr>
<tr>
<td>Number of game days per week</td>
<td>1</td>
</tr>
</tbody>
</table>
Technical Foundations (9-12 male; 8-11 female)

**Philosophy:** Lay the Foundations

**Age Groups:** 10 and under and 12 and under gender specific

**Stream of Competition:** Physical Literacy

**Guiding Principles:**
- ✓ More fun
- ✓ Golden years of skill learning
- ✓ Modified sport
- ✓ Equal playing time
- ✓ Promote local competition
- ✓ Gender specific teams
- ✓ Setup and step back
- ✓ Skill competitions
- ✓ Train more than compete

**Type of Coach:** The Community Club Coach (NCCP Community Sport – Initiation)

**Type of Referee:** Regional Referee

**Game Structure:**

<table>
<thead>
<tr>
<th>Game Format</th>
<th>Team Size</th>
<th>Game Duration</th>
<th>Ball Size</th>
<th>Pool Sizes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Length</td>
</tr>
<tr>
<td>3 on 3 + goalie</td>
<td>Min 5; Max 8</td>
<td>324 x 6 min</td>
<td>Mikasa Size 2</td>
<td>10-12m</td>
</tr>
<tr>
<td>4 on 4 + goalie</td>
<td>Min 6; Max 10</td>
<td>324 x 6 min</td>
<td>Mikasa Size 2</td>
<td>13-15m</td>
</tr>
</tbody>
</table>
| 5 on 5 + goalie | Min 7; Max 12 | 324 x 6 min | Mikasa Size 2 | 16-20m     | 13-15m      | }
PROVISIONS FOR CHILDREN’S SPORTS

1. Children’s sports are sporting activities for children up to and including 12 years of age.

2. For competitions in children’s sports the following are applicable:
   a) Children may participate in sporting competitions in the year they have turned 6 and primarily in their own sports club.
   b) Children may participate in regional sporting competitions in the year they turn 9.
   c) Children may participate in open competitions and sporting events in Norway, the Nordic countries and the Barents region in the year they turn 11.
   d) Children from the Nordic countries and the Barents region may participate in sporting competitions in Norway in the year they turn 11.
   e) Tables and rankings can, if appropriate, be used for children in the year they turn 11.
   f) Children cannot participate in championships such as Norwegian Championships, European Championships, World Championships and equivalent competitions up to and including the year they have turned 12.
   g) All children shall receive prizes in sporting competitions if prizes are given.

3. Sports clubs which organise children’s sports shall appoint a specific person (either elected or employed) who holds the responsibility for Children’s sports in that club. (Please see further explanation below.)

4. An National Sport Federation may decide its own set of rules which describe the sports uniqueness within that sports framework, including local and regional based competitions in 2a) and 2b) and in some cases, make exceptions from 2c) and 2d). The rules must be approved by the NIF’s Executive Board or the those given authorization by the NIF’s Executive Board.

5. Each individual federation must make their own rules of sanctions in their match and competition regulations for violations against the provisions for children’s sport. This may include the possibility to sanction sports clubs and or to withdraw the right of participation for certain athletes in competitions. The sanctions must be per NIF’s law § 11-2. If repeated violations or if the violation is serious enough, the case must be reported to the Adjunction Committee of NIF.
6 YEARS
Play and varied activities to stimulate the child’s development and strengthen their basic movement skills.

7-9 YEARS
This age group has good opportunities to explore and practice various physical activities or sporting exercises with different movement patterns, so that they get a broad experience of motion. This creates a good foundation to develop range of skills at a later stage. Activities can be within one or more sporting disciplines, but each sport has the responsibility to offer a varied program that is applicable to the child’s level of development.

10-12 YEARS
Within this age group, sports shall be planned to offer a variety of activities with a high intensity to ensure good basic skills. Specialisation in one or more sports should ensure a strong technical fundament which can be developed later, within the child’s chosen sport.
Why meaningful competition needs your attention
The Concept of Meaningful Competition

• The competition supports athlete learning
• The competition reinforces development of skills
• The athlete remains engaged throughout the competition, trying to achieve specific goals
• The competition is relatively “close” such that the athlete believes they have a chance for success
Teach to the Test!
Define The Focus: Ball/Racquet or Opponent?
Appropriate Scoring System?
The basketball tournament follows the Elam Ending format:

1. Game clock shuts off.
2. Leading team's score + 8 = Target score.
3. 1st dead ball under 4 minutes.
4. 1st team to reach target score wins.

Example: Home 68, Visitor 73. The home team wins because 68 + 8 = 76, which is above the visitor's score.
Second Chance?
Rationale: Fair Play Rule

Decision:
14U and 13U Substitution Rules: Players not starting in the 1st set must start in the 2nd set. If there is a 3rd set, the coach has the choice of starting any players.

Implementation of rule: Official or score keeper checks score sheet between sets to confirm players not starting in the 1st set are on the score sheet at the beginning of the 2nd set.
YOUR CHILD IS GUARANTEED AT LEAST HALF A GAME OF RUGBY HERE

ENGLANDRUGBY.COM/HALFGAME
“PLAY TENNIS” – SELF-RATING GUIDE
Find suitable playing partners and enjoy playing tennis more.

**Purpose:**
- Find your own general level of tennis ability.
- Find players of a similar level so that you can have competitive games.
- Play an individual at a higher level using handicap scoring to make the game more competitive.
- Participate in group lessons or league play with people of similar ability.
Integration with Coaching
Coach – Led

How can coaches support a meaningful competition experience by:

• Choosing events?
• Preparation?
• Goal setting?
• Data tracking and analysis?
• Reflection?
• Seasonal planning considerations?
Swimming Canada

Competition schedule guideline (L2T, T2T, T2C)

• 3 below athlete’s level competitions
• 2 at athlete’s level competitions
• 1 above athlete’s level competition
And What About ...

• The concept of a meaningful season?
Basketball’s Elements

• A game with a point spread of 10 points or less at half-time, as long as the point spread is not more than 30 at full time.

• A game with a point spread of 10 points or less during the second half, as long as the point spread is not more than 30 at full-time.
Who we are is why we win!
Everything you do sends a message
Our Manifesto...

"WE ARE LIVERPOOL
WE HOLD OUR HEADS HIGH, AND HAVE ALWAYS STOOD TOGETHER THROUGH THE WIND AND THE RAIN.
WE EXIST TO ACHIEVE SUCCESS AND REALISE OUR FANS’ DREAMS, WITHOUT THEIR BELIEF WE WOULD BE NOTHING.
AS ONE TEAM, WE HAVE A DUTY TO BUILD LIVERPOOL TO THE PINNACLE AND SET THE STANDARDS FOR ALL TO FOLLOW.

WE ARE CARING NEIGHBOURS IN THIS UNIQUE CITY;
WE ALWAYS GIVE BACK WHILE INSPIRING AND NURTURING THOSE IN NEED.
OUR PULSE IS GLOBAL, OUR HEART IS LOCAL, AND
YOU’LL NEVER WALK ALONE IS BOTH OUR ANTHEM AND OUR RALLYING CRY.
AND ABOVE ALL, WE LIVE BY THE VALUES AND THE UNIQUE CODE WE CALL THE LIVERPOOL WAY."
TOGETHER WE DELIVER WITH PASSION

WE ARE FAMILY
Act with respect
Welcoming team
Support & collaboration
High energy team spirit
Common vision

CUSTOMER & PATIENT ORIENTED
Make it happen mindset
Accountable
Solution oriented
Open communication
Customer awareness

OPERATIONAL EXCELLENCE
Continuous improvement
Strong processes
Rigorous execution
Knowledge sharing
Result oriented

PERFORMANCE
Dedicated & flexible
Resilient in change
Open minded
Sense of urgency
Clear priorities

COURAGE
Creative & innovative
Agile & dynamic
Proactive & devoted
Passionate & driven
Learn from failures
Technical Foundations (9-12 male; 8-11 female)

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<th>Ball Size</th>
<th>Pool Sizes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 on 3 + goalie</td>
<td>Min 5; Max 8</td>
<td>224 x 6 min</td>
<td>Mikasa Size 2</td>
<td>Length: 10-12m, Width: 8-10m</td>
</tr>
<tr>
<td>4 on 4 + goalie</td>
<td>Min 6; Max 10</td>
<td>214 x 6 min</td>
<td>Mikasa Size 2</td>
<td>Length: 13-15m, Width: 10-12m</td>
</tr>
<tr>
<td>5 on 5 + goalie</td>
<td>Min 7; Max 12</td>
<td>214 x 6 min</td>
<td>Mikasa Size 2</td>
<td>Length: 16-20m, Width: 13-15m</td>
</tr>
</tbody>
</table>

L: 2m
H: 0.9m from water
Final Thoughts
Key Learnings

• Strength lies in differences, not in similarities
• From reactive & critical to active & creative
• Do a little a lot, not a lot a little
• Process over outcome
• Implement now, perfect later
Ongoing Challenges

- **Old habits die hard** – giving initiatives time to succeed or fail
- **Alignment** of administrative systems and structures
- **Education** – need to provide more formal training
- **Periodization**
THE LIGHT AT THE END OF THE TUNNEL IS A TRAIN
What got you here won't get you there.

-Marshall Goldsmith