

# Competition Is A Good Servant But A Poor Master

André Lachance  
Twitter: @alachance  
Inst. @a\_the\_luck

Nordic Children & Youth Sports Conference

Helsinki. November 2022







UNIVERSITÉ  
LAVAL



# ISCF

"Manuel Fajardo"

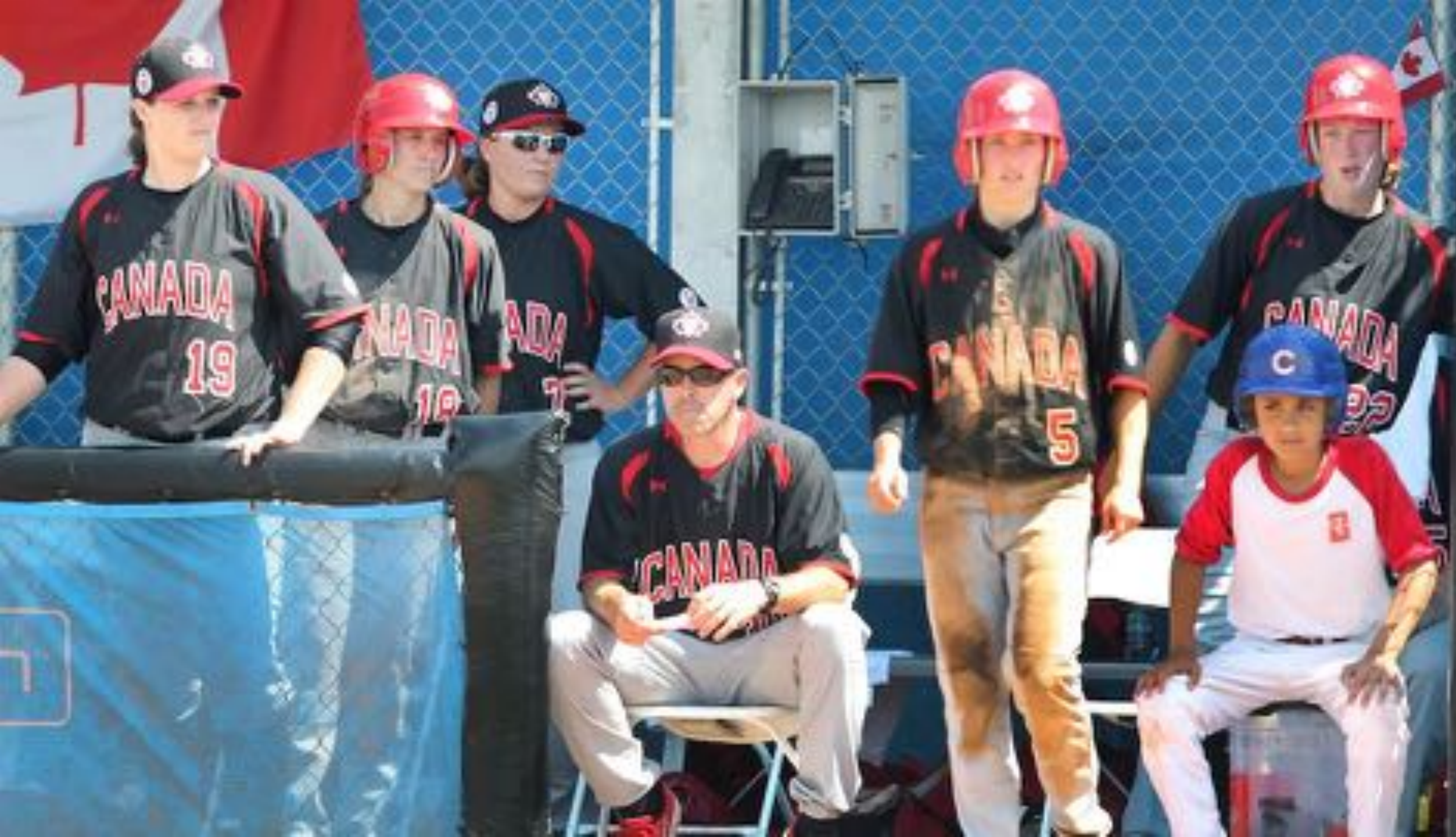












**WBSC**

**WOMEN'S  
BASEBALL  
WORLD  
RANKINGS**

1		JAPAN	—	2505 <small>PIS</small>
2		CANADA	—	1947 <small>PIS</small>
3		CHINESE TAIPEI	—	1852 <small>PIS</small>
4		VENEZUELA	▲1	1736 <small>PIS</small>
5		UNITED STATES	▼1	1524 <small>PIS</small>
6		AUSTRALIA	—	1182 <small>PIS</small>
7		KOREA	▲1	955 <small>PIS</small>
8		CUBA	▼1	947 <small>PIS</small>
9		DOMINICAN REP.	—	717 <small>PIS</small>
10		HONG KONG	—	520 <small>PIS</small>
11		NETHERLANDS	—	500 <small>PIS</small>
12		PUERTO RICO	—	371 <small>PIS</small>

@WBSC

WBSC.ORG/RANKINGS

AS OF 16 JANUARY 2020











uOttawa



"Represents how my coaches operate: keep an open mind, challenge the status quo and get creative to find a competitive edge." —DAMIAN RABEN, DECORATEUR AND 2000 OLYMPIC GOLD MEDALLIST

# 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

ANDRÉ LACHANCE  
JEAN FRANÇOIS MÉNARD

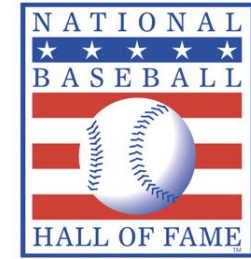
# CHIMIE D'ÉQUIPE

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



LES ÉDITIONS DE  
L'HOMME



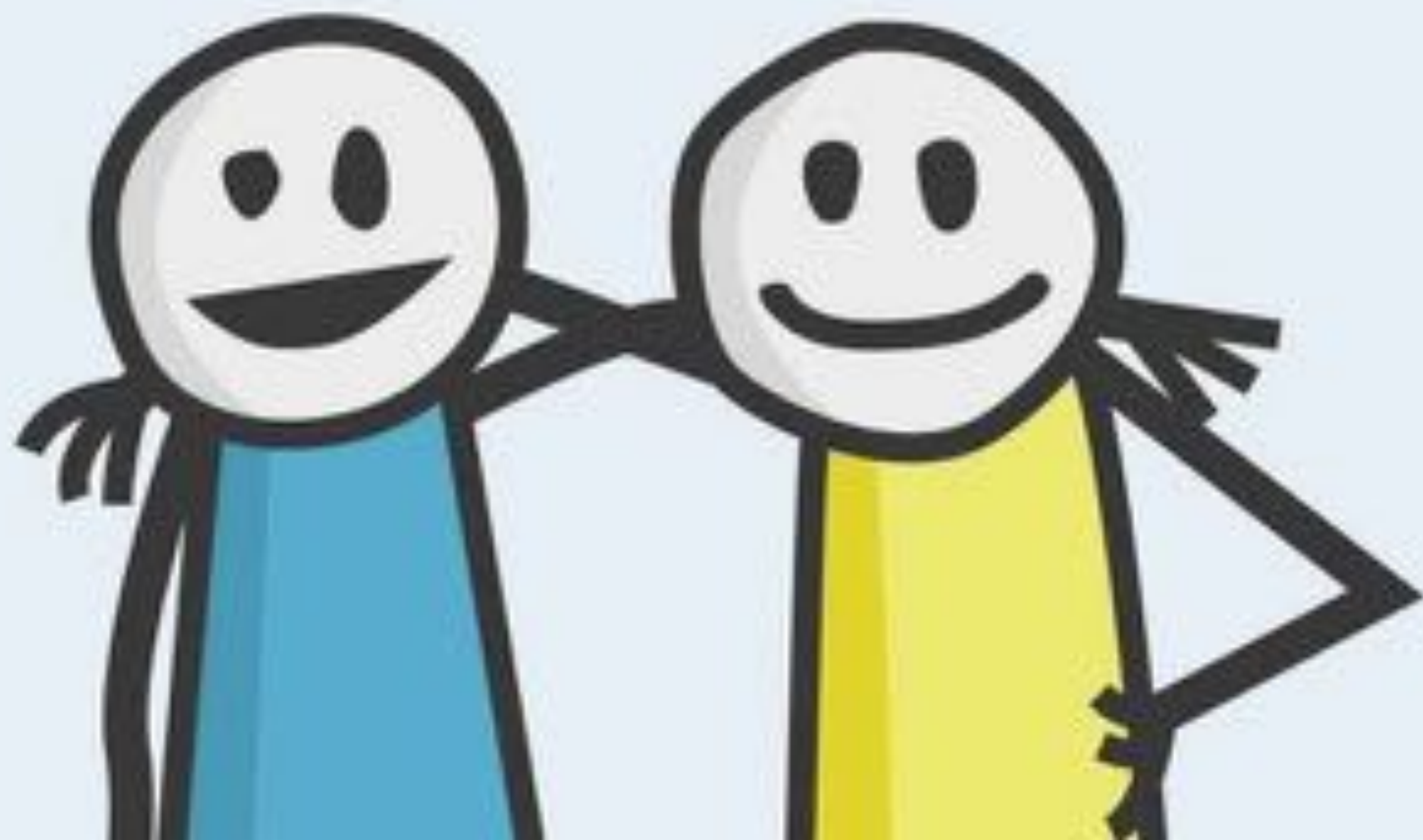


JORDAN



UNIVERSITAT DE BARCELONA













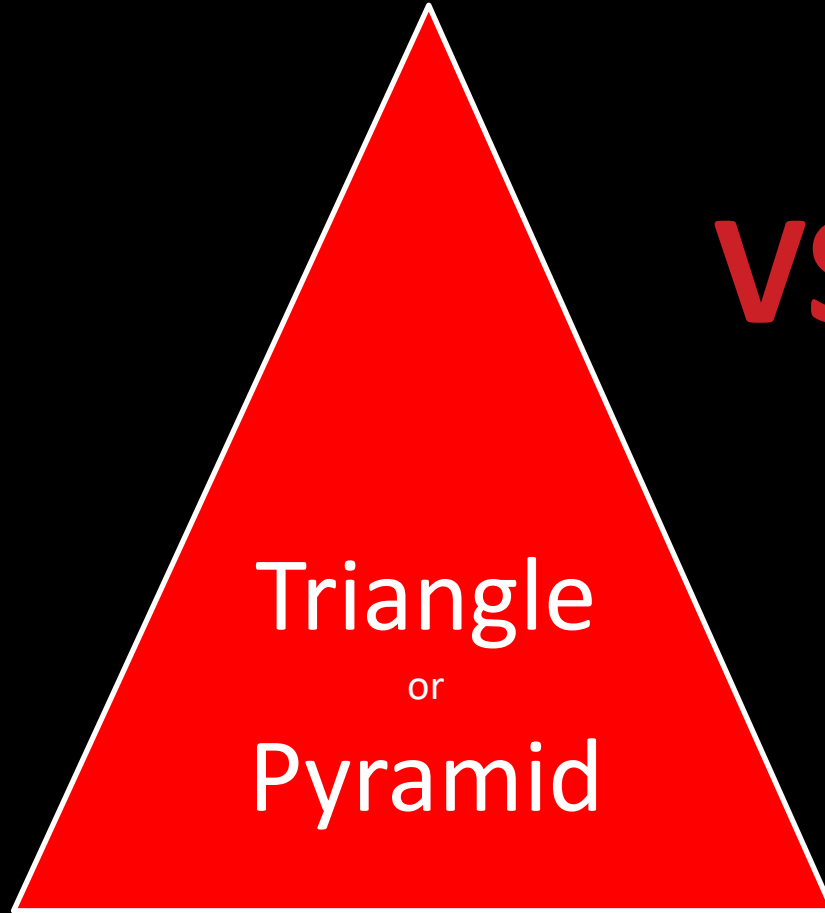




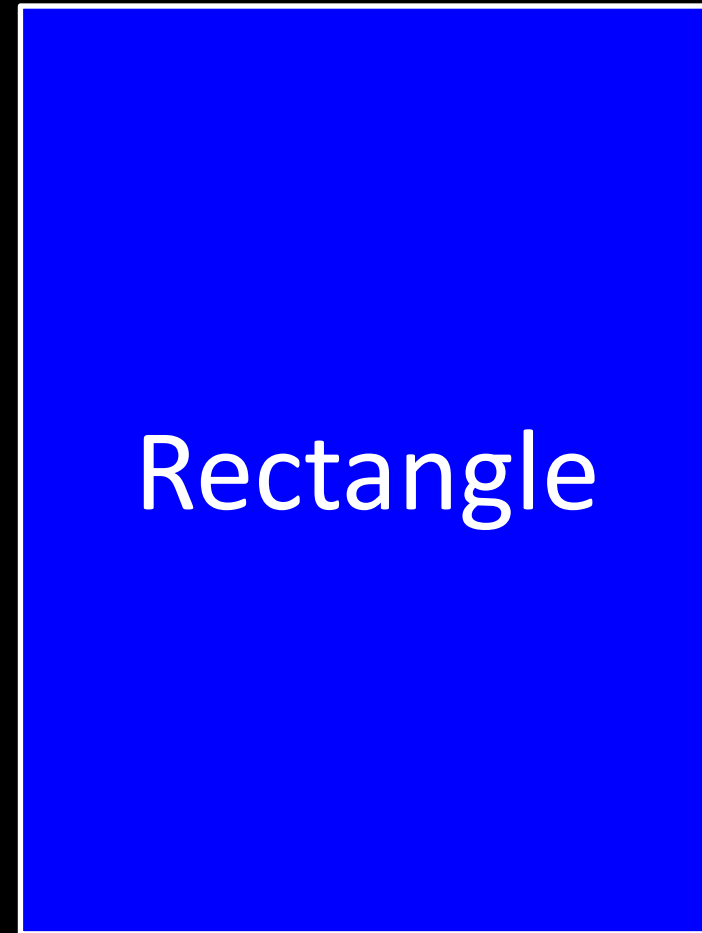




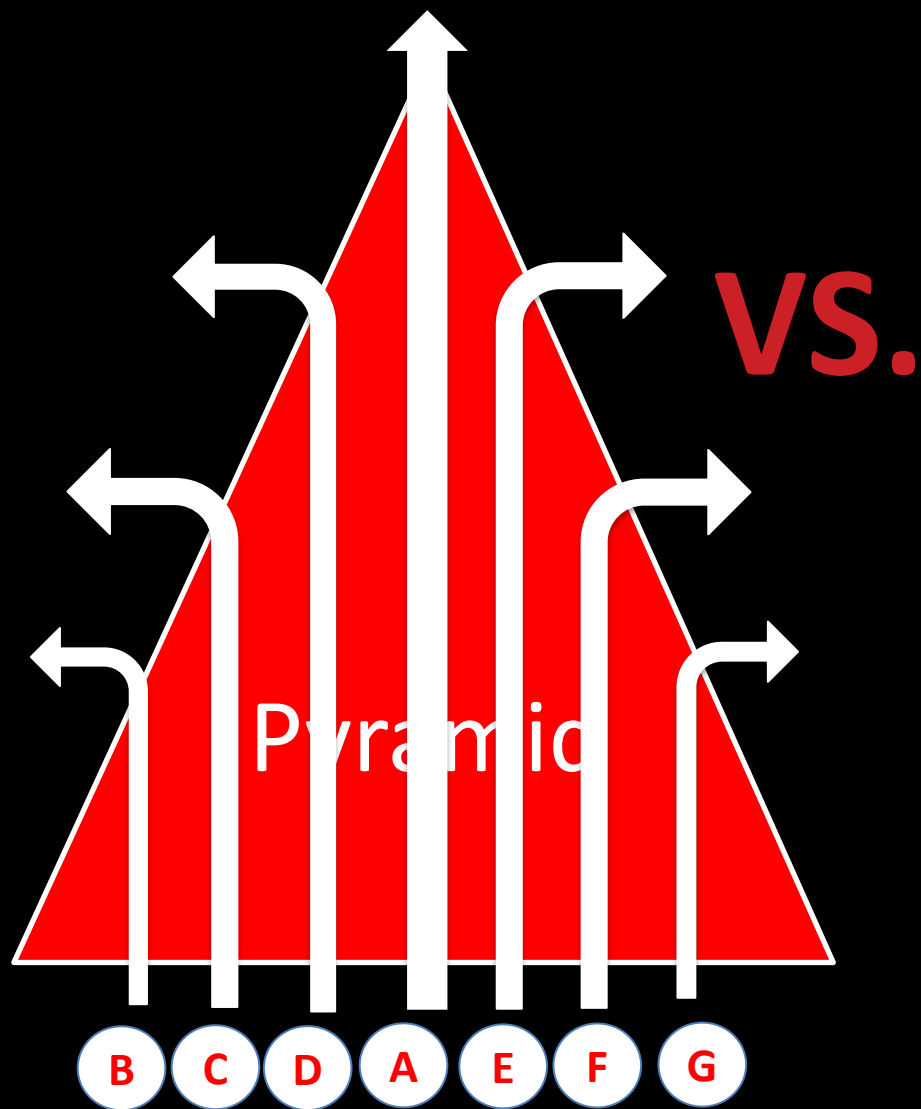
# Athlete Development



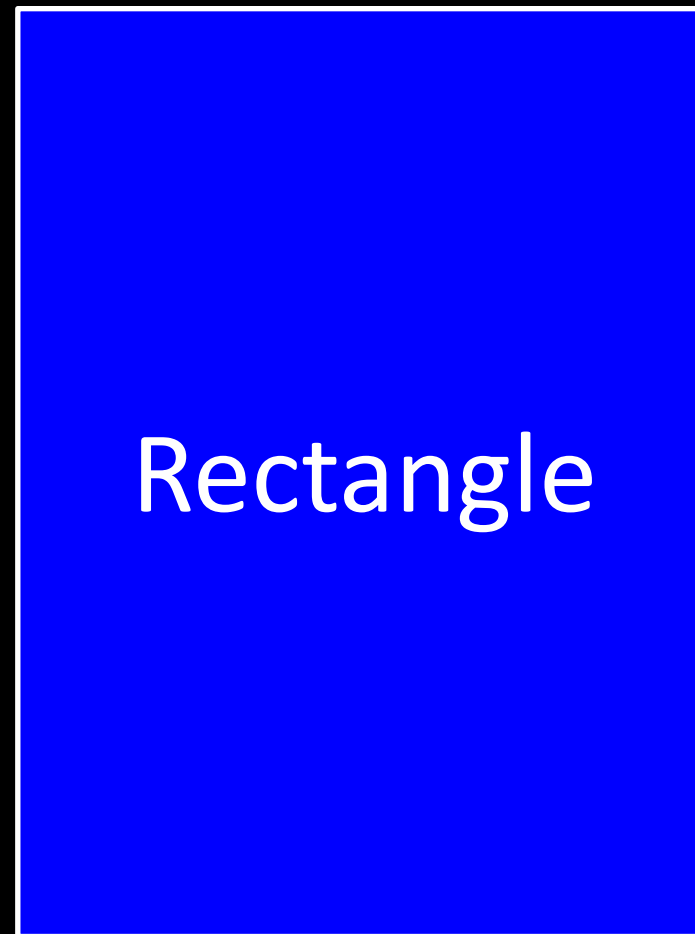
VS.

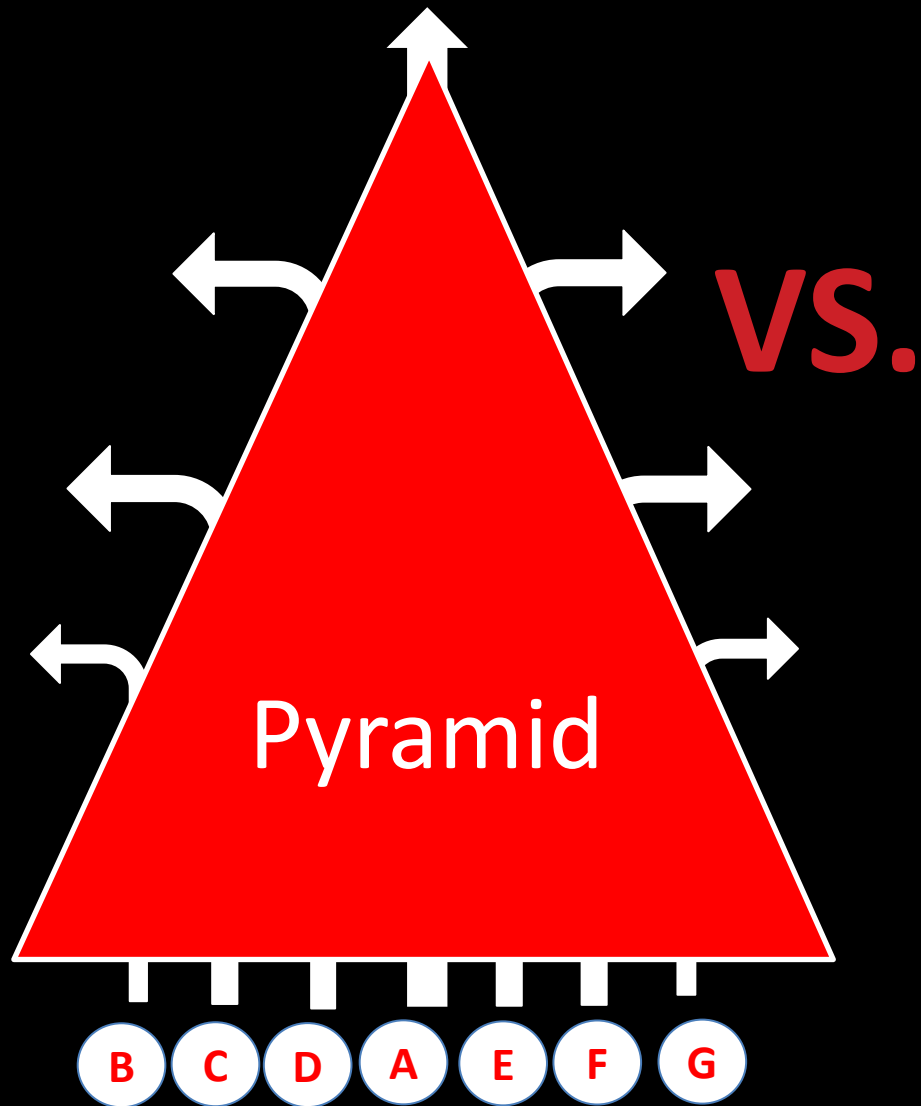




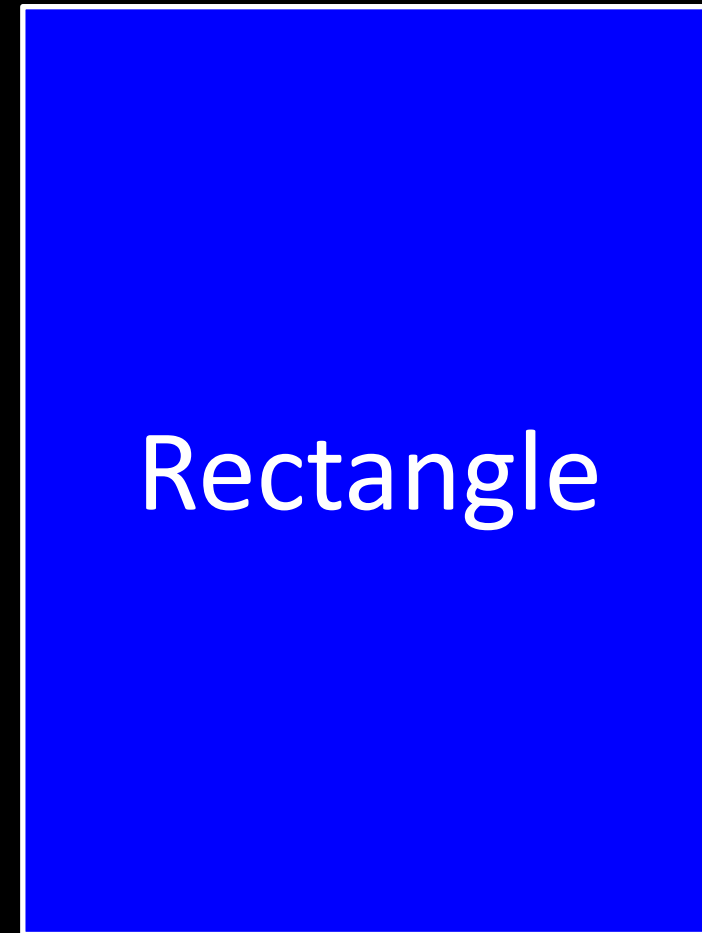


**VS.**



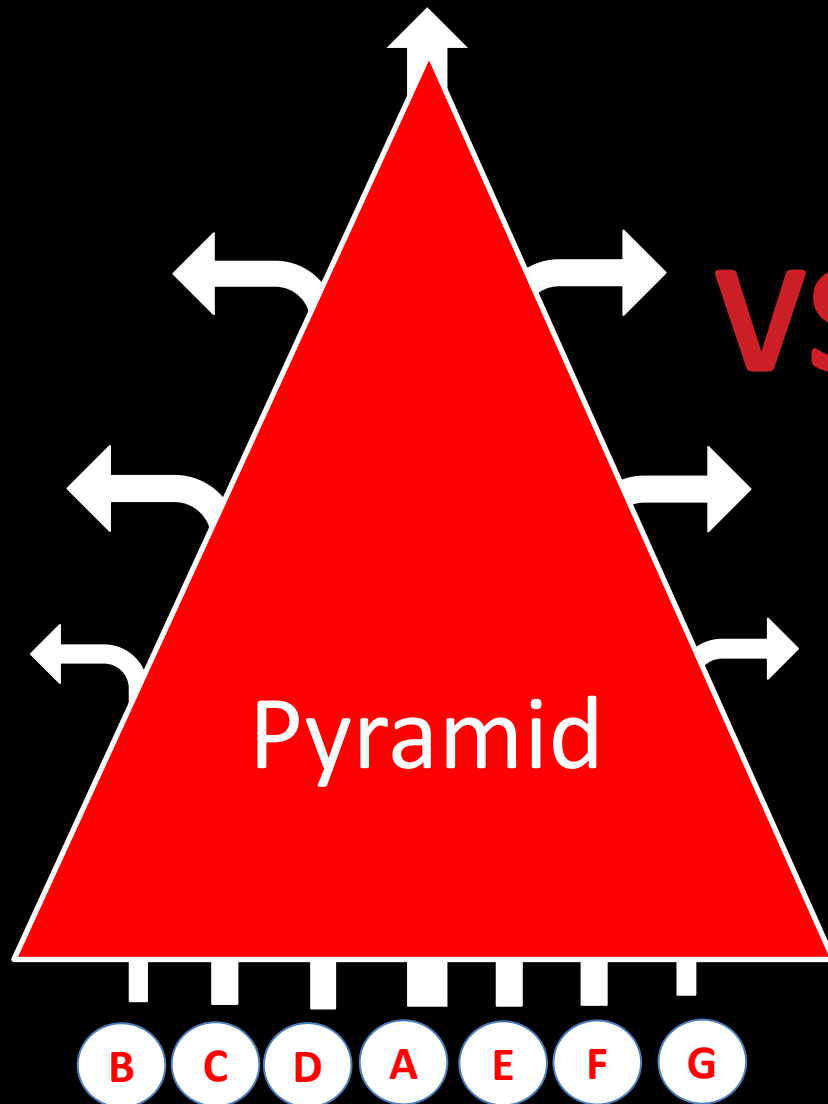


*VS.*





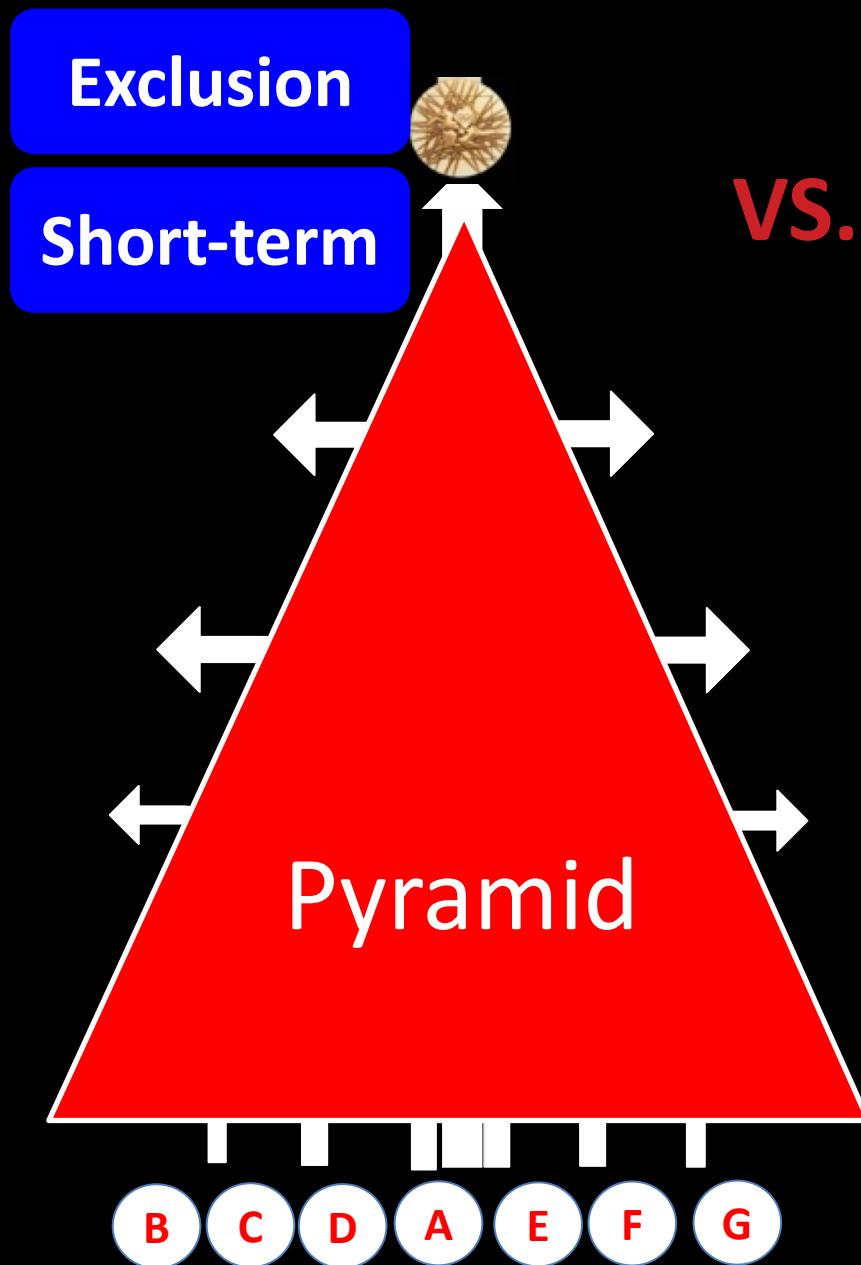
Exclusion



VS.

Inclusion



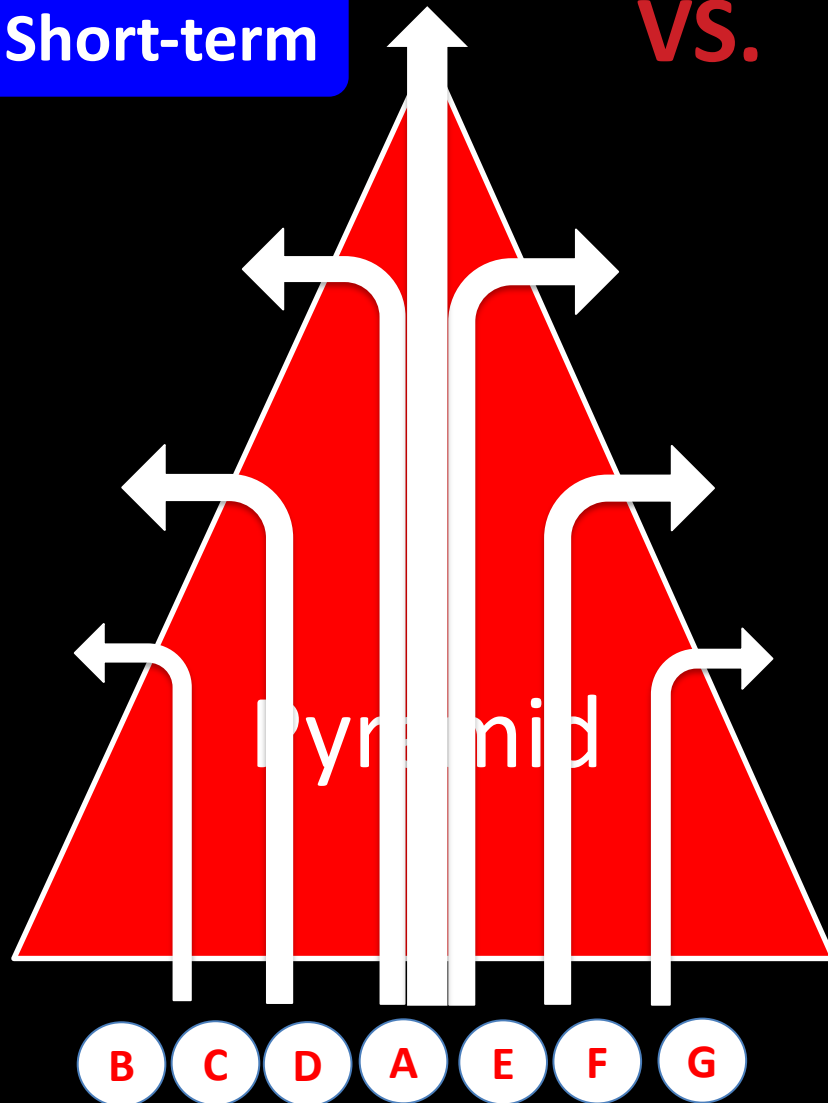




Exclusion

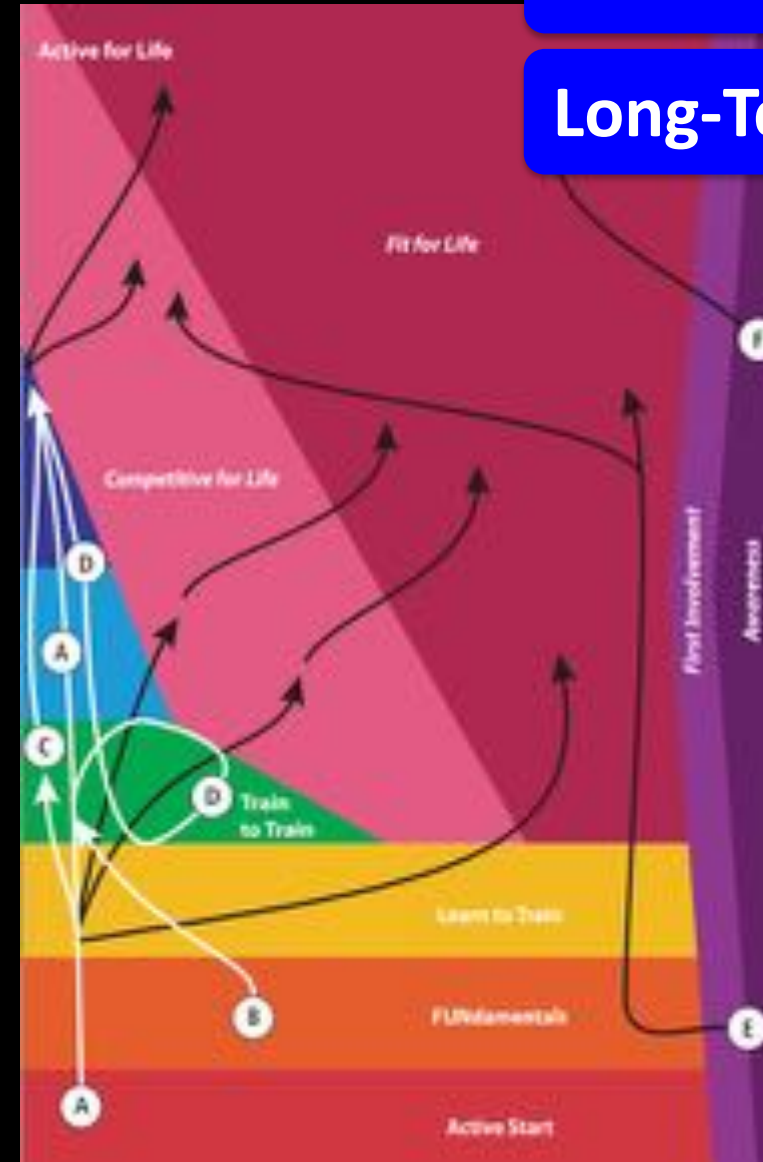
Short-term

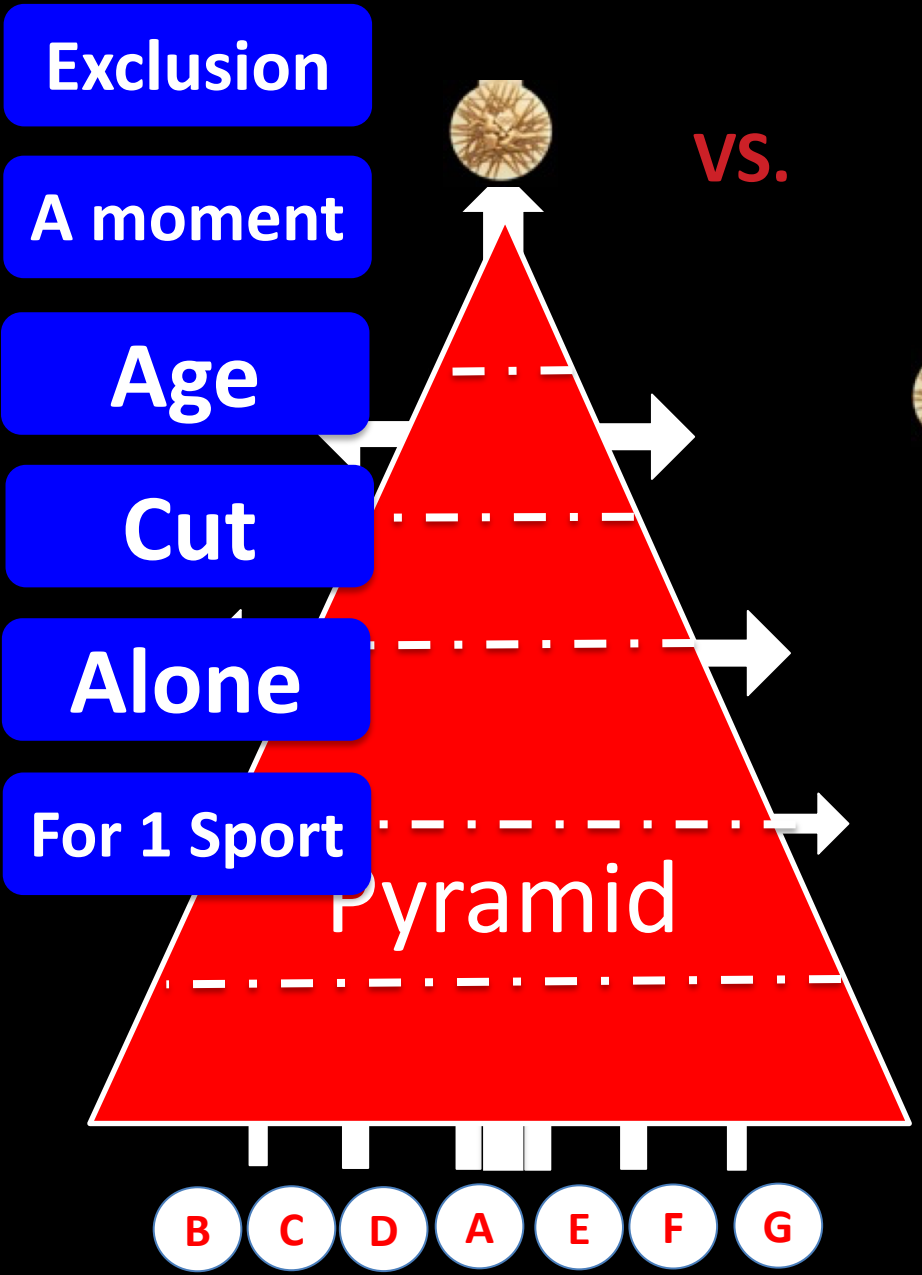
VS.



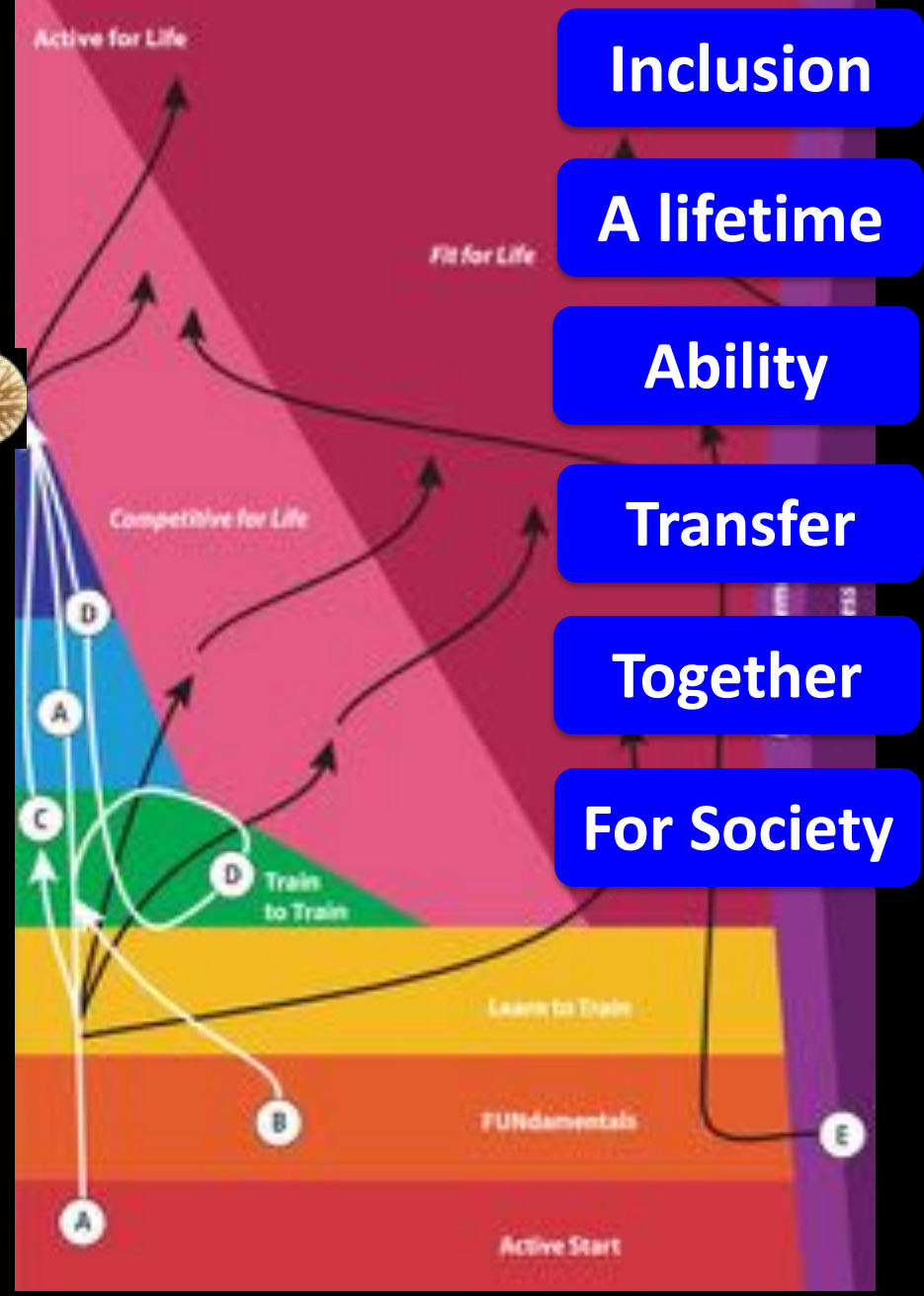
Inclusion

Long-Term

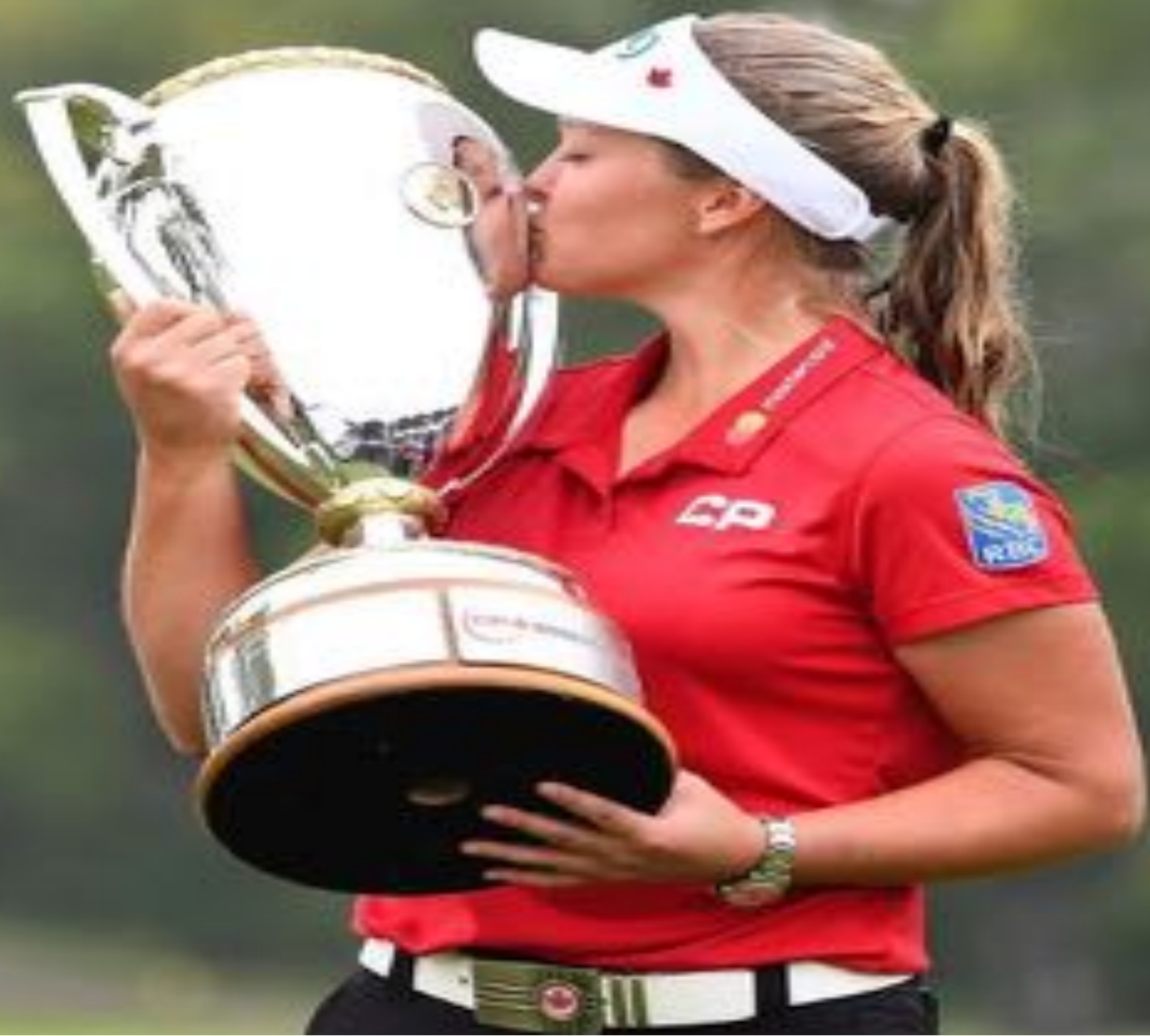




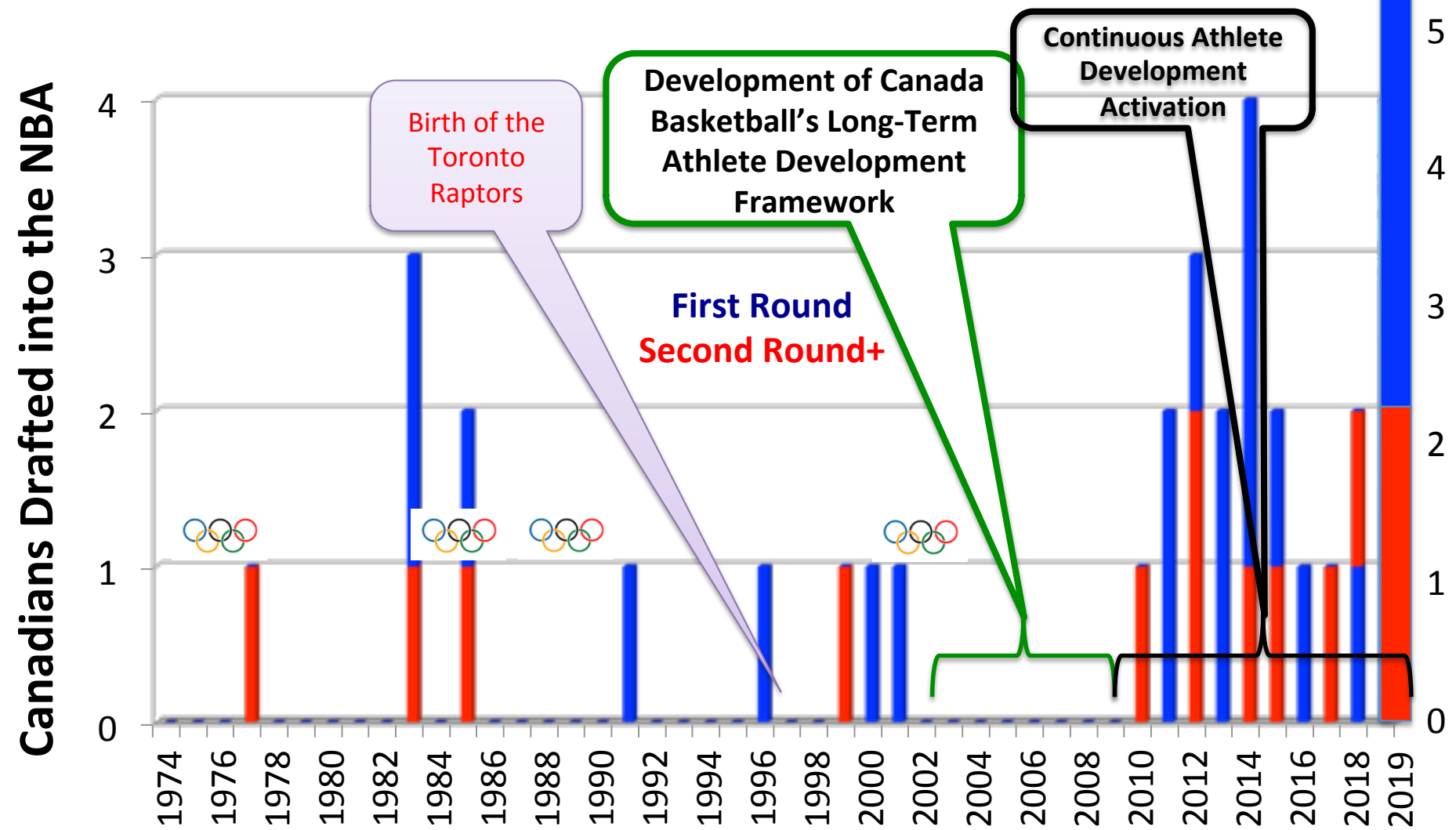
VS.







# Canada Basketball's Athlete Development



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











## The Strategy Choice Cascade



SOURCE: PLAYING TO WIN: HOW STRATEGIES  
REALLY WORK, BY A.G. LARLEY AND  
DANIEL J. MARTIN (HBS PRESS, 2013)

© HBS (2013)



zoom





# MEERJARENOPLEIDINGSPLAN INLINE-SKATEN

## World # 1



### FUNDAMENT

Filosofie

Leidende principes

Trainingsuren

Algemene doelstellingen

Leerlijnen

### LEREN SKATEN

Filosofie

Leidende principes

Trainingsuren

Algemene doelstellingen

Leerlijnen

### LEREN TRAINEN

Filosofie

Leerlijnen

### TRAIN TRAINEN

Filosofie

Leidende principes

Trainingsuren

Algemene doelstellingen

Leerlijnen

### TRAINEN OM TE PRESTEREN

Filosofie

Leidende principes

Trainingsuren

Algemene doelstellingen

Leerlijnen

### TRAINEN VOOR DE TOP

Filosofie

Leidende principes

Fundament

Leren Skaten

Leren Trainen

Train Trainen

Trainen om te  
Presteren

Trainen Voor De  
Top



USA Men's Teams

USA Women's Teams



USA Men's Teams

USA Women's Teams

Youth Development

# World # 1

Foundational

Performance

Introductory

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

## Player Development Curriculum

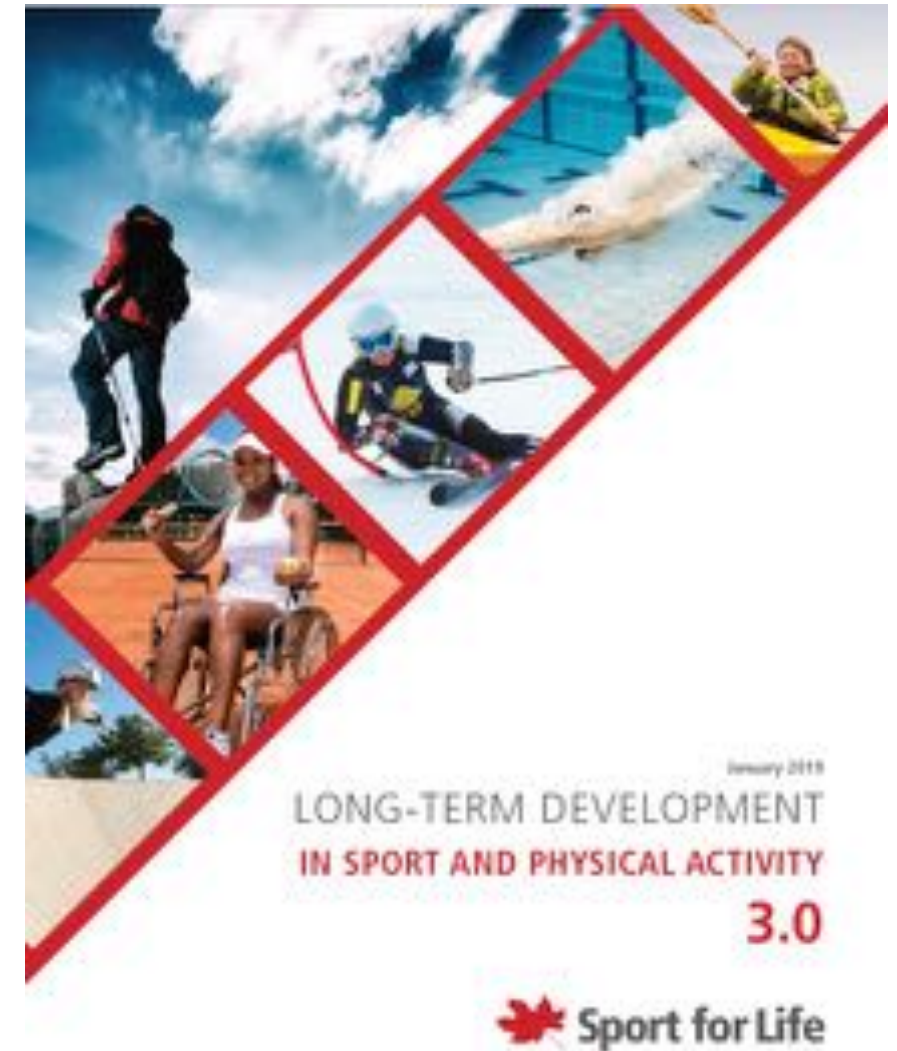
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## Third Generation - 2019

- 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



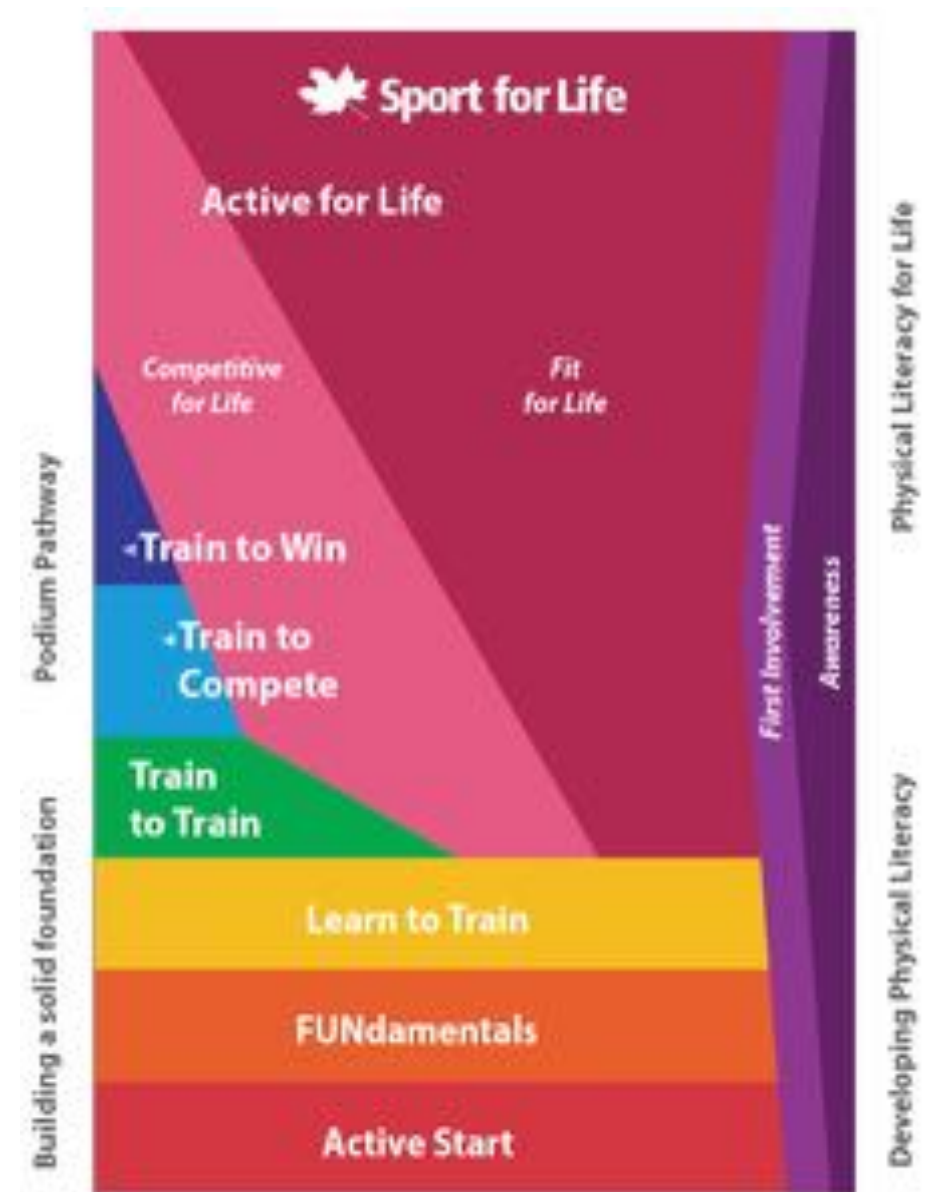


# From Sport to Quality Sport



## 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

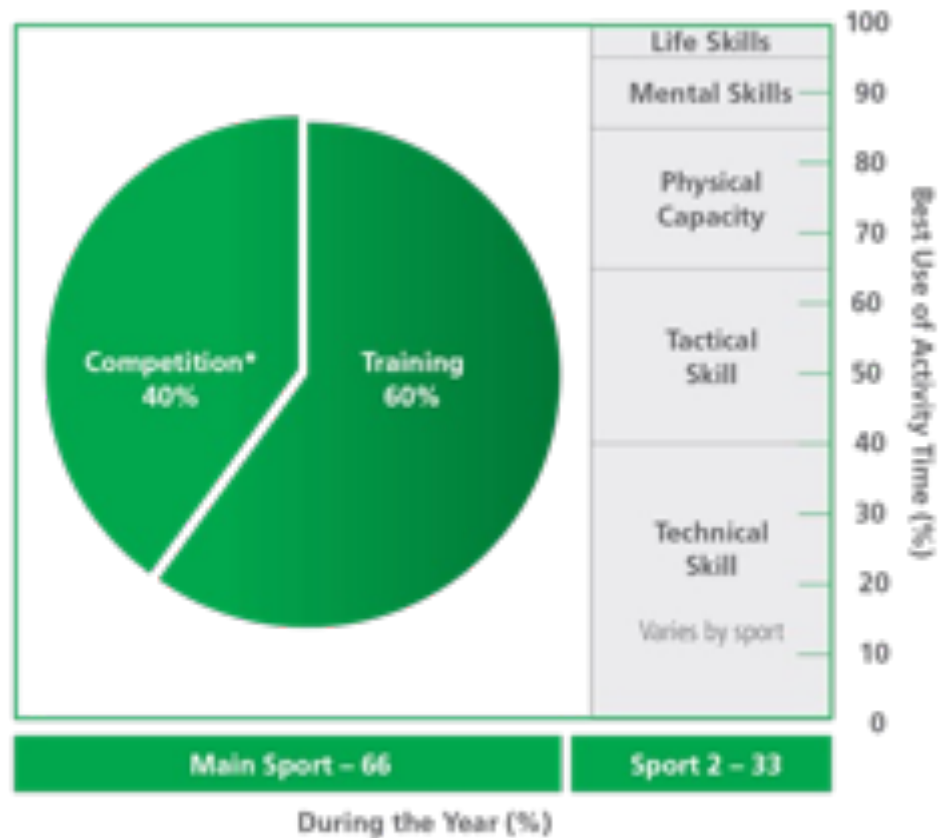
1. From early stages to across the lifespan
2. Consensus statement definition
3. Updated graphic
4. Reference to Developing Physical Literacy 2.0





# Emphasis on adolescence

## Train to Train



\*Includes both competition, and competition specific training

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

4380 (12)

6570 (18)

2190



# Competition Review

André Lachance



 Sport for Life



## Exploring Why?



Sometimes we have all the  
resources but...



We simply make bad decisions



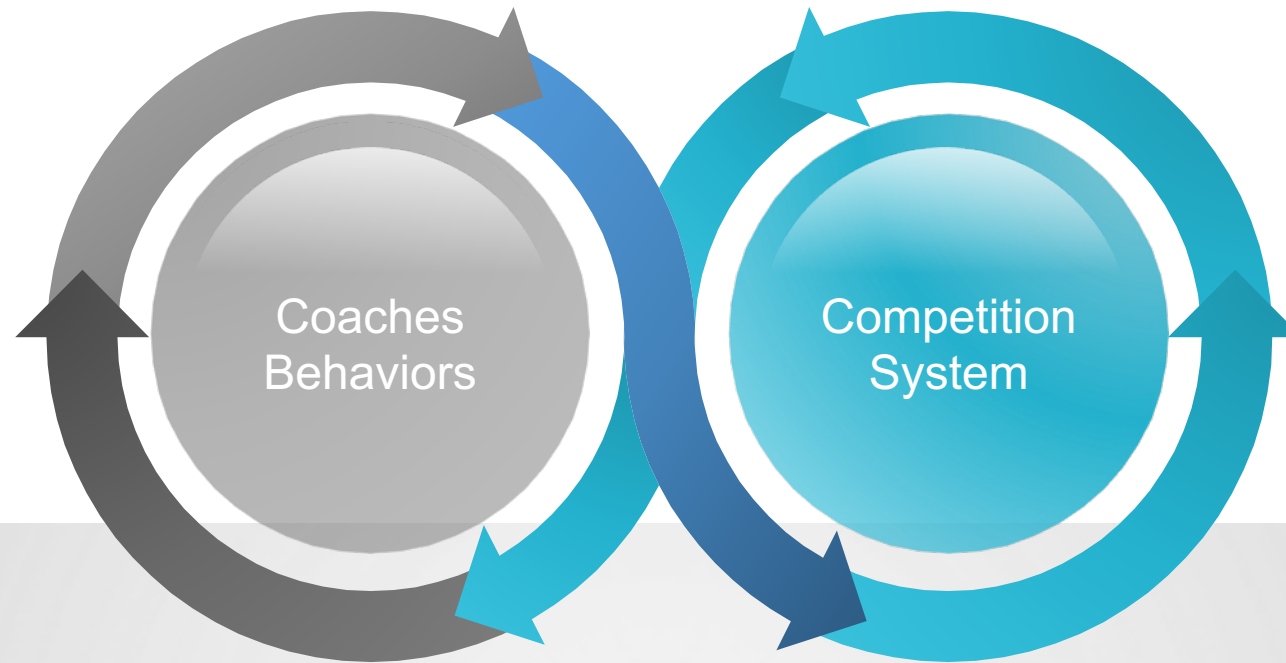
# Team Sports vs Individual Sports

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

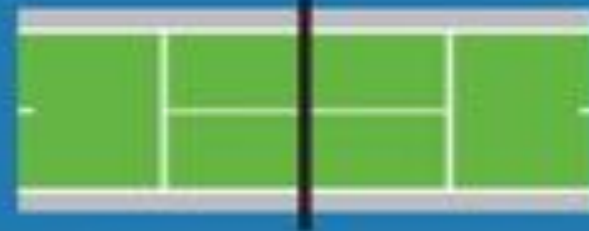


## 3/4 Court Tennis

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.



Progressive Tennis





# Nya Spelytor - Beskrivning



**1/6**

(15 x 20 m)



**1/4**

(15 x 30 m)



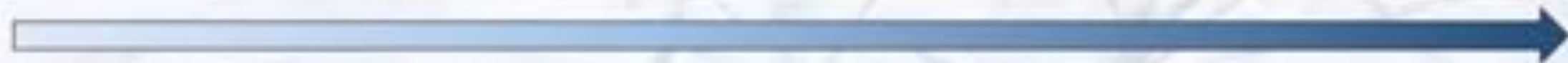
**1/3**

(20 x 30 m)



**Helplan**

(30 x 60 m)



**TKH Spel**

**U-9**

**U-10**

**U-11**

**U-12**

**(U-13,U-14)**

**U-13**

**U-14**



**3v3**



**5v5**



# AGE GRADE RUGBY COMPETITIVE MENU 2019-20

## 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.

Competition Format	Under 7 to 11	Under 12 Male	Under 13 Male	Under 14 Male	Under 15 Male	Under 16 Male	Under 17 Male	Under 18 Male	Under 13 Female	Under 15 Female	Under 18 Female
Friendly Fixture	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Triangular	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Festival	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Waterfall Tournament		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Knock Out/Tournament				✓	✓	✓	✓	✓		✓	✓
League					✓	✓	✓	✓			✓
Competition Format	Under 7 to 11	Under 12 Male	Under 13 Male	Under 14 Male	Under 15 Male	Under 16 Male	Under 17 Male	Under 18 Male	Under 13 Female	Under 15 Female	Under 18 Female

## 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.

Age Grade Rugby: Player-Centred, Development-Driven, Competition-Supported





# 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  
50 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 HURDLES

Under 6  
Saturday Morning Rugby  
Year 5 School Rugby

Under 7  
Saturday Morning Rugby  
Year 5 School Rugby

Under 8  
Saturday Morning Rugby  
Year 6 School Rugby

Under 8/10  
Saturday Morning Rugby  
Year 6 & 7 School Rugby

Under 11  
Saturday Morning Rugby  
Year 8 School Rugby

Under 12/13  
Saturday Morning Rugby  
Year 7/8 School Rugby

SMALL BLACK TO  
ALL BLACK

**Who  
we are  
is why  
we win!**

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](#)

Age Group	U10-U11
Game Format	7v7 (including GK)
Coaching Qualifications	Learn to Train + MED + RiS + Making Headway
Maximum Game Duration	50 min
Maximum Game Time per Player per Day	Max 80 minutes
Minimum rest time between games	Duration of one (1) game
Maximum Goal Size	6ft (1.83m) x 16ft (4.88m)
Field Size	Width: 30-35m Length: 40-55m
Ball size	4 (or 5 light*)
Number of memorable events	2 (1 within Ontario + 1 within North America)
Referee/Game Leader	Referee
Restarts from Sidelines	Pass in or dribble in
Offside	No
Retreat Line	1/3
Substitutions	Unlimited (any stoppage)
Season Length	10- 22 weeks
Team Travel Time	60 minutes each way
Playing Time	Fair time in all positions
Player to coach ratio	Ideal: 10:1 / Maximum: 12:1
Training to game ratio	2:1 to 3:1
Structured Training Duration	60 – 75 minutes
Game Day Roster Size (Game day only)	Ideal 10 / Max 12
Game Day Format	Festival Format
Number of game days per week	1



## 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)

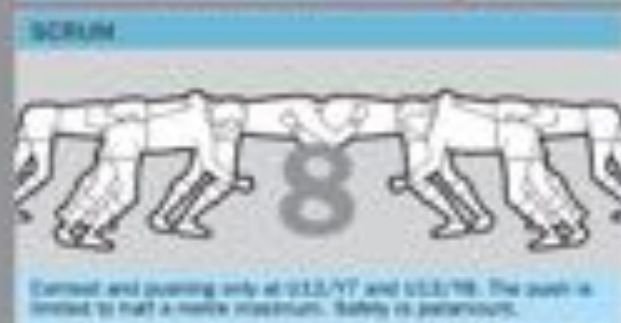
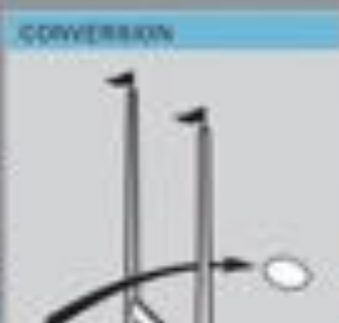
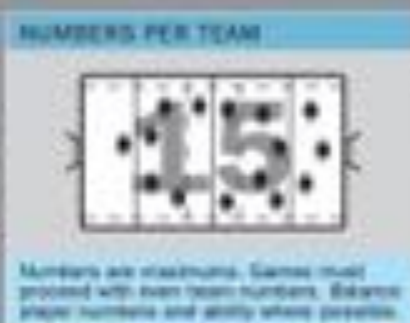
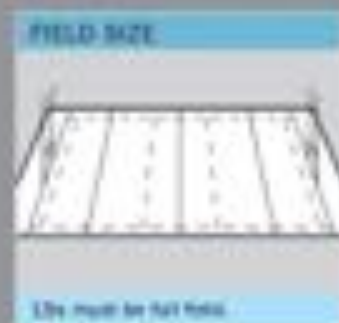
**Type of Referee:** Regional Referee

**Game Structure:**

Game Format	Team Size	Game Duration	Ball Size	Pool Sizes		<sup>21</sup> Goal Sizes
				Length	Width	
3 on 3 + goalie	Min 5; Max 8	<sup>22</sup> 4 x 6 min	<sup>23</sup> Mikasa Size 2	10-12m	8-10m	L: 2m H: 0.9m from water
4 on 4 + goalie	Min 6; Max 10			13-15m	10-12m	
5 on 5 + goalie	Min 7; Max 12			16-20m	13-15m	

# under 12/13 – saturday morning rugby

# year 7/8 – school rugby



**COACHING:**

- ☐ Everything





## 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 competition 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.

*Each National Sports Federation is responsible of making the rules and regulations known, implemented and adhered to, within their sports.*



## 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



A woman with long brown hair tied in a ponytail, wearing a grey blazer over a light blue shirt, is pointing with a black pen at the text 'Teach to the Test!' written on a green chalkboard. The text is written in a white, chalk-like font.

Teach to the Test!

Define The Focus: Ball/Racquet or Opponent ?



## Appropriate Scoring System ?





**GAME CLOCK SHUTS OFF**



**1<sup>ST</sup> DEAD BALL UNDER 4 MINUTES**

② **LEADING  
TEAM'S  
SCORE**

**+8 =**

**TARGET SCORE**

**81**

**1<sup>ST</sup> TEAM TO**

③ **TARGET SCORE**



**WINS**



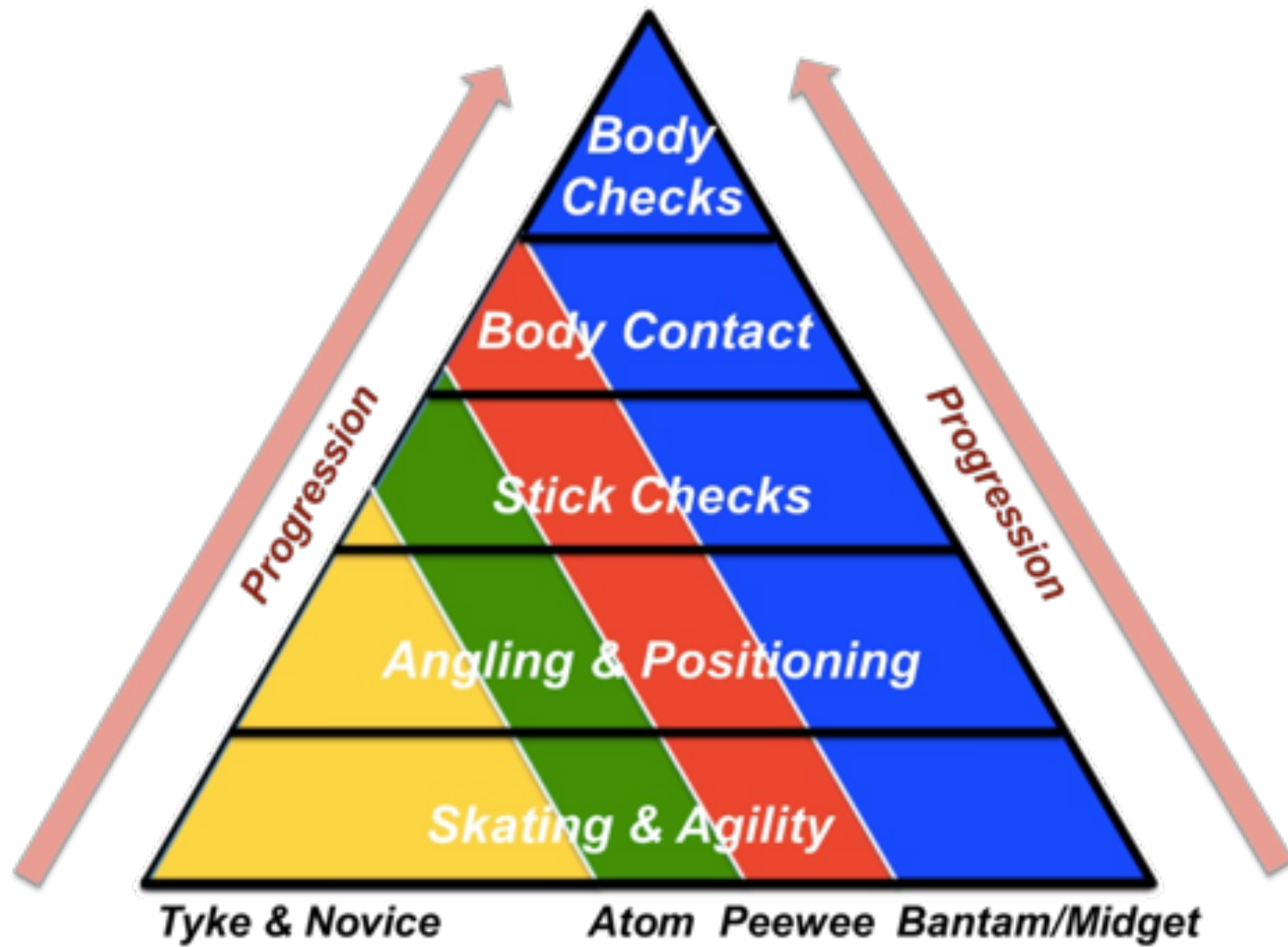
Mulligan



Second Chance ?









## Rationale: Fair Play Rule

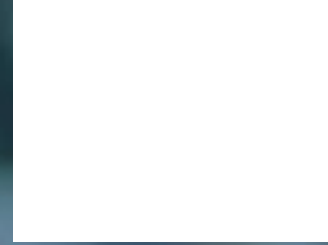
### Decision:

14U and 13U Substitution Rules: Players not starting in the 1<sup>st</sup> set must start in the 2<sup>nd</sup> set. If there is a 3<sup>rd</sup> 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 1<sup>st</sup> set are on the score sheet at the beginning of the 2<sup>nd</sup> set.

# YOUR CHILD IS GUARANTEED AT LEAST HALF A GAME OF RUGBY HERE

[ENGLANDRUGBY.COM/HALFGAME](http://ENGLANDRUGBY.COM/HALFGAME)



England  
Rugby

**WE PLAY**  
RUGBY





## **“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 ...

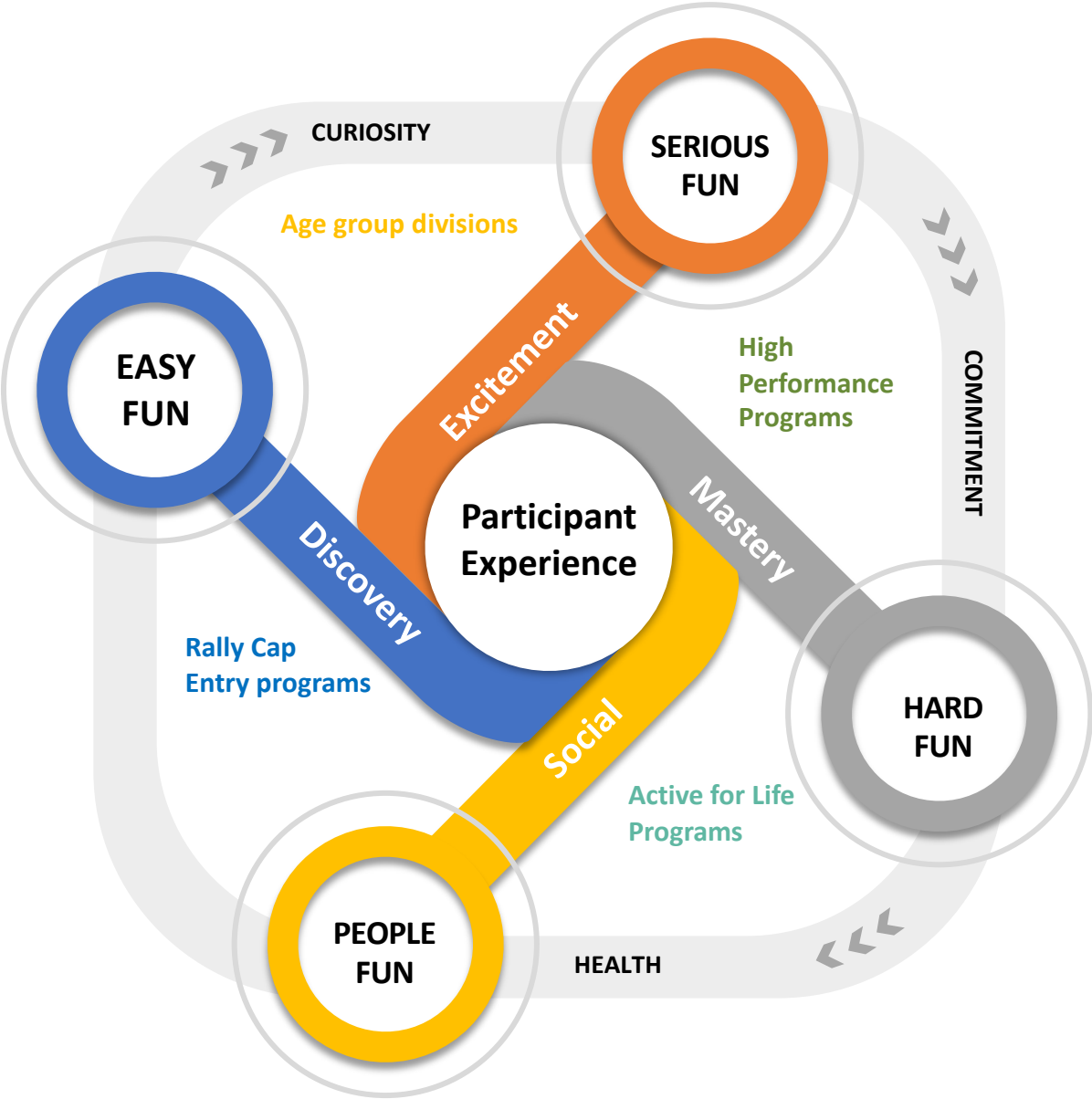
- The concept of a meaningful season ?

## 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



# Baseball Canada Fun Map





KM  
0

**Who  
we are  
is why  
we win!**

Key guiding  
principles



Everything you do sends a message



OSTOV-ON-DOH

FIFA

#worldcup

2018 FIFA WORLD

СПАСИБО

РАТНИ





## 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



## PERFORMANCE

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



## 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



## COURAGE

Creative & innovative  
Agile & dynamic  
Proactive & devoted  
Passionate & driven  
Learn from failures



## 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

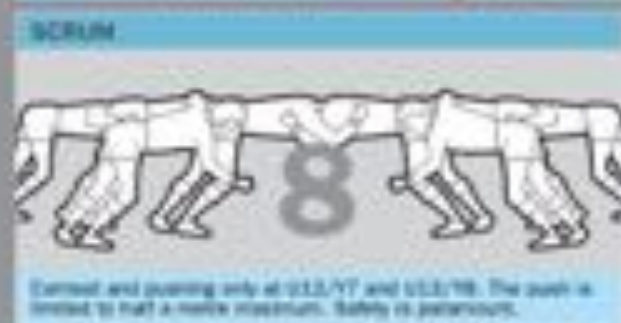
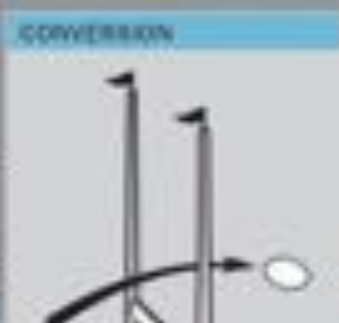
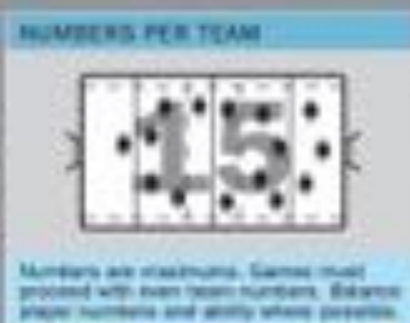
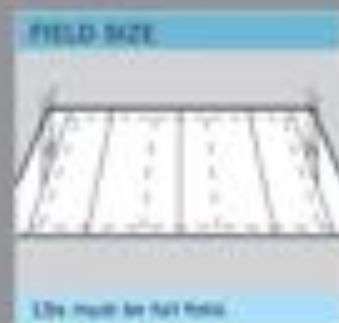
**Game Structure:**

Game Format	Team Size	Game Duration	Ball Size	Pool Sizes		<sup>21</sup> Goal Sizes
				Length	Width	
3 on 3 + goalie	Min 5; Max 8	<sup>22</sup> 4 x 6 min	<sup>23</sup> Mikasa Size 2	10-12m	8-10m	L: 2m H: 0.9m from water
4 on 4 + goalie	Min 6; Max 10			13-15m	10-12m	
5 on 5 + goalie	Min 7; Max 12			16-20m	13-15m	



# under 12/13 – saturday morning rugby

# year 7/8 – school rugby



# 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**



**Unfreeze**



**Change**



**Refreeze**



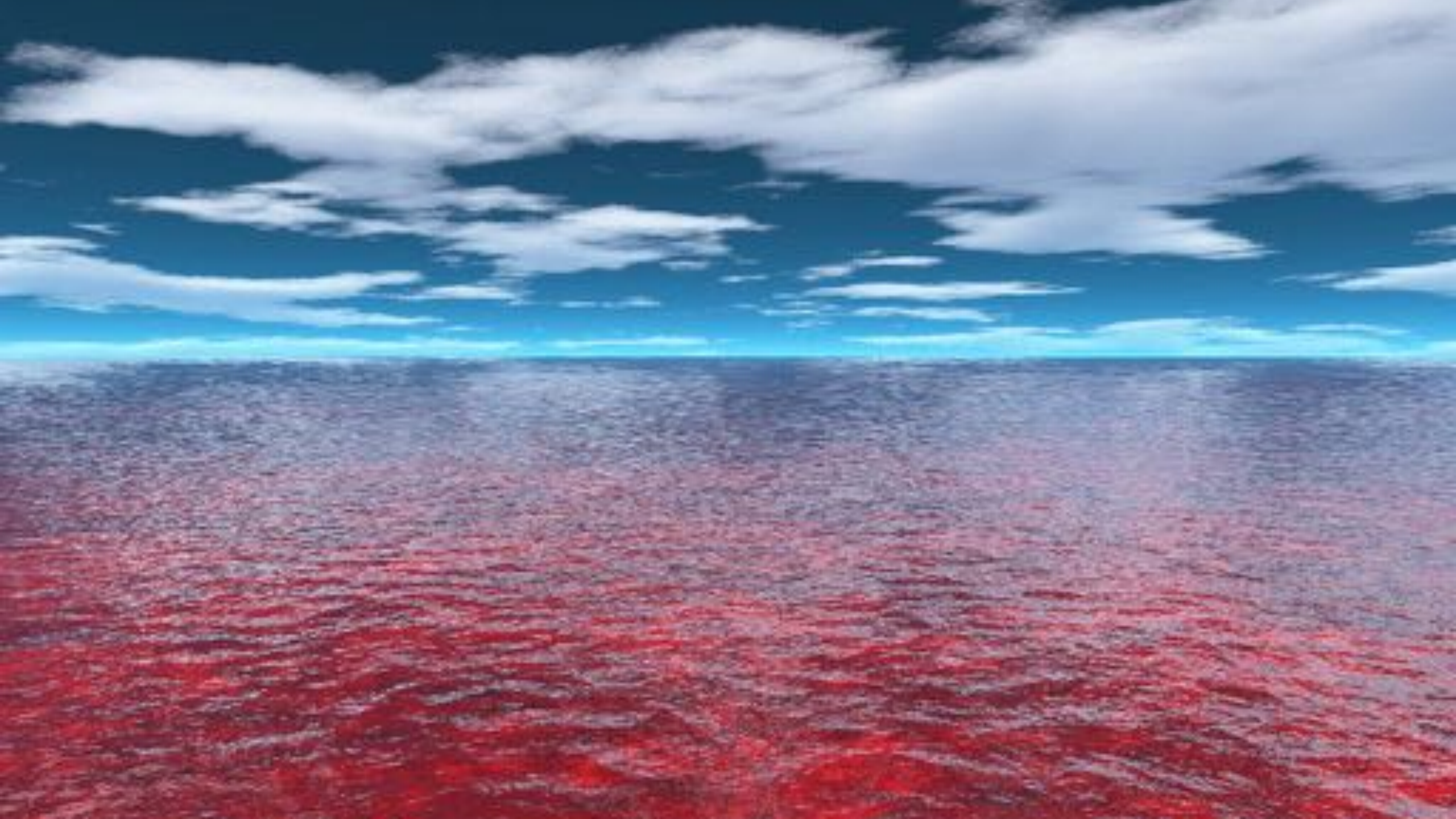


What got you here  
won't get you there.

Marshall Goldsmith









Merci !



Nordic Children & Youth Sports Conference

Helsinki. November 2022