

Training & Competition

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Training & Competition Webinar Objectives

Participants will be able to:

1. Articulate how training is connected to competition.
2. Describe the importance of guiding principles in developing a good competition system so it is better linked to training.
3. Teach to the Test vs Testing what you teach !
4. Share gold nuggets found in other organizations



Exploring Why?

Sometimes we have all the
resources but...

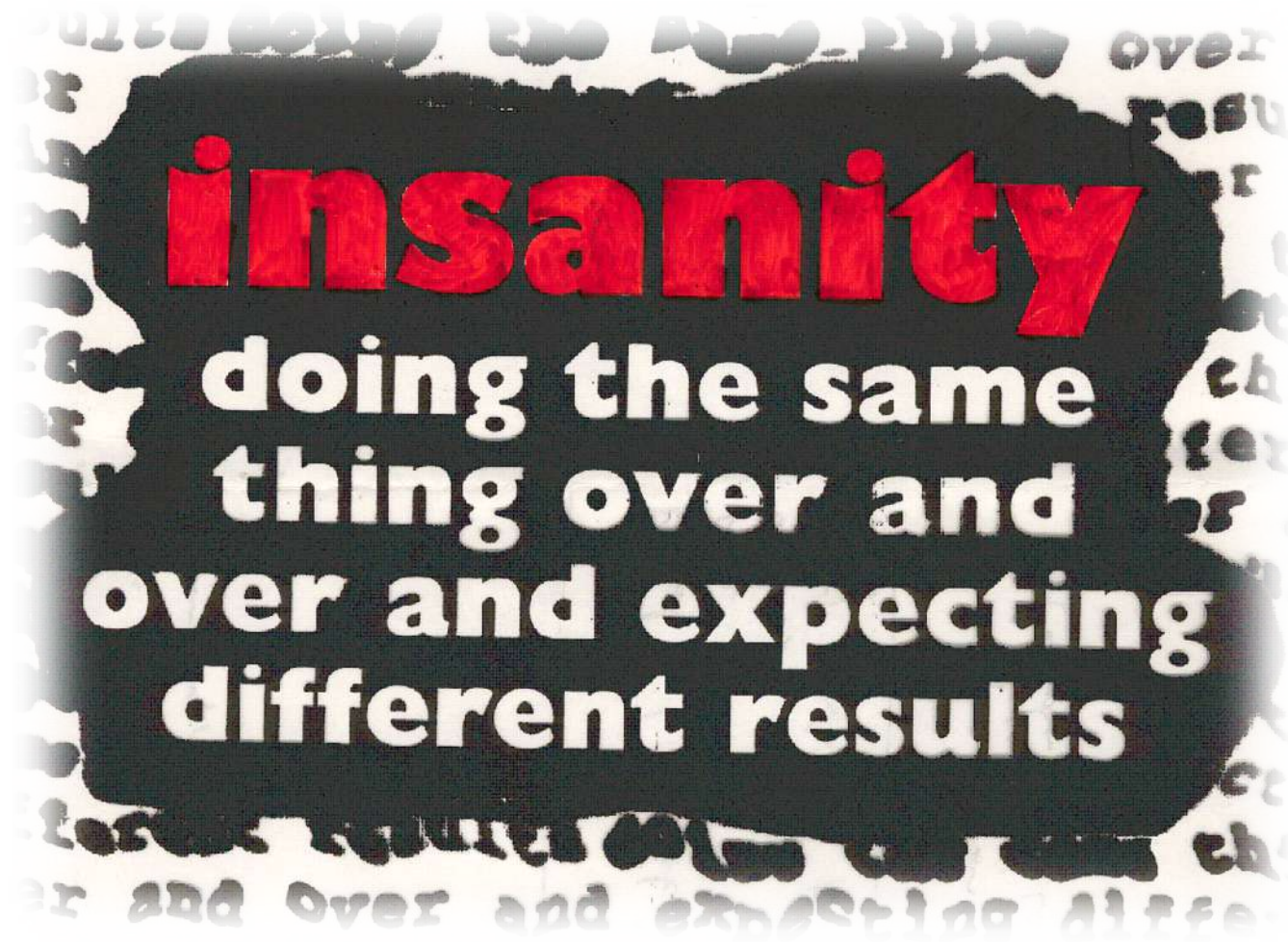


We simply make bad decisions

Why do we need a better competition system to better support athletes ?



Question: Who designed your system of competition?



Why do we need a better competition system ?

- The system of competition makes and breaks athletes!

- The Lawn Tennis Association



- British Swimming



- Volleyball South Africa



Lawn Tennis Association announces profit thanks to Wimbledon success

- **LTA posts £8.7m profit in 2019 after three years of losses**
- **Wimbledon made a surplus of more than £50m last year**



▲ Wimbledon made a record surplus of over £50m last year, when Simona Halep won the women's singles title.
Photograph: Tom Jenkins/The Guardian

Great Britain vs Canada in Tennis (Top 100)



28. Evans 14. Konta
44. Edmund 50. Watson
77. Norrie



16. Shapovalov 6. Andreescu
20. Auger A.
30. Raonic
93. Pospisil

Training to Competition Questions ...

Mini – Maxi model of competition

- Mini – What is the minimum number of competition to optimize performance?
 - For developmental athletes
 - For senior athletes
- Maxi – What is the maximum number of competitions which will not inhibit performance?
 - For developmental athletes
 - For senior athletes

Stages	Recommended Ratios
Active Start	No specific ratios – all activity based on developing physical literacy and child’s passion to play and participate
FUNdamentals	All activities FUN-based including some structured competition
Learn to Train	70% training to 30% competition-specific training and actual competition
Train to Train	60% training to 40% competition-specific training and actual competition
Train to Compete	40% training to 60% competition-specific training and actual competition 2
Train to Win	5% training to 95% competition-specific training and actual competition
Active for Life	Based on the individual’s desire

Team Sports vs Individual Sports

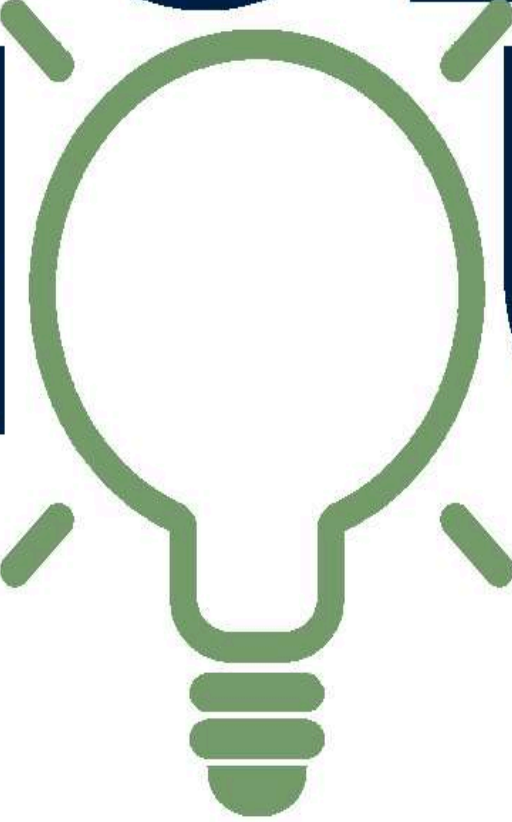
Team Sports – dictated competition schedule

- What is to be done?

Individual Sports – selected competition schedule

- Principles of selecting competitions
 - For developmental athletes
 - For senior athletes

FOOD FOR THOUGHT



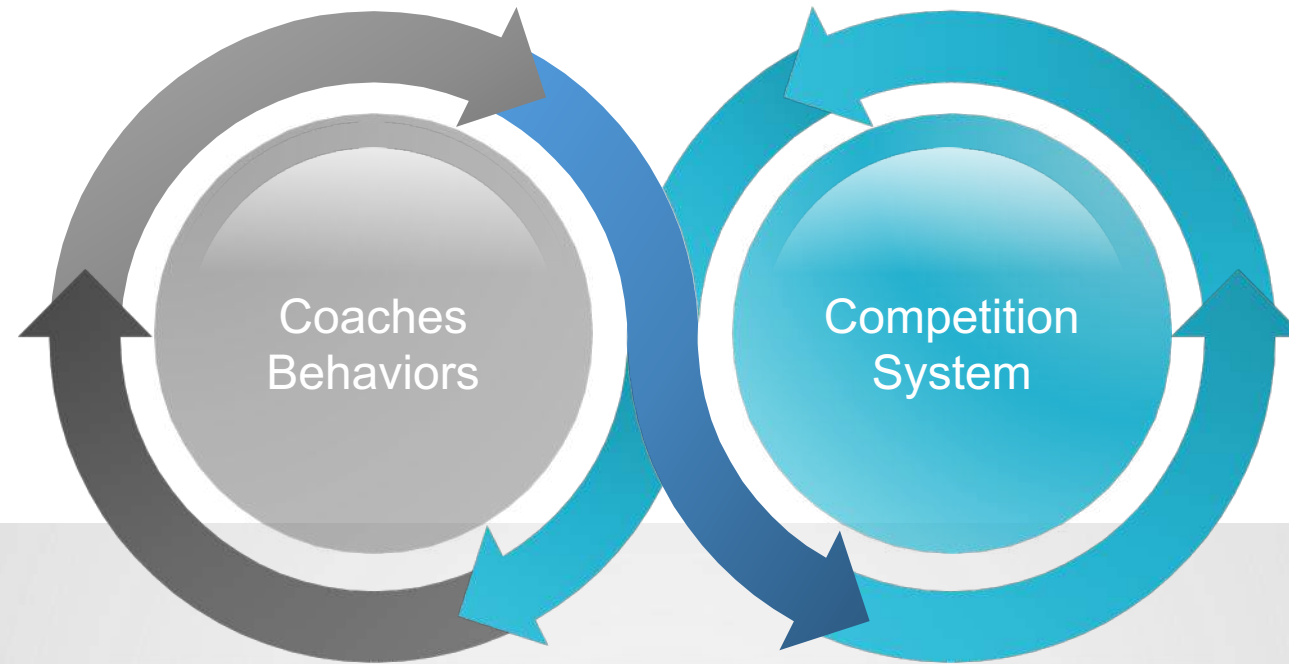
Can we build better training sessions ?

So we develop the physical abilities needed for the sport but also for the individual.

You don't coach Sophy in volleyball.

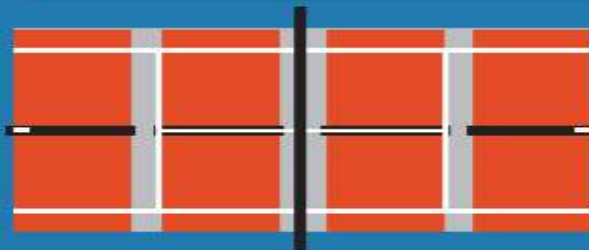
You coach Sophy, who is 10 years old, who likes volleyball.





Coaches will coach to the competition system

Stages of Progressive Tennis

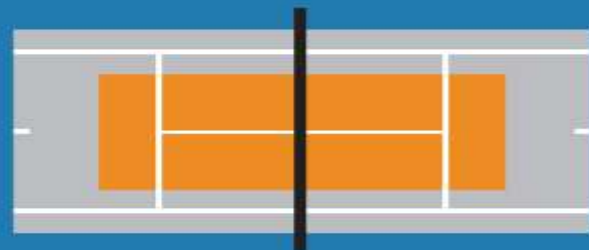


1/2 Court Tennis

Racquets: 17-21 inch

Low compression ball or Sponge Ball (Red court ball)

Advanced Stream 5-7 yrs

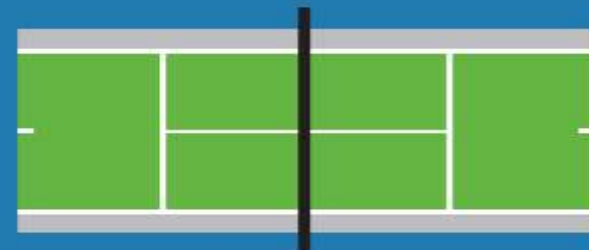


3/4 Court Tennis

Racquets: 23-25 inch

50% slower ball (Orange court ball)

Advanced Stream 7-9 yrs



Full Court Transition

Racquets: 25-26 inch

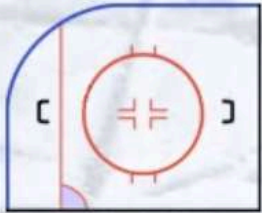
25% slower ball (Green court ball)

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.



Nya Spelytor - Beskrivning



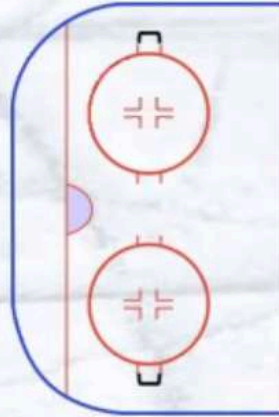
1/6

(15 x 20 m)



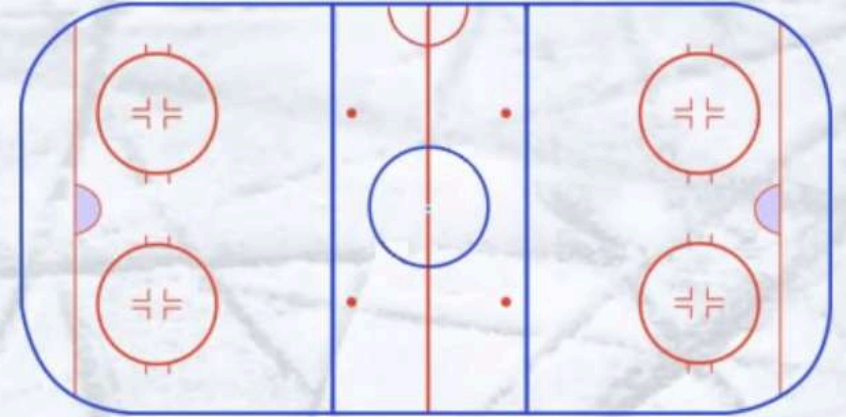
1/4

(15 x 30 m)



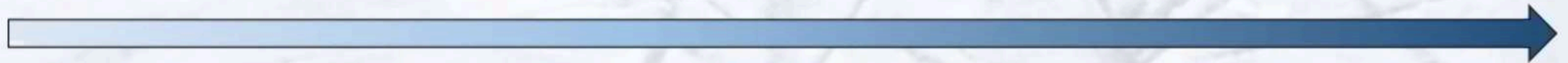
1/3

(20 x 30 m)



Helplan

(30 x 60 m)



TKH Spel

U-9



U-10

U-11

3v3



U-12

(U-13, U-14)



U-13

U-14

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

Friendlies, Triangulars & Festivals



Quilter Kids First Rugby

Waterfall Tournaments

Knock out Tournaments

Leagues (Boys only)

(Girls U18 Age Band)



Max numbers - 4
Max Pitch Size(m) - 20x12
Max mins per half - 10
Max mins per day - 30

U7

NEW

• Tag

Max numbers - 6
Max Pitch Size(m) - 40x20
Max mins per half - 10
Max mins per day - 60

U8

• Tag - 8 tags to score

Max numbers - 7
Max Pitch Size(m) - 60x30
Max mins per half - 15
Max mins per day - 60

U9

• Contact game starts
• Tackle including hold

Mixed Rugby

Max numbers - 8
Max Pitch Size(m) - 60x40
Max mins per half - 15
Max mins per day - 60

U10

• 3 player uncontested scrum
• Back end man - 1 support player per team
• Tackle not hold

Max numbers - 9
Max Pitch Size(m) - 60x40
Max mins per half - 20
Max mins per day - 70

U11

• 2 player scrum - strike, no push
• Back end man - 2 support players per team
• Kicking - no flyback

Max numbers - 12
Max Pitch Size(m) - 60x40
Max mins per half - 20
Max mins per day - 70

U12

• 5 player scrum - strike, no push
• Back end man - unlimited
• End-off below armpits

Max numbers - 13 (girls 12)
Max Pitch Size (m) - 90x50 (girls 60x40)
Max mins per half - 25
Max mins per day - 80

U13

• Boys 6 player scrum - strike and push
• Boys kicking - flyback
• Girls as for U11 but with 5 player scrum - strike, no push

Max numbers - 15
Max Pitch Size(m) - 100x70
Max mins per half - 25
Max mins per day - 80

U14

• 8 player scrum - Number 8 pick up and run
• Kicking at goal
• Uncontested lineout

Max numbers - 15
Max Pitch Size(m) - 100x70
Max mins per half - 30
Max mins per day - 90

U15

• Boys & girls uncontested lineout - lift permitted

Max numbers - 15
Max Pitch Size(m) - 100x70
Max mins per half - 35
Max mins per day - 90

U16

• Contested lineout - lift permitted

Max numbers - 15
Max Pitch Size(m) - 100x70
Max mins per half - 35
Max mins per day - 90

U17

Max numbers - 15
Max Pitch Size(m) - 100x70
Max mins per half - 35
Max mins per day - 90

U18

Boys play single age band rugby. Girls play joint age band rugby at U13, U15 and U18.



Vertical Integration

Example – Speed Skating Train to Train

Was

- 111m track with 8m radius
- 333m to 1500m
- 2-year age groups
- 4 skaters / province
- Canadian Championships

Changed to

- 100m track with 7m radius
- 100m, 400m, 2-person 10 min relay & 3000 pts
- 1-year age groups
- Max 5 skaters / province
- Canada East & West

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

Key guiding
principles



Some Examples

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: 30-36m 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		²¹ Goal Sizes
				Length	Width	
3 on 3 + goalie	Min 5; Max 8	²² 4 x 6 min	²³ 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	

Low Battery

20% battery remaining.

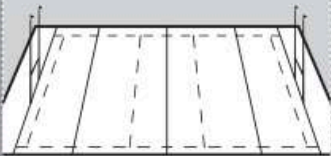
Low Power Mode

Close

under 12/13 – saturday morning rugby

year 7/8 – school rugby

FIELD SIZE



15s must be full field.

NUMBERS PER TEAM



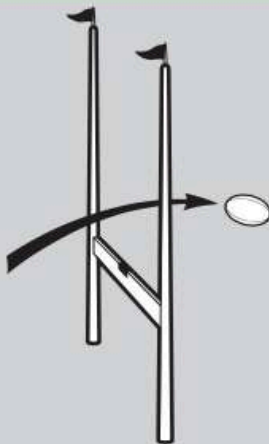
Numbers are maximums. Games must proceed with even team numbers. Balance player numbers and ability where possible.

TRY



Score blowouts have a detrimental effect on both teams. If blowouts are occurring (i.e. 30+ at halftime), mix and match players to gain even contest. Try = 5pts.

CONVERSION



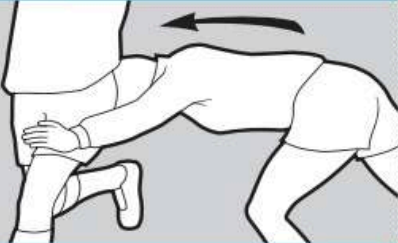
Conversions not to be taken further out than the 15m line. In tournament games conversions to be taken from the point perpendicular to the point where try is scored. Conversions = 2pts.

BALL SIZE



Balls will be colour coded for each size. Most manufacturers' size 4 balls = green.

TACKLE



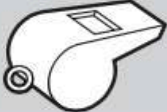
Tackles must be below the nipple.

SUBS: ROLLING



All players must play at least half a game.

ASSOCIATE REFEREE



If no associate referee, no tackling and no contested scrums.

GAME LENGTH



2 x 30 minutes maximum.

SKILLS REQUIRED AT THIS LEVEL:

- Off ground pass
- Dive pass
- Falling on ball
- Catching high ball
- Drop kick
- Grubber kick
- Front-on tackle
- Running in support
- Getting up
- Contact

COACHING:

- Everything

SCRUM



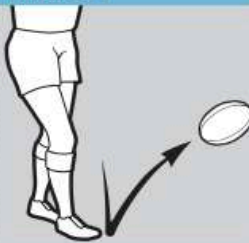
Contest and pushing only at U12/Y7 and U13/Y8. The push is limited to half a metre maximum. Safety is paramount.

LINEOUT



Lineouts can be contested. There is to be no lineout lifting at any level.

KICK-OFF



Normal.

PENALTY



Normal.

KICKING



Yes.

September, 2020

PANAM SPORTS  Sport for Life



CHILDREN'S RIGHTS IN SPORT

THE PROVISIONS ON CHILDREN'S SPORT

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.

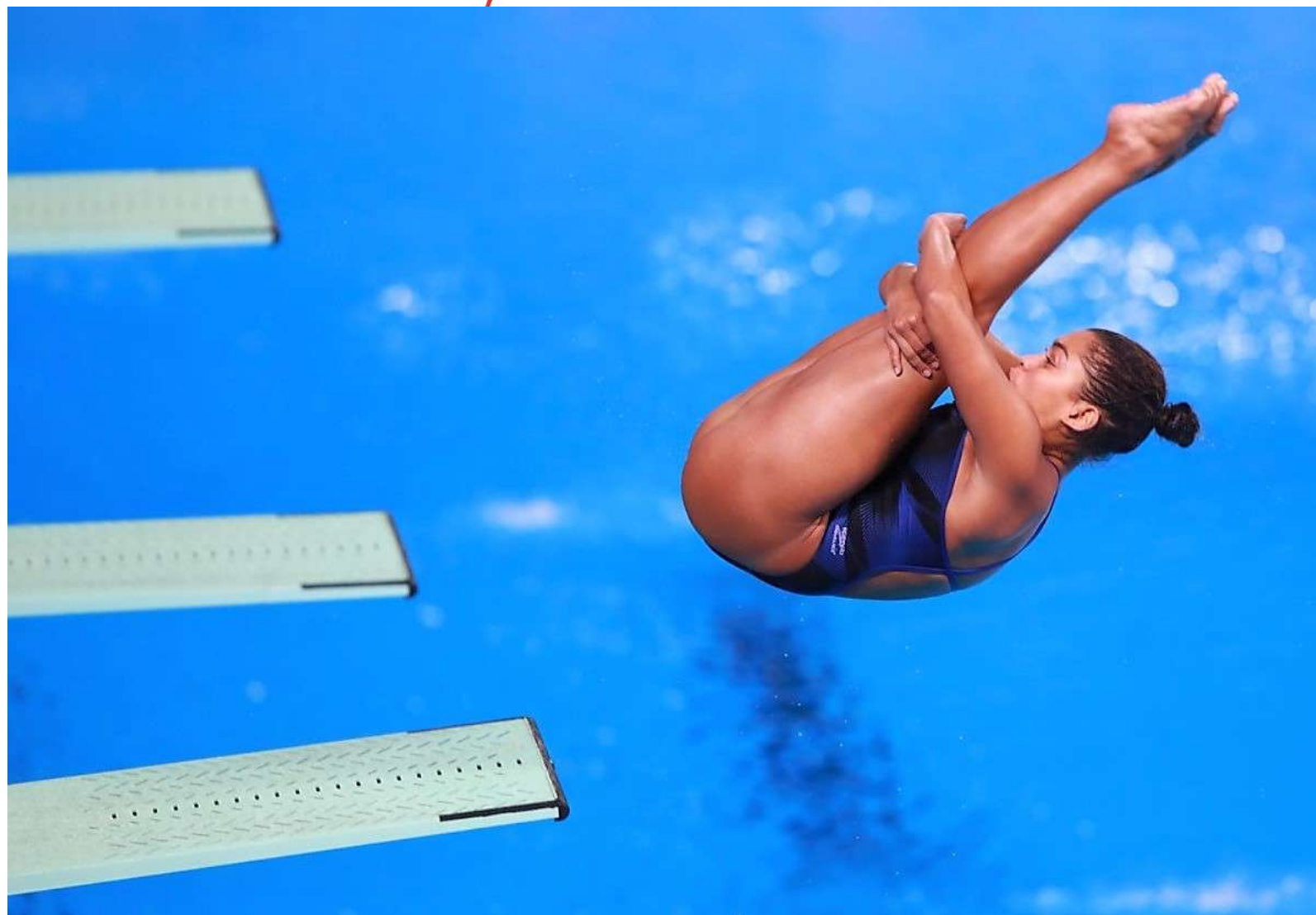
7-9 YEARS

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**





Let's Go Back in Time

1. Think about a positive past competitive experience as an athlete or as a coach
2. If you wanted to describe that experience to a friend, what words would you use ?



Elizabeth Walker- Young

What was your most meaningful medal win?

“In Athens, I came third in a race where you couldn’t tell who won bronze, silver or gold. All three of us broke the world record. To be in that field of competition showed how far Paralympic sports had come. I was just as pleased with that bronze medal as I was with my gold four years later”

Air Canada EnRoute – June/July 2015

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

The Match

The process

*Match contributes
to the development
of the player*

*The player performs
in the match*

The product



The Player

Long term player
development

What is the Difference?

Learning	Performing
Development of underlying mechanisms	Skill execution at a particular point in time
Permanent improvement	Non-permanent
Achieve through practice	Sensitive to fatigue, environment, anxiety, etc.

Dr. Joe Baker

Structuring practice

Learning	Performing
Focus on trial and error	Focus on consistency
Permanent improvement	Familiar drills
Encourage discomfort	Encourage feelings of comfort / confidence
High variability	Stable environment
Doesn't look pretty	Provide opportunities for success
Slow improvements	Non-permanent

Dr. Joe Baker



To **develop** the players'
performance we have to nuance
winning
(the aim of the game)

From FIFA

Different Perspectives Of Winning

Adult / Top Teams:

Team Performance (competition related)

Youth Teams:

Performance / Development of the *Individual*
(development related)

From FIFA



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

Teach to the Test!

Define The Focus: Ball/Racquet or Opponent ?



Appropriate Scoring System ?

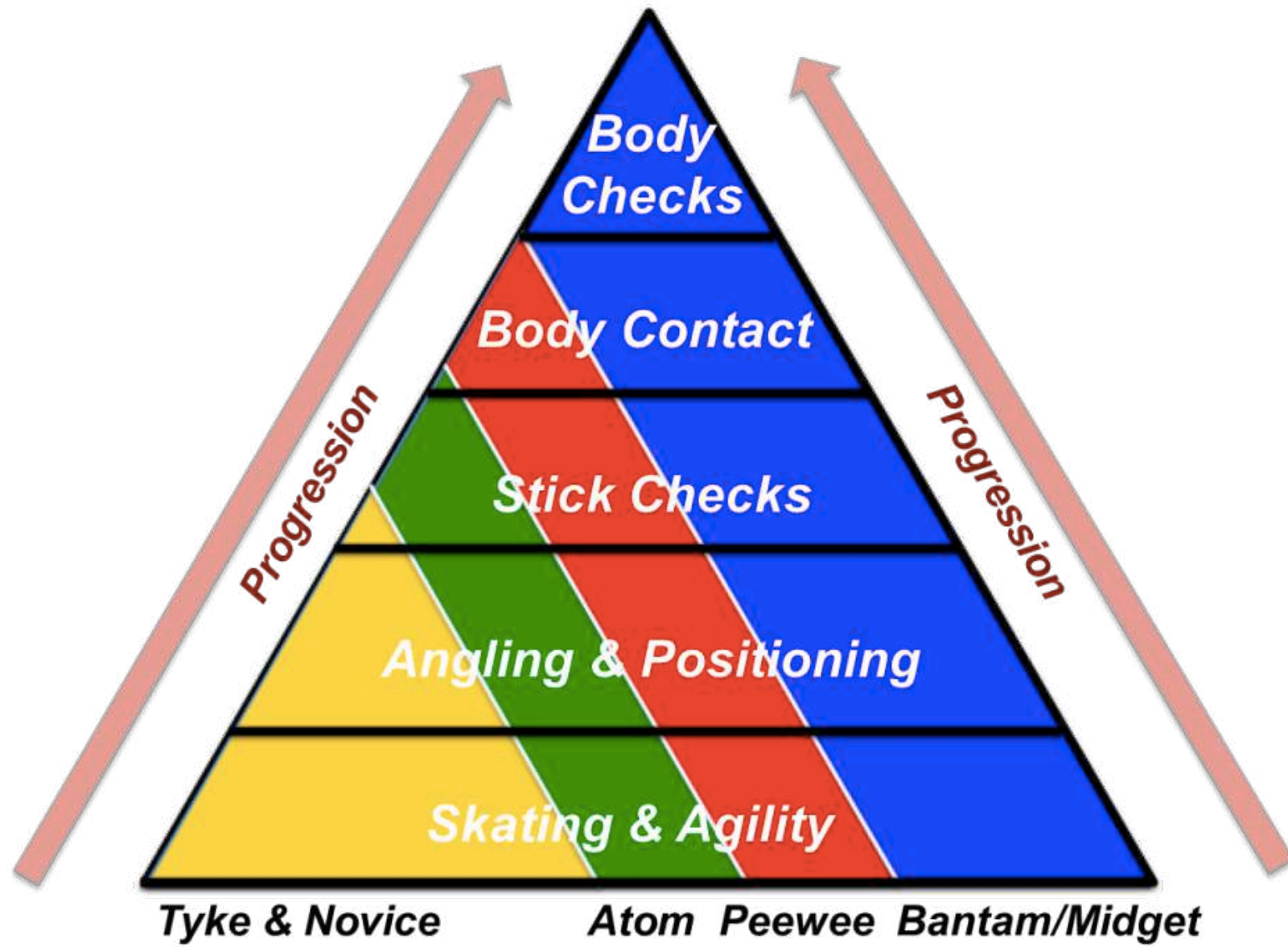


Mulligan



Second Chance ?







Rationale: Fair Play Rule

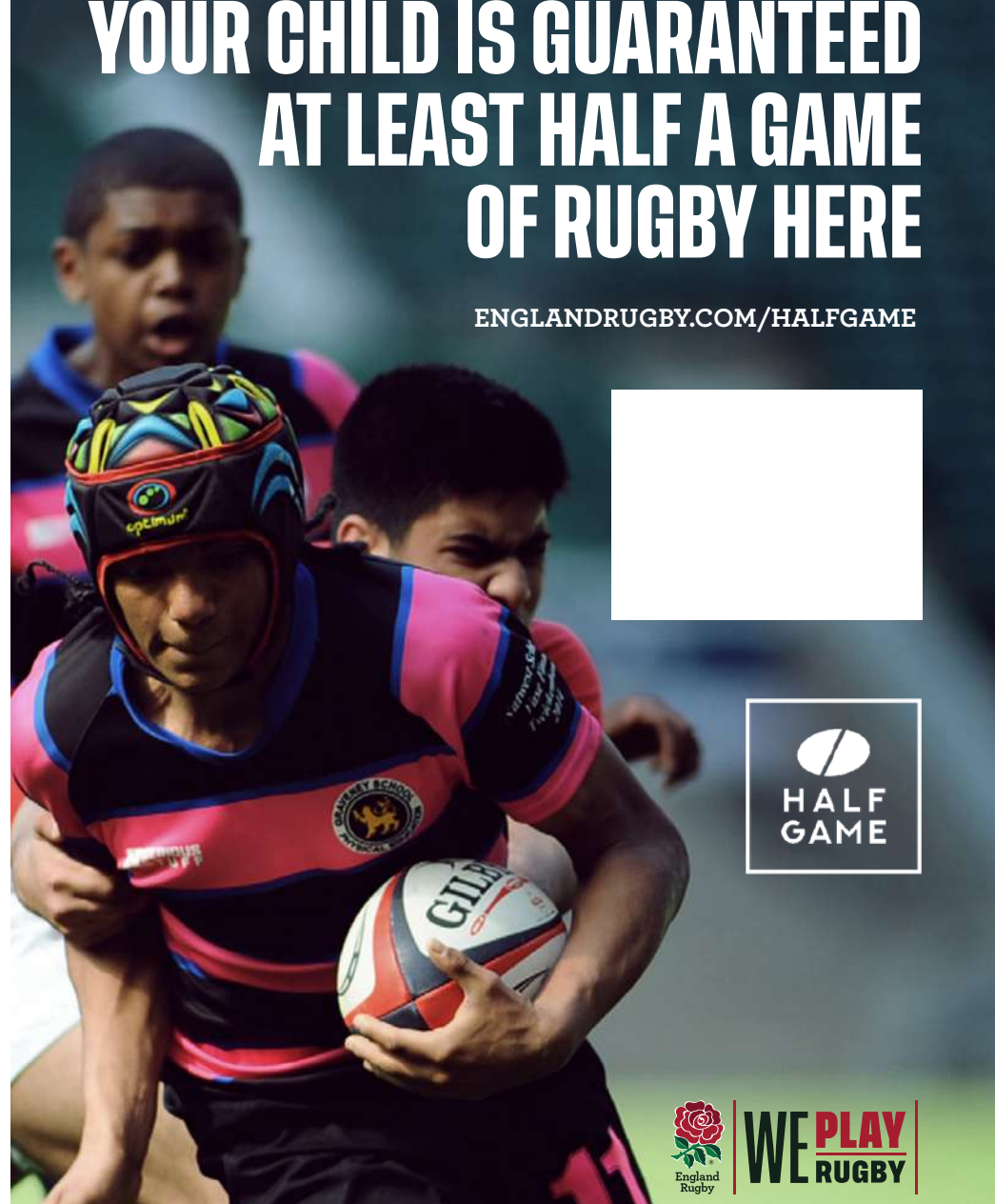
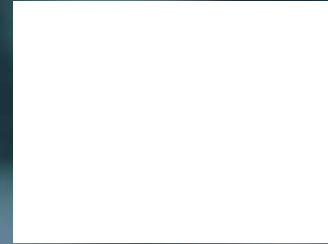
Decision:

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



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

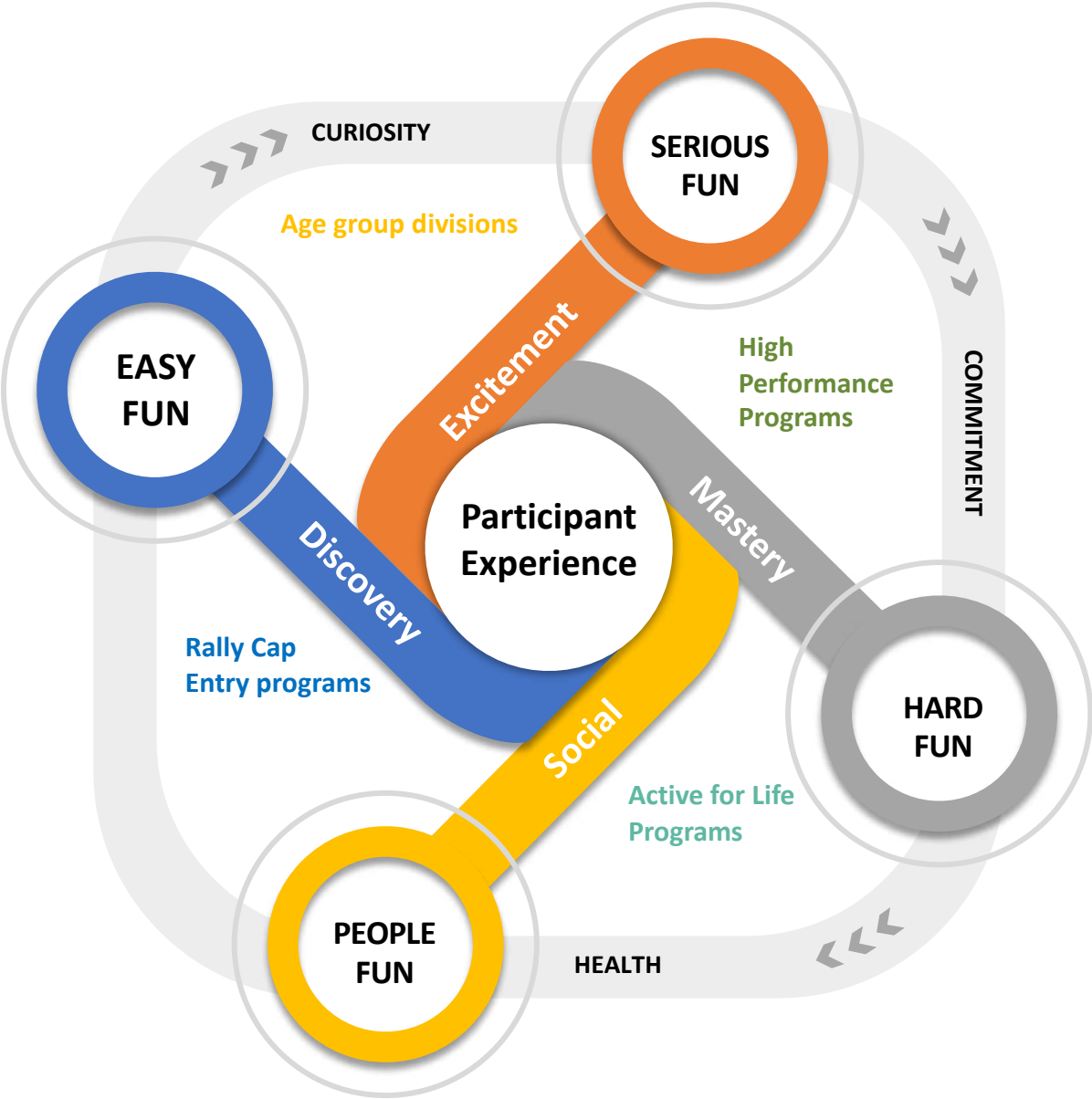
And What About ...

- 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



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

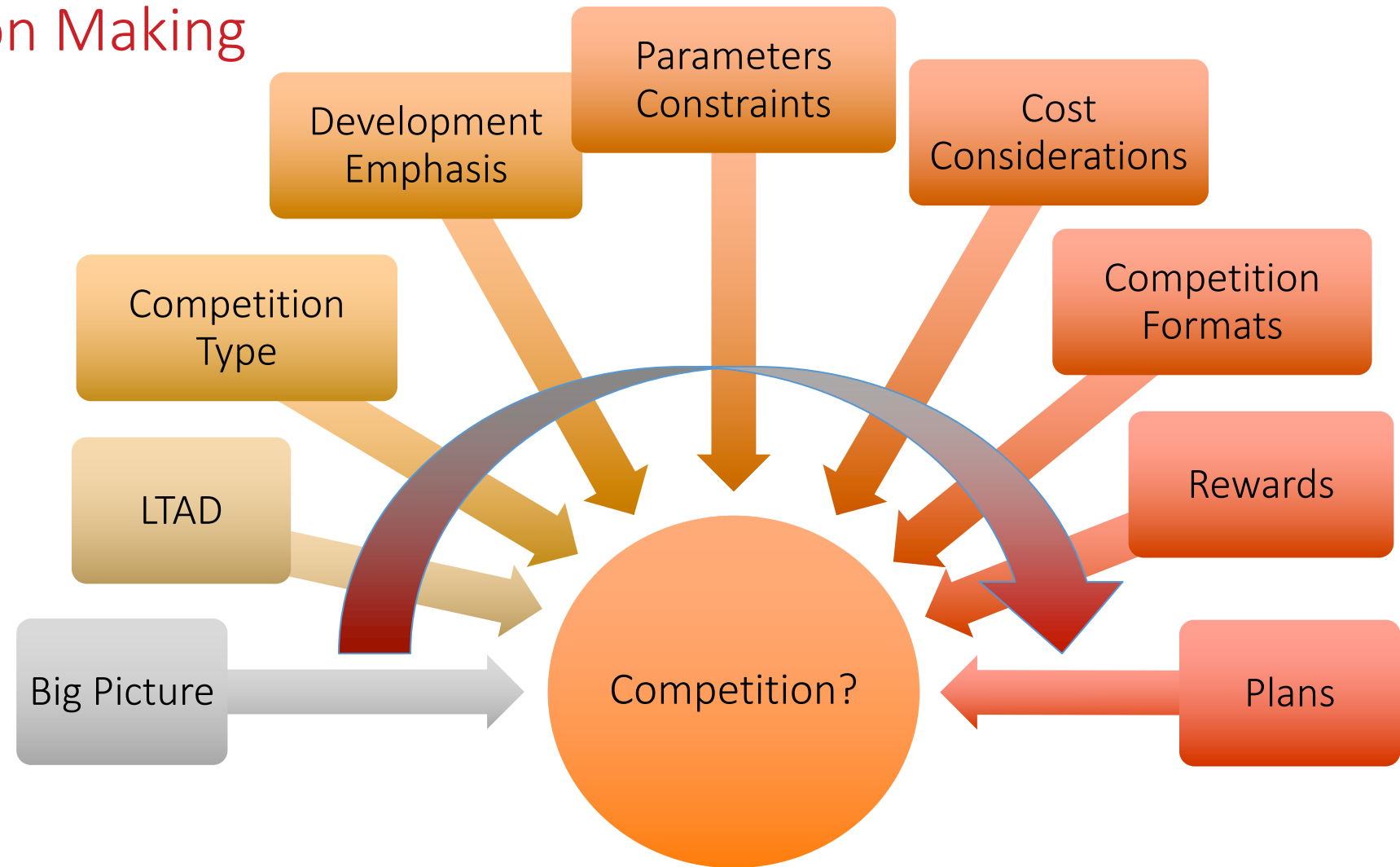
Ongoing Challenges

- 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**

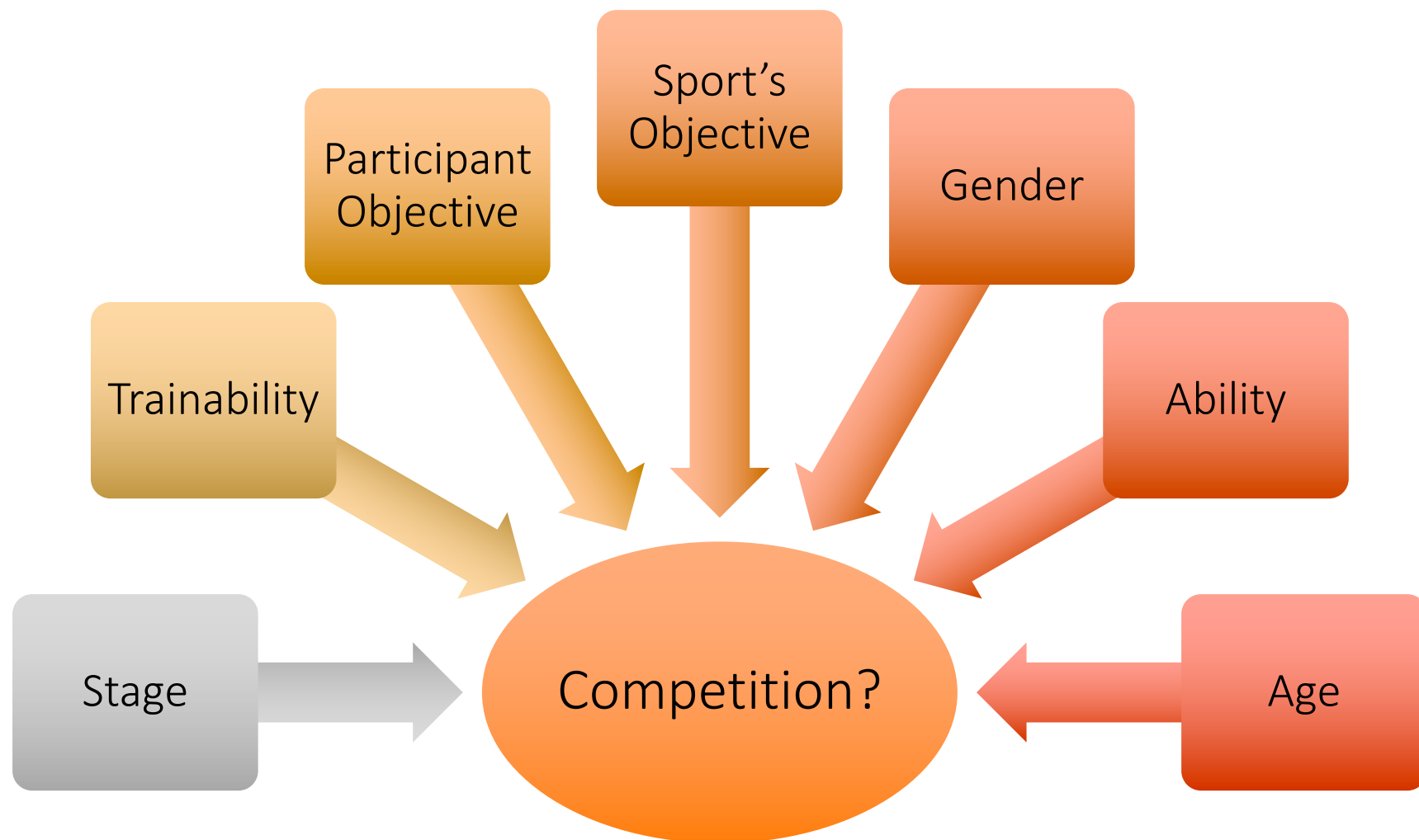
Competition Decision Making

Overview of Components

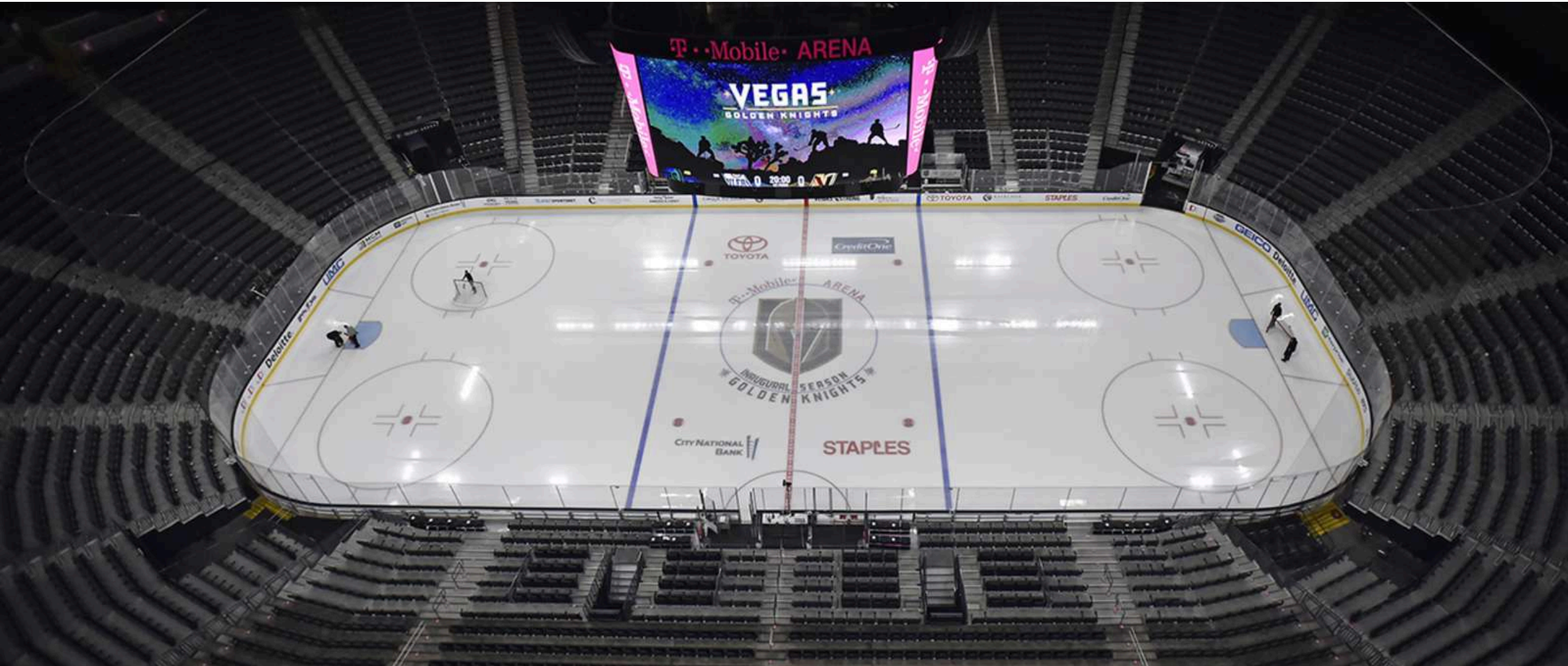


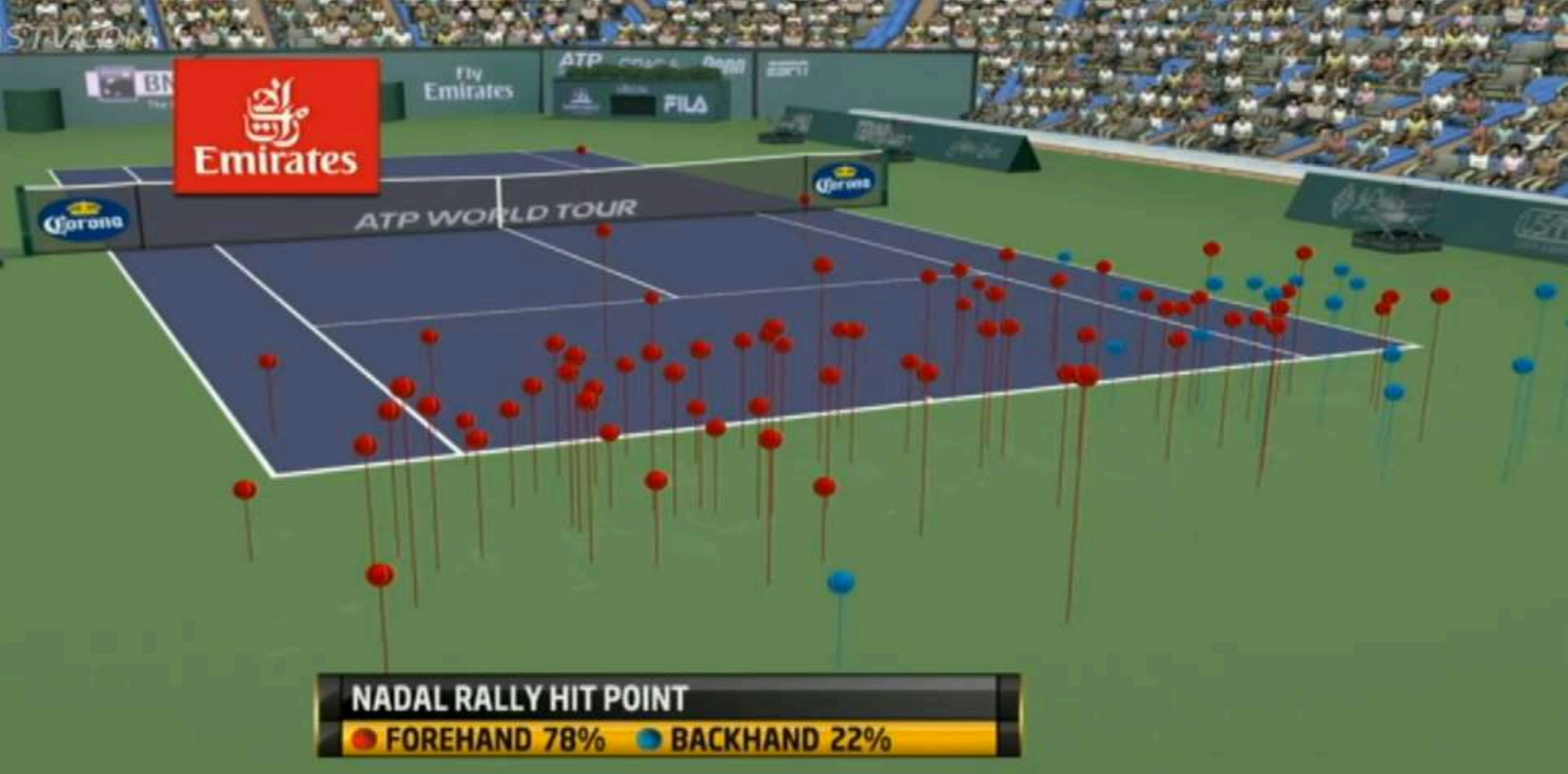
Competition Decision Making

LTAD?



COVID-19 IMPACT ON CREATIVITY AROUND TRAINING & COMPETITION







BOLD
BUSINESS

Slide

PANAM SPORTS  Sport for Life



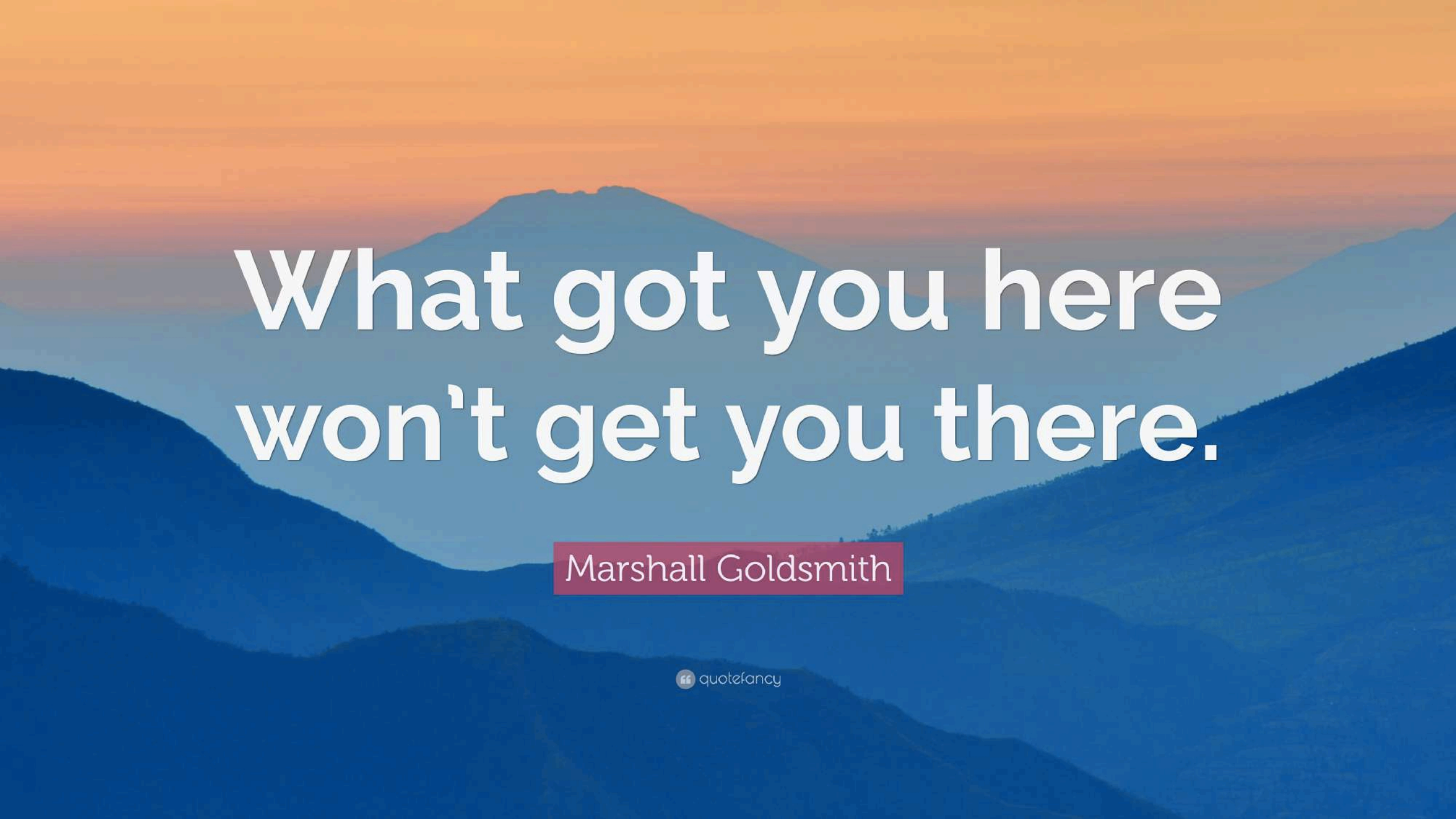
Unfreeze



Change



Refreeze



What got you here
won't get you there.

Marshall Goldsmith

Communication is Key

**FOCUS
ON WHAT
WON'T
CHANGE.**

Bumps and Yields



Reminder to
CHOOSE your
battles

Reminder to go
SLOWER, pay
ATTENTION &
REFOCUS



Stop Sign

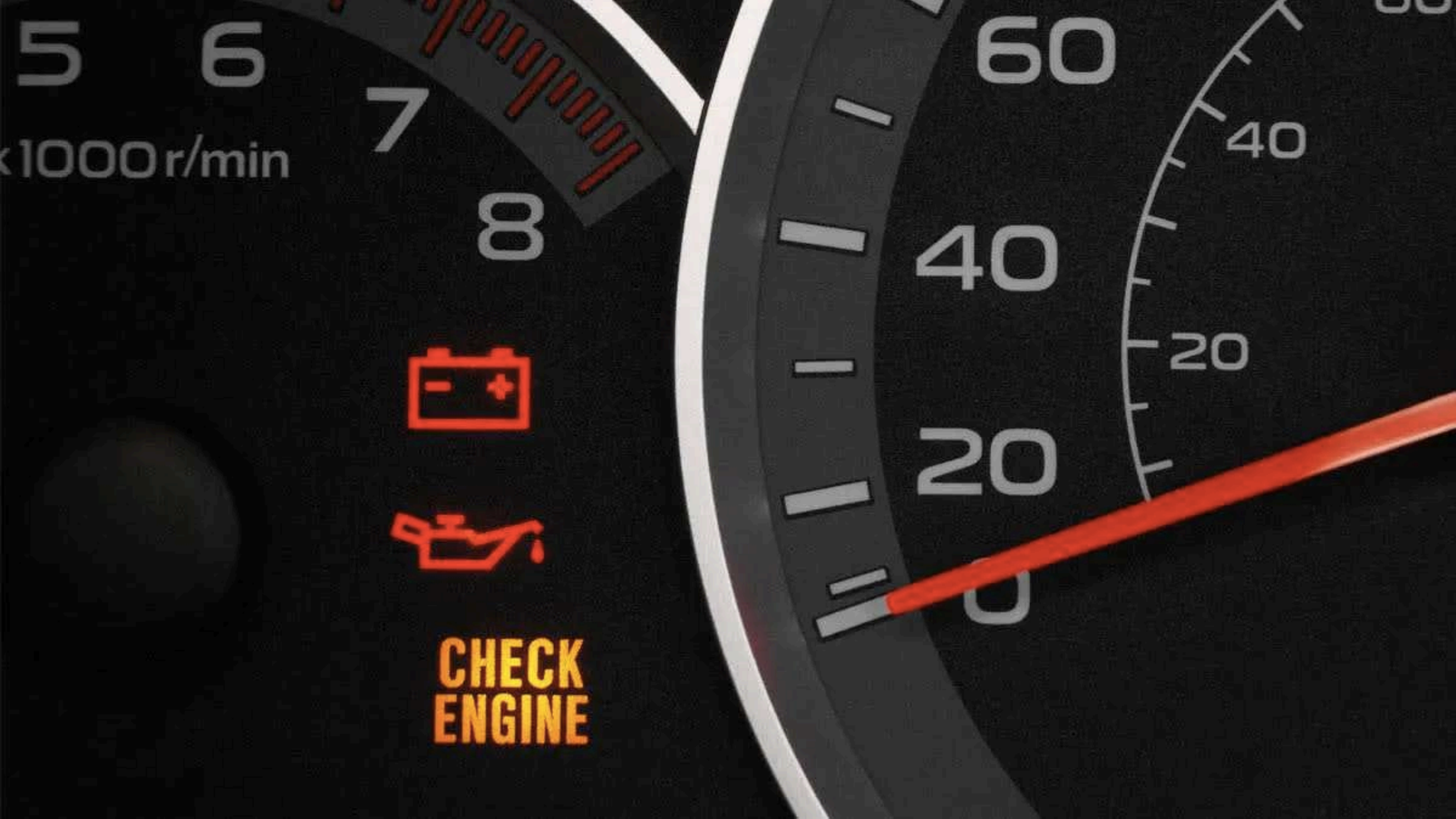
Reminder to add
to your To Do
list...



A To Don't List !

What is on your dashboard ?





5 6 7 8
x1000 r/min



CHECK
ENGINE







Thank you !

André Lachance

Heather Ross-McManus

