

Successful environments in long term development perspective



André Lachance – January 2024





UNIVERSITÉ
LAVAL

ISCF

"Manuel Fajardo"









WBSC
**WOMEN'S
BASEBALL
WORLD
RANKINGS**

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

@WBSC

WBSC.ORG/RANKINGS

AS OF 16 JANUARY 2020



WINNER
2019 WOMEN'S EUROPEAN
BASEBALL CHAMPIONSHIP







uOttawa



"Represents how my coaches operate: keep an open mind, challenge the status quo and get creative to find a competitive edge." —DAMIAN WARNER, DECATHLETE AND 2020 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

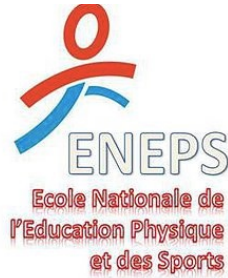
**ANDRÉ LACHANCE
JEAN FRANÇOIS MÉNARD**

CHIMIE D'ÉQUIPE

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



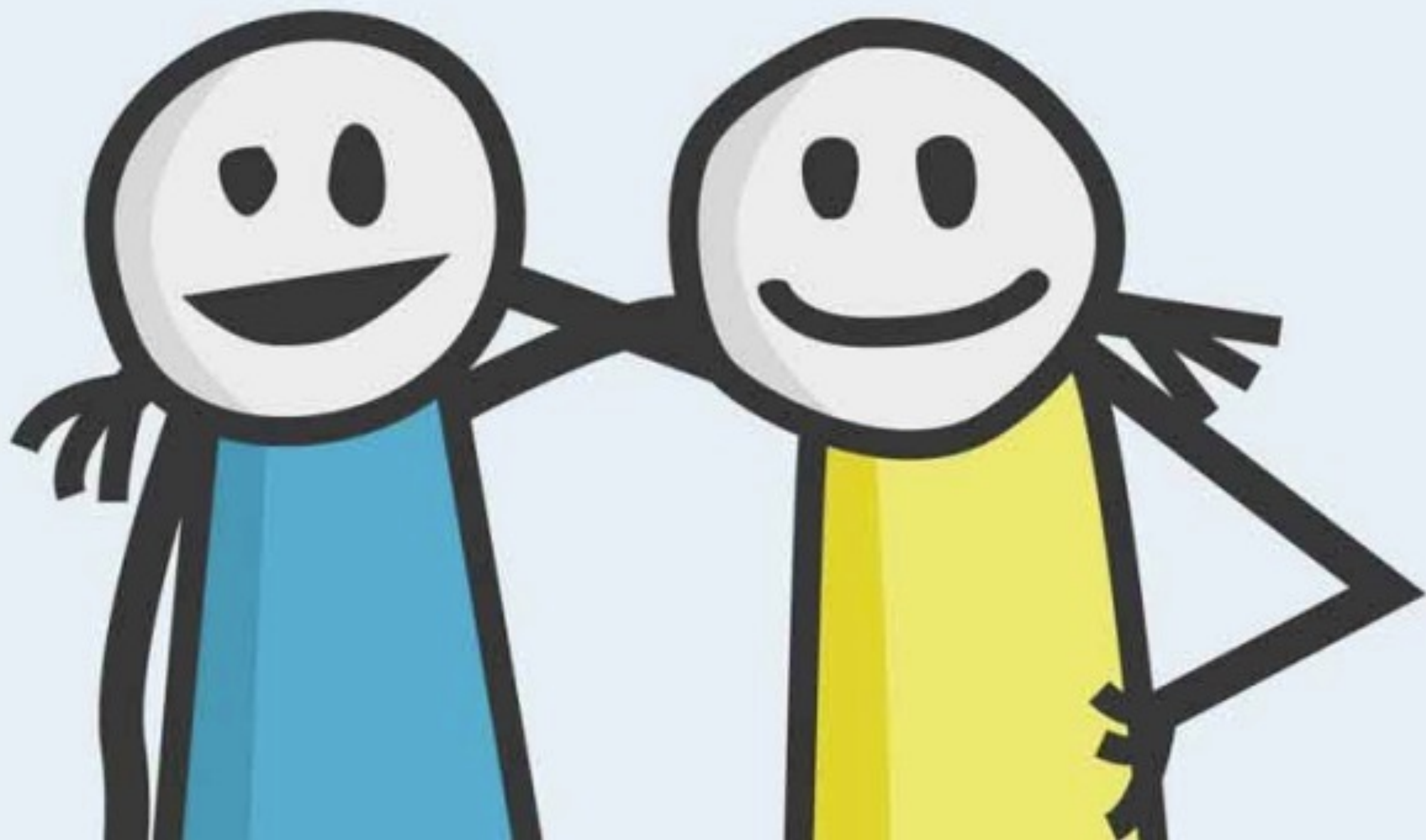
LES ÉDITIONS DE
L'HOMME



JORDAN











AIA









**T H E R E M U S T B E A
B E T T E R W A Y . . .**



**CHECK
ENGINE**

4,380

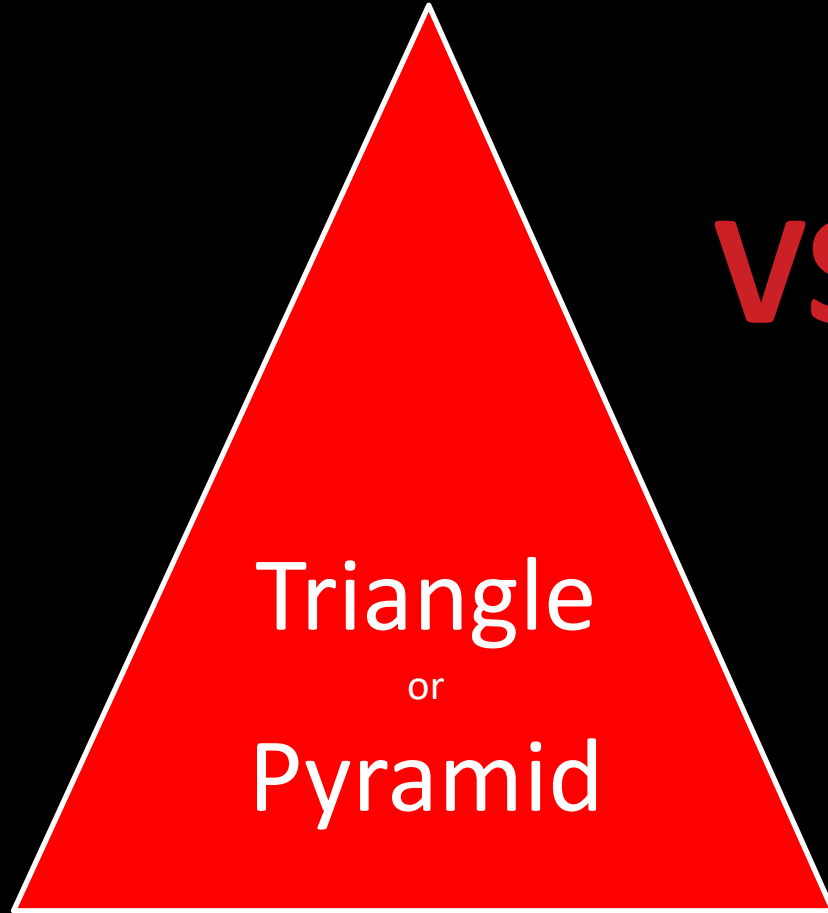
12 Years

4380 (12)

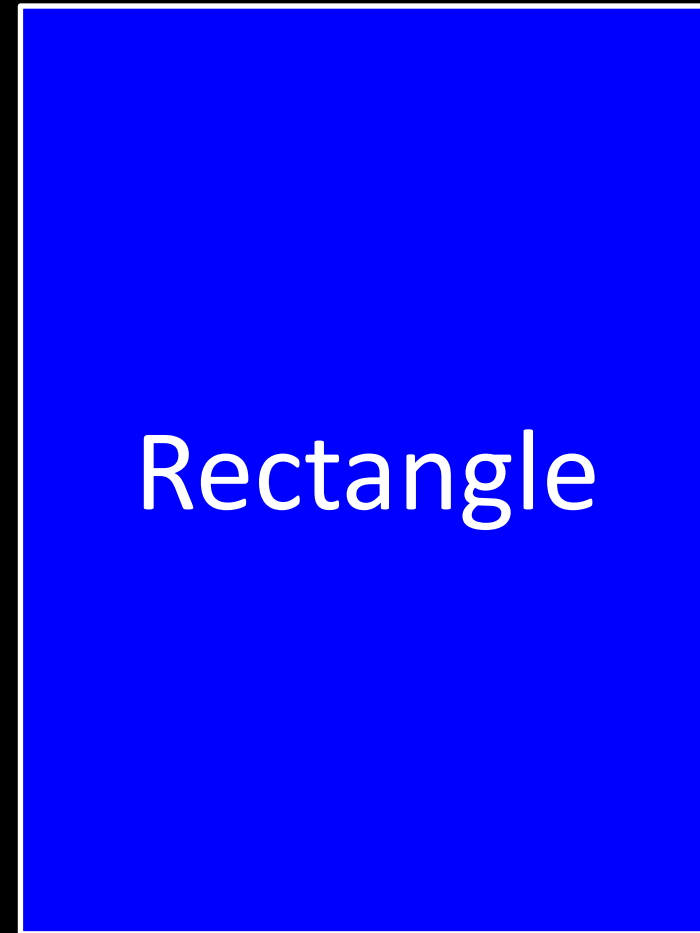
6570 (18)

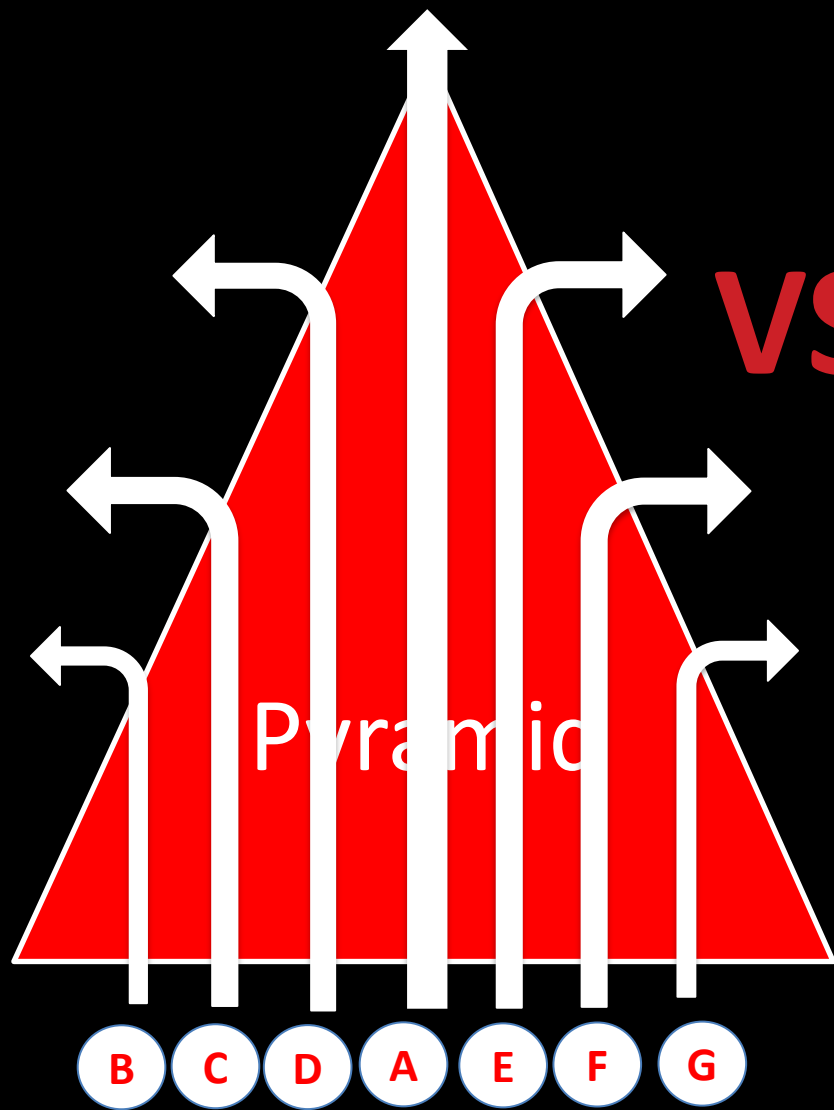
2190

Athlete Development

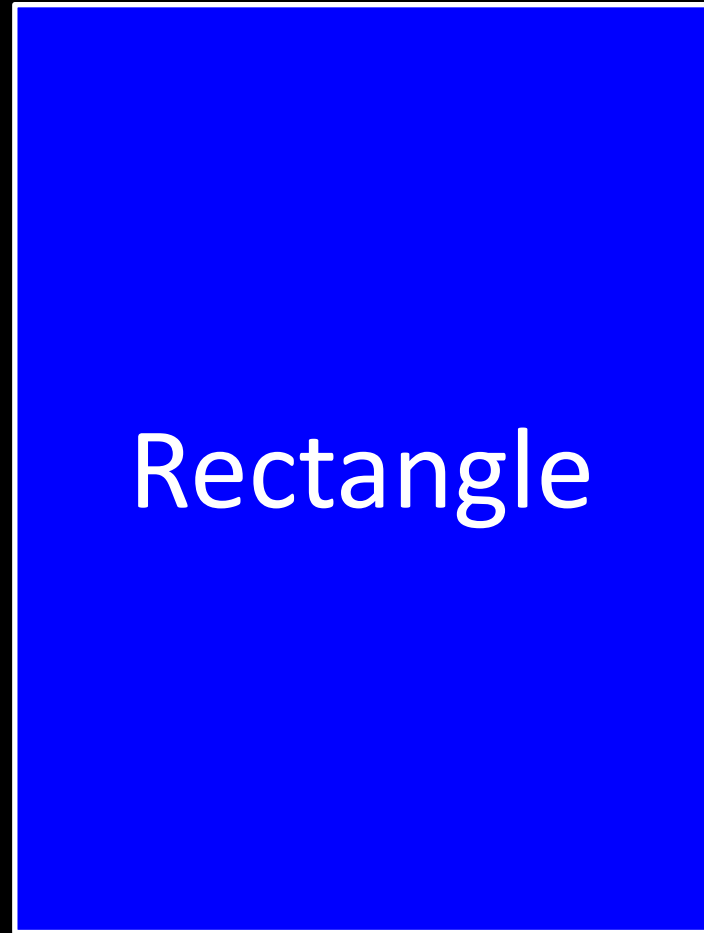


VS.

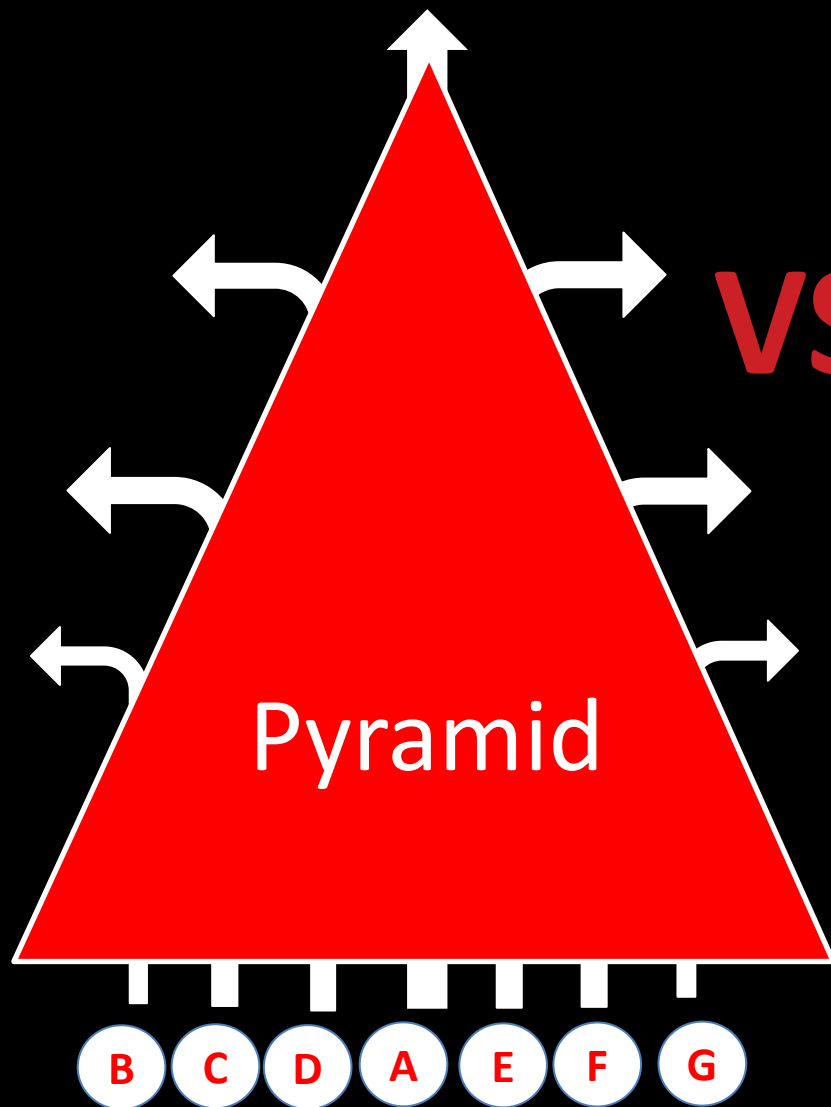




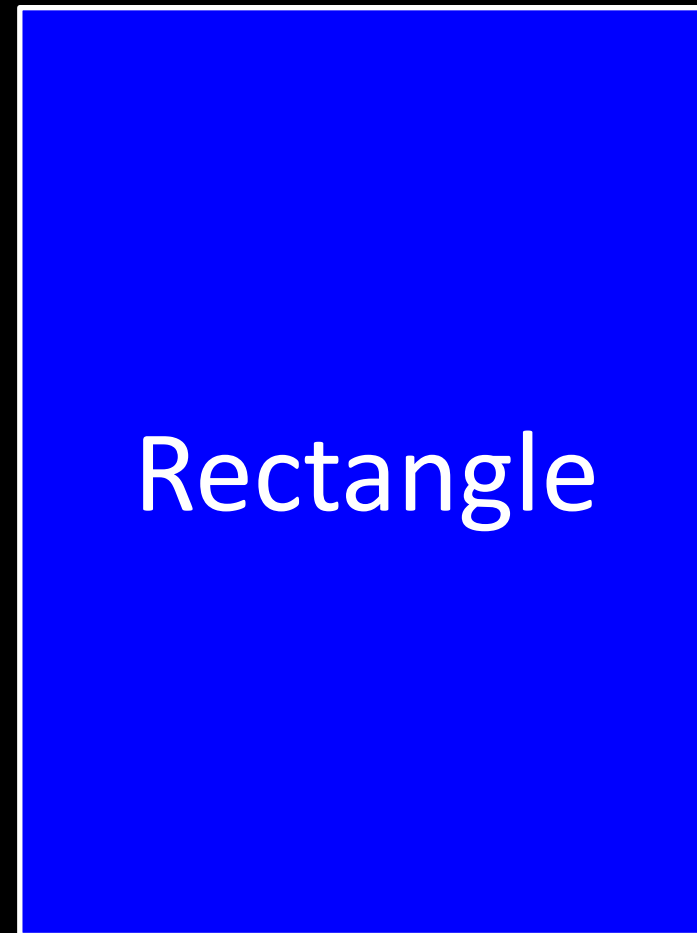
VS.



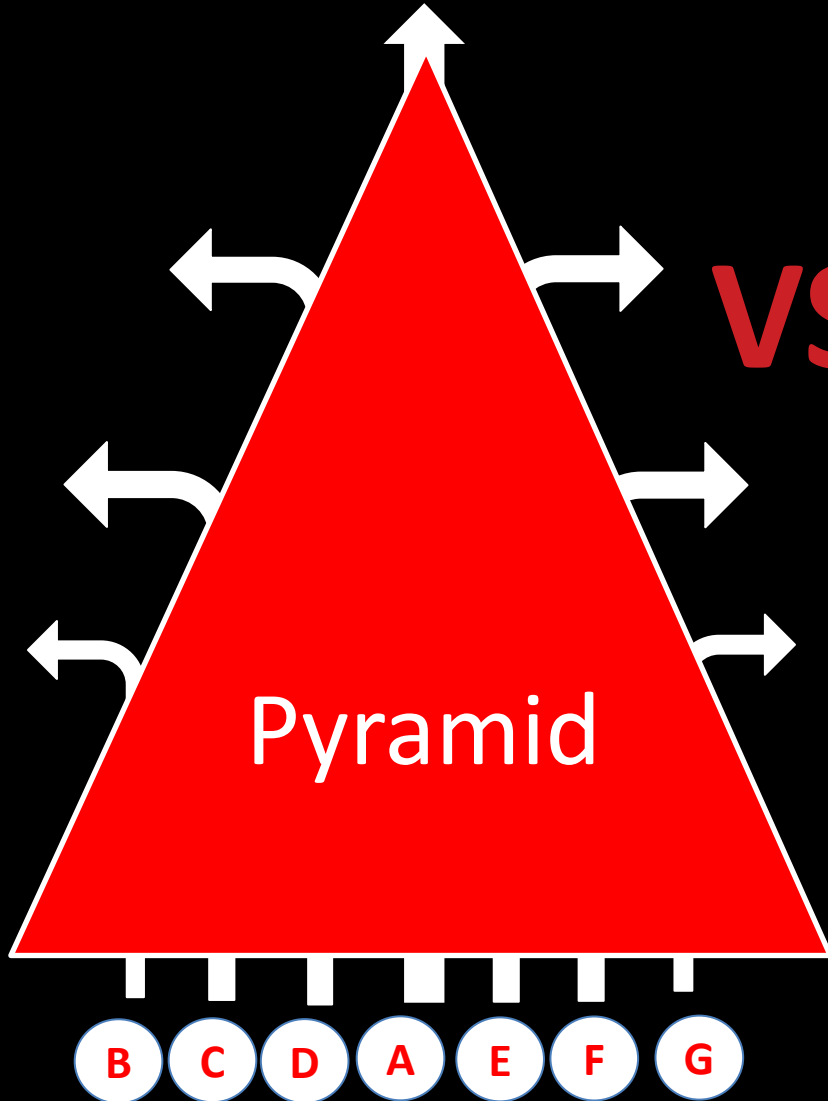
Rectangle



VS.



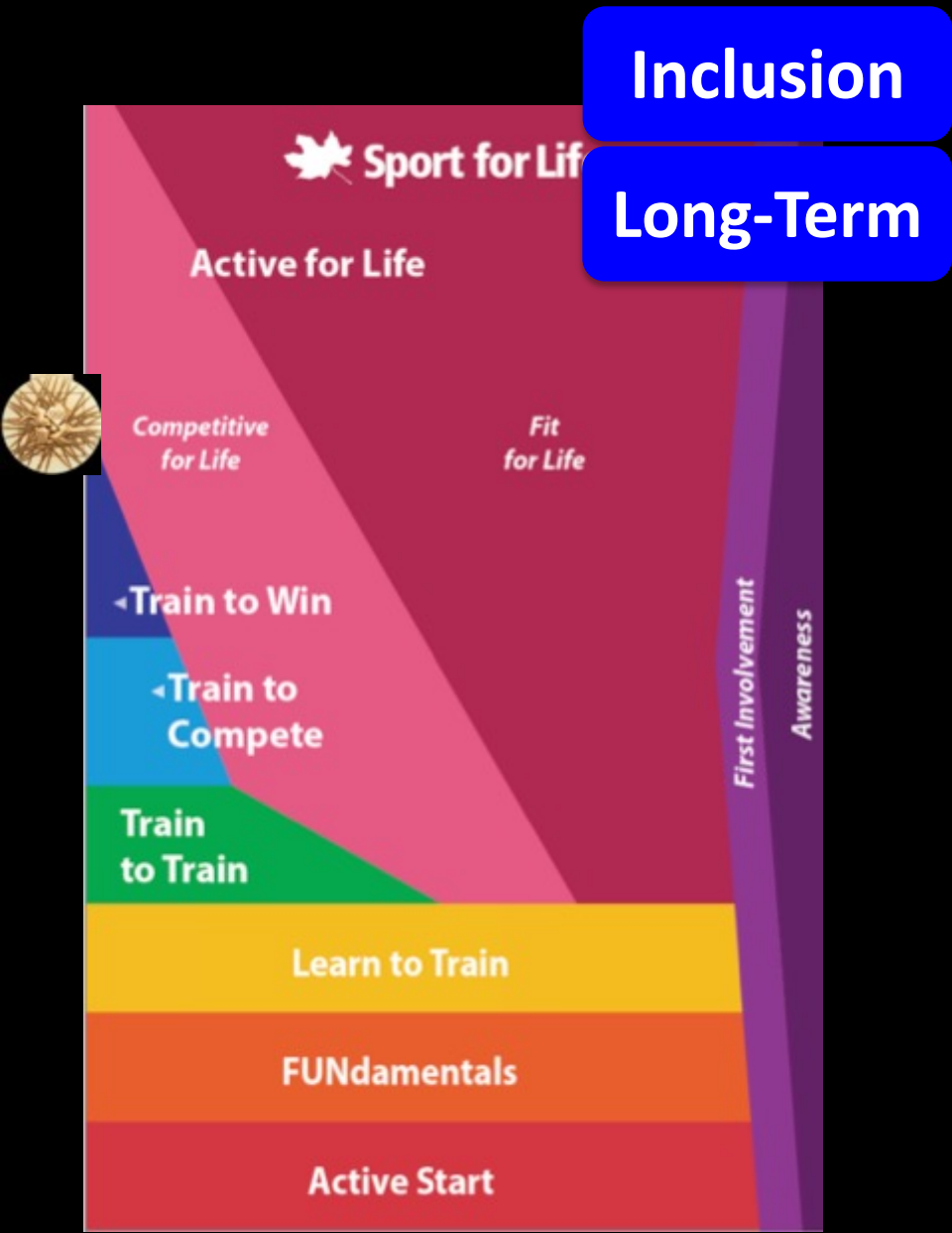
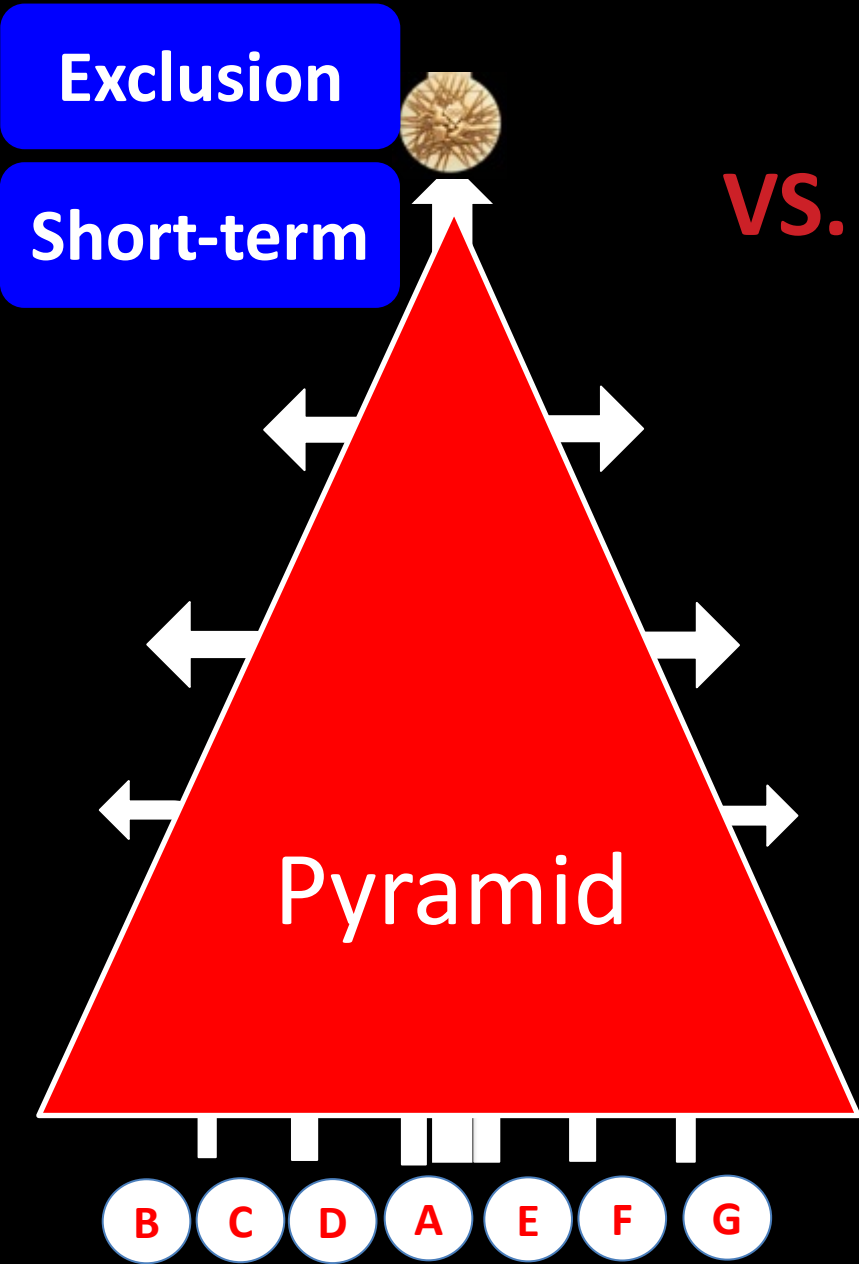
Exclusion



VS.

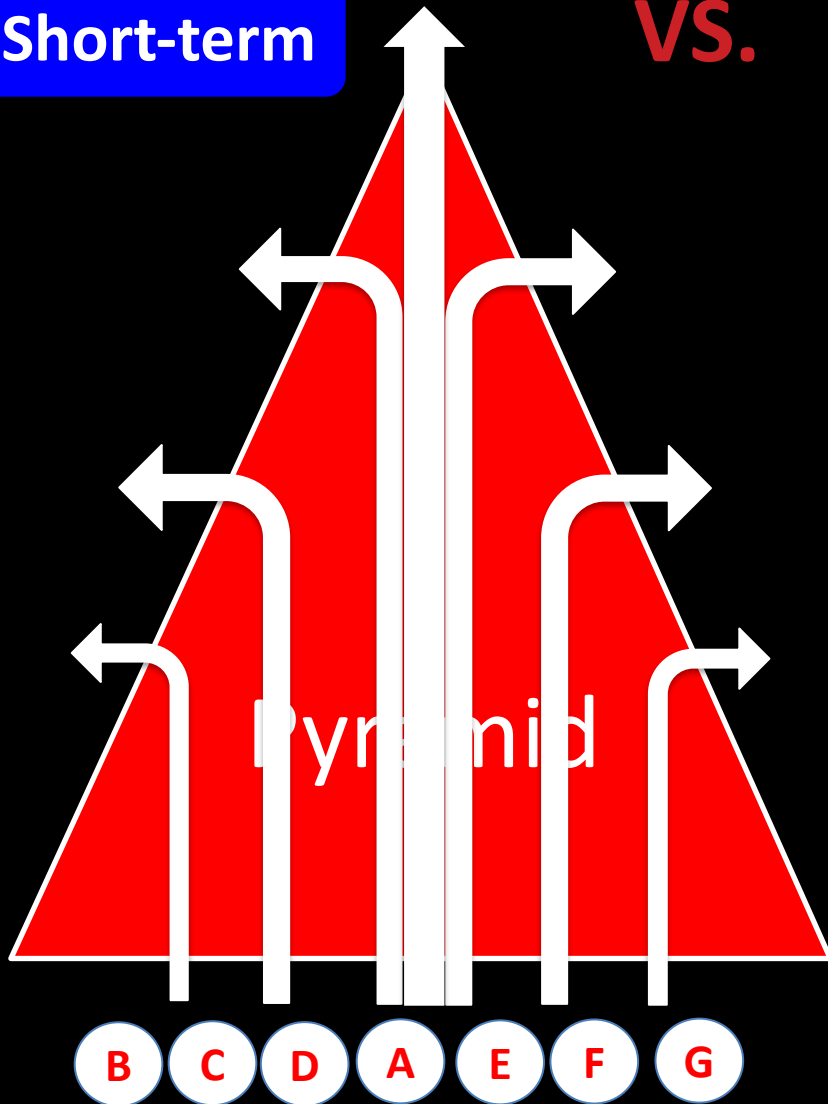
Inclusion





Exclusion

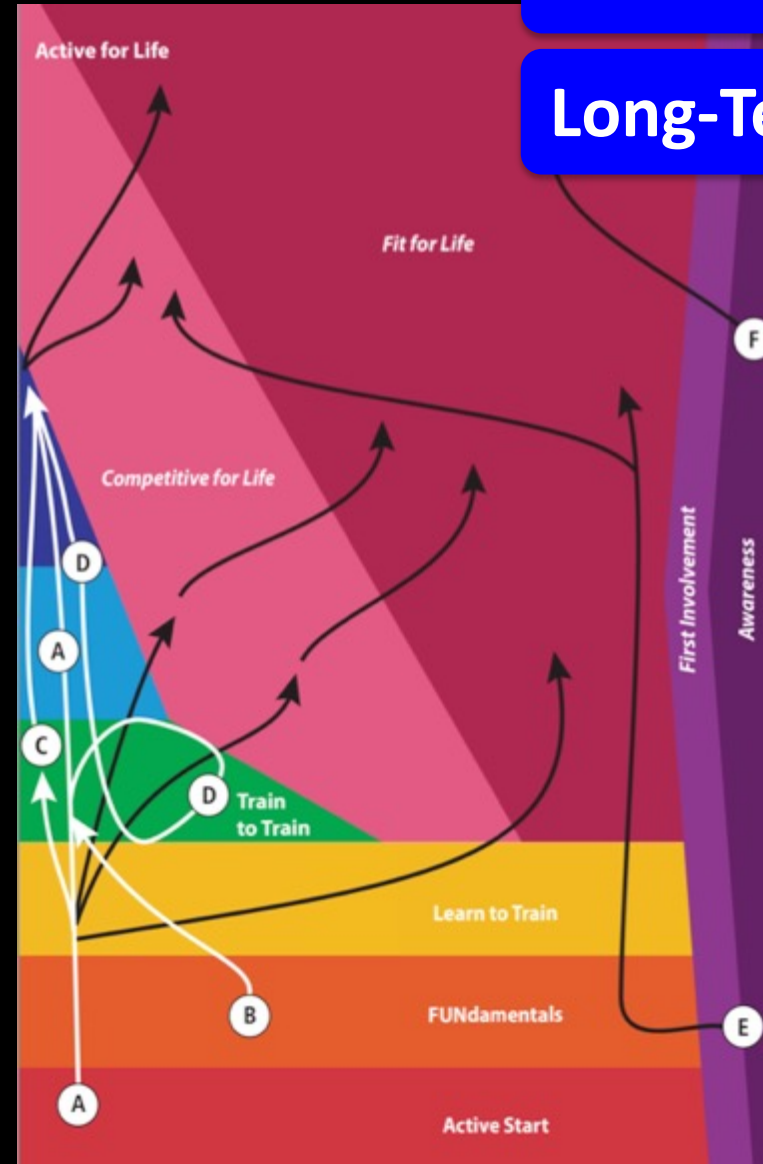
Short-term

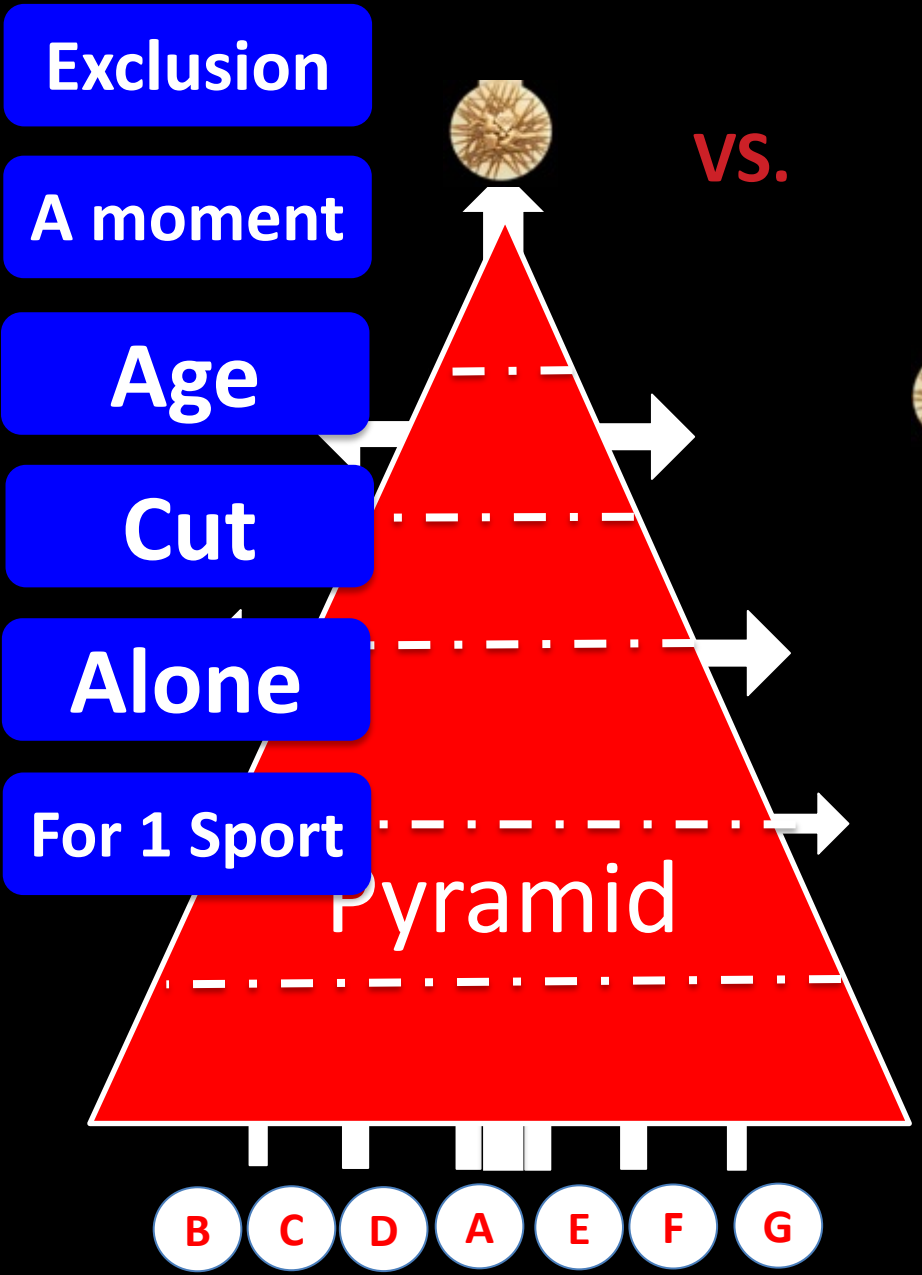


VS.

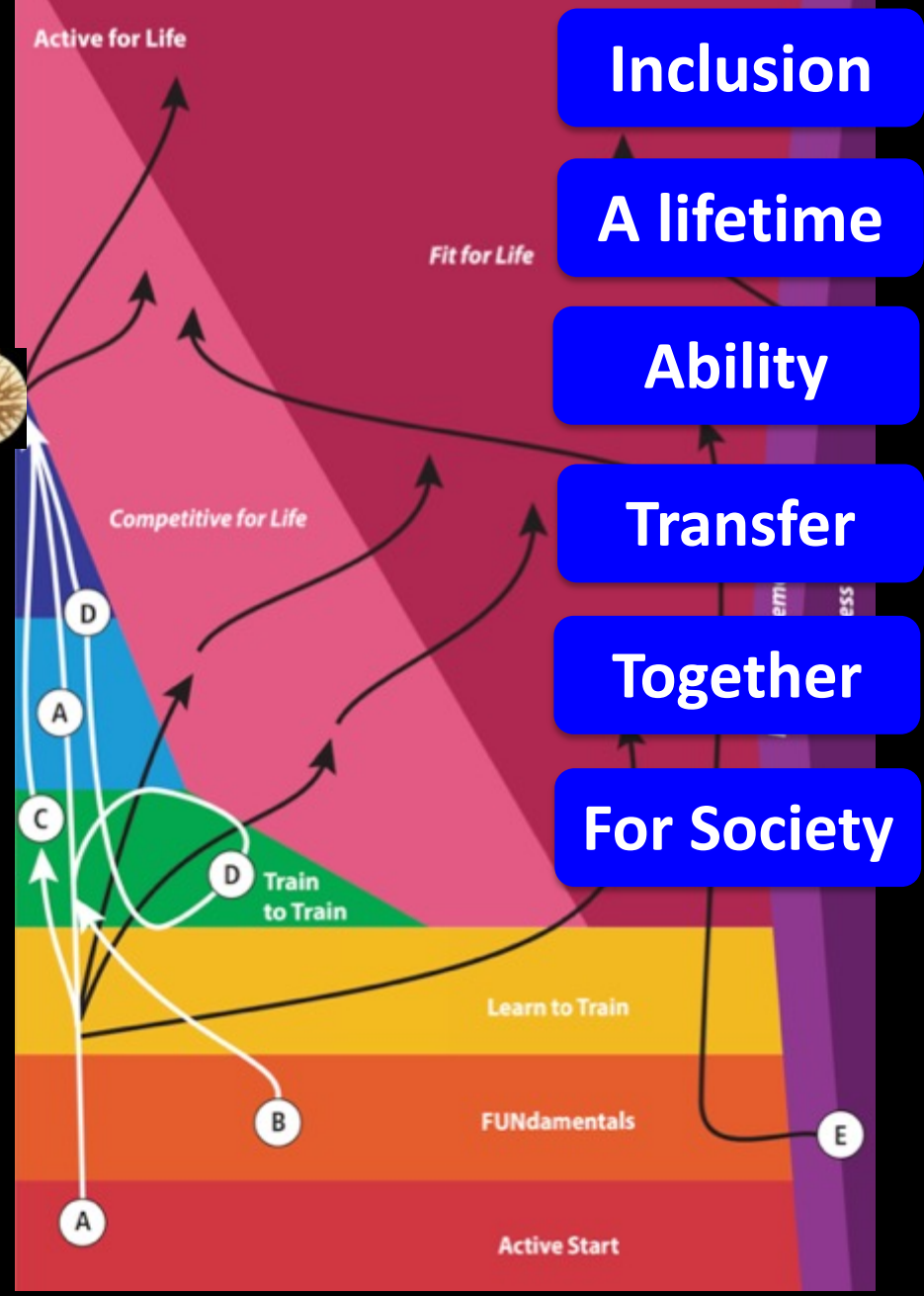
Inclusion

Long-Term



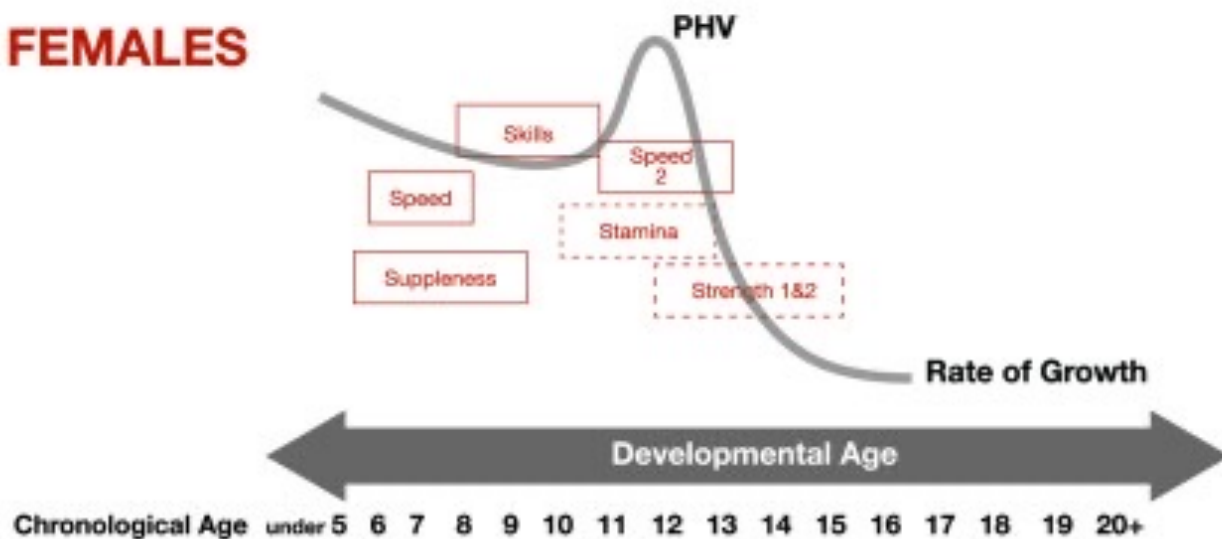


VS.

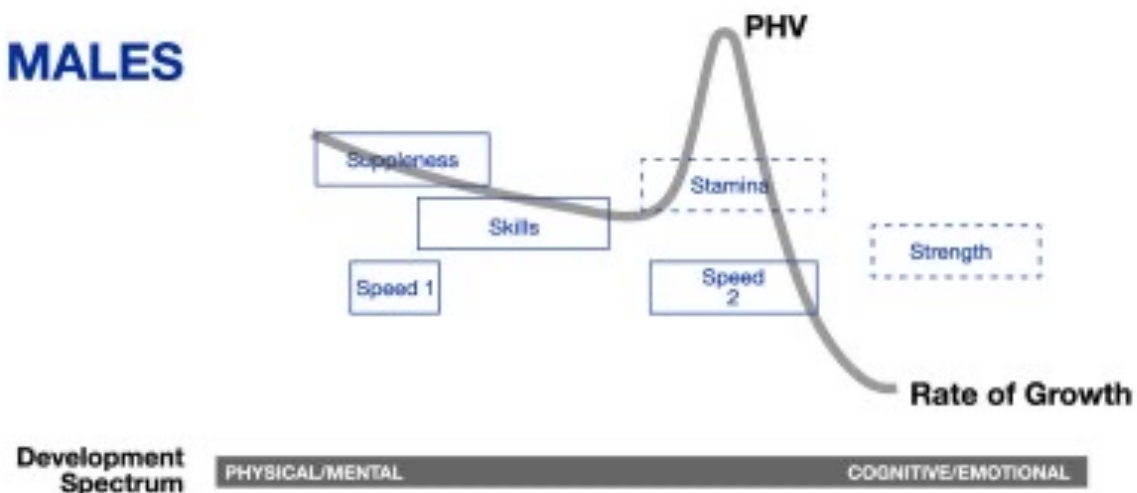


LONG-TERM ATHLETE DEVELOPMENT

FEMALES



MALES

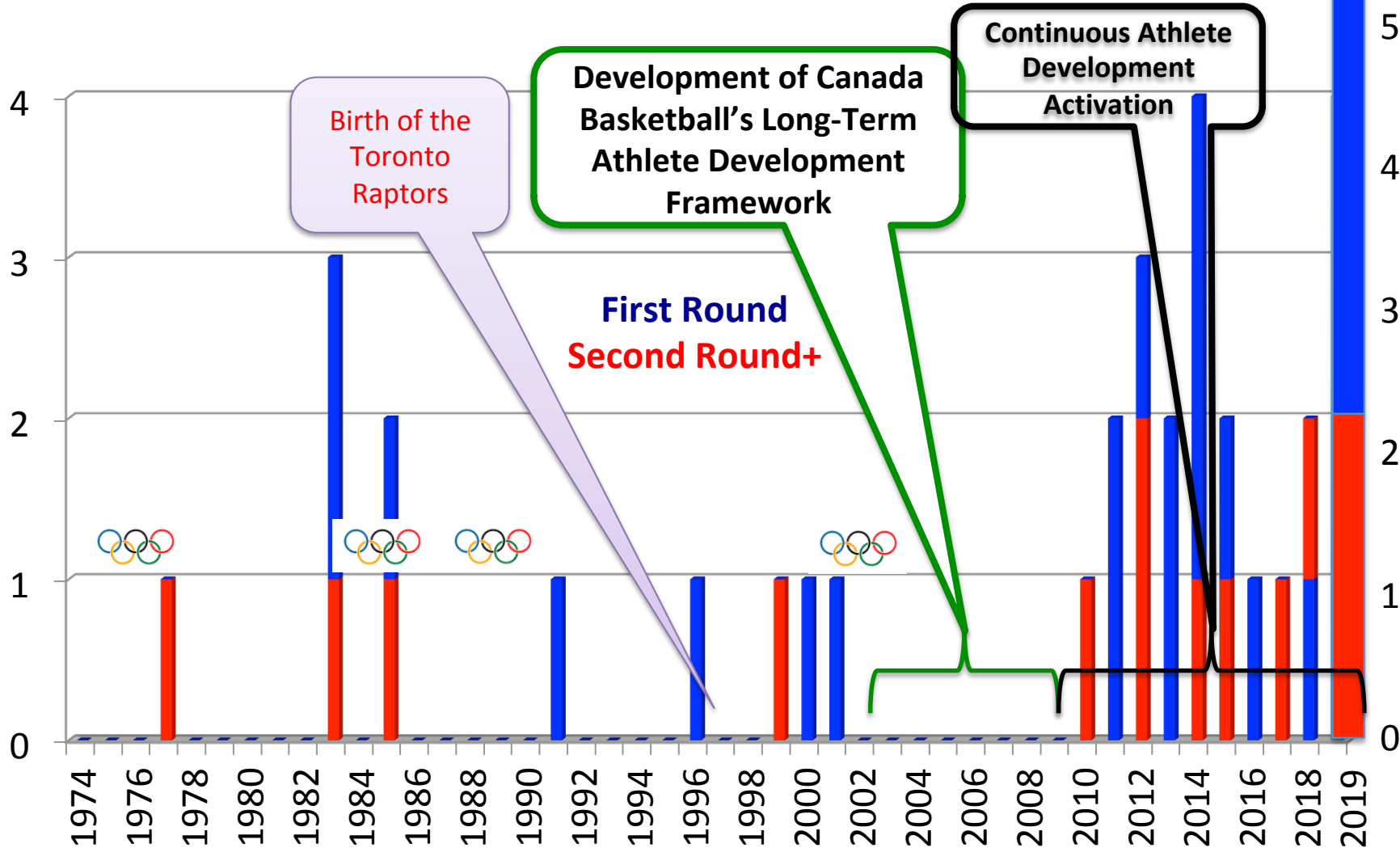


*All systems are always trainable.

Canada Basketball's Athlete Development

6

Canadians Drafted into the NBA



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





 Bianca



The Strategy Choice Cascade

What is our winning aspiration?

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

Where will we play?

- 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?



zoom



USA

8

18

LAWRENCE
14

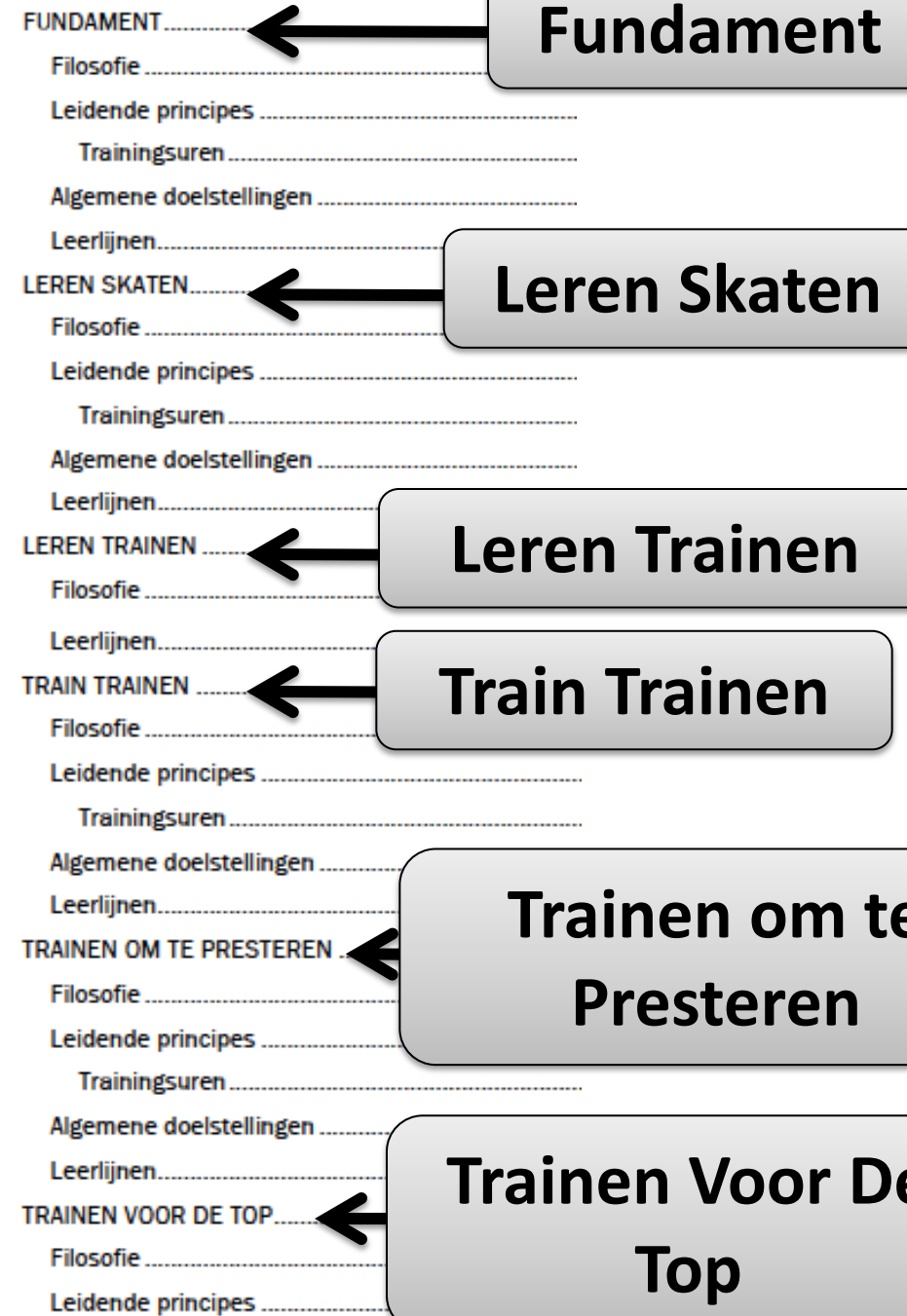
TOKYO
2

SCOTT
11

ROSSO
7

MEERJARENOPLEIDINGSPLAN INLINE-SKATEN

World # 1





USA Men's Teams

USA Women's Teams



USA Men's Teams

USA Women's Teams

Youth Development

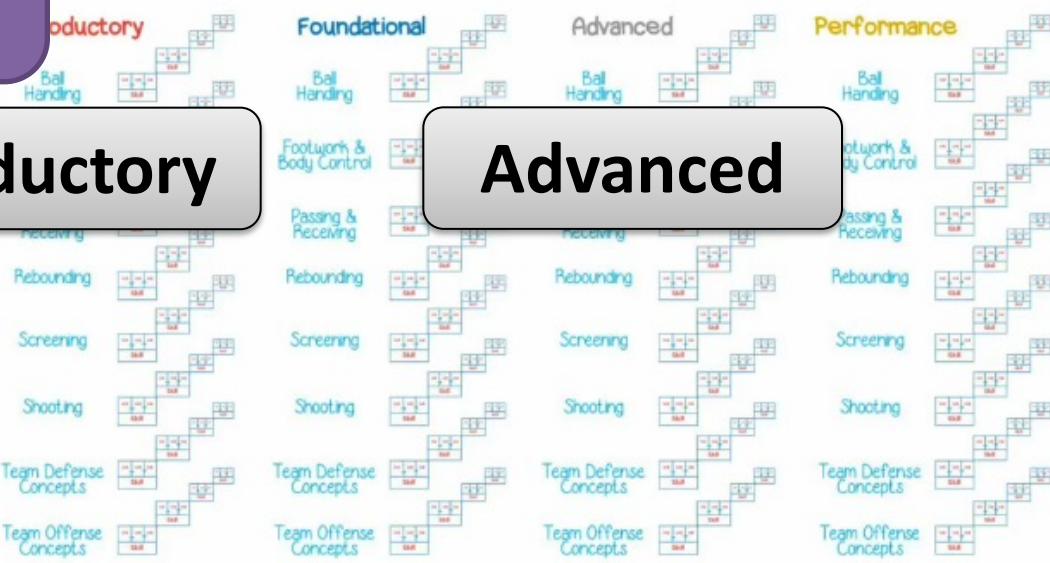
World # 1

Foundational

Performance

Introductory

Advanced



Player Development Curriculum

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.

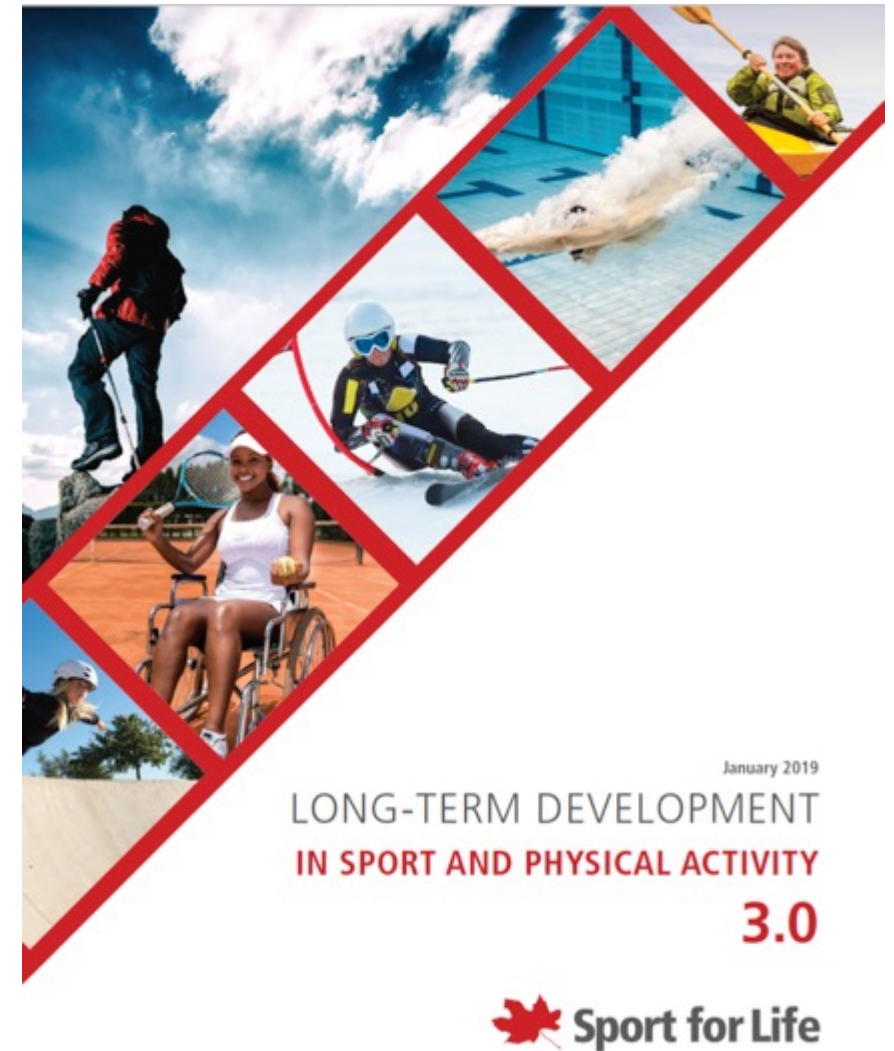
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The **Player Development Curriculum** consists of four levels of development: **Introductory**, **Foundational**, **Advanced** and **Performance**. Each level takes the player through progressive development techniques based on

The **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

Third Generation

- 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, that are developmentally appropriate, are:

Participant Centered

- Ability, age, size, and maturity are all considered when grouping participants.
- Participants are actively engaged in the game or activity and fully included by teammates.
- All holistic aspects of participation are considered, including mental (intellectual and emotional), physical, cultural and spiritual.

Progressive and Challenging

- Participants are learning and building on their existing skills.
- There are options to make an activity more or less challenging based on participant's skills and capabilities.
- In the early stages, participants get to play different positions and/or try different events and sports (physicalliteracy.ca).

Well Planned

- Programs and practices are well-prepared and are delivered in context of seasonal and annual plans.
- The program is aligned with the national sport organization's Long-Term Athlete Development framework, or when possible, has been designed by a national sport organization (sportforlife.ca/quality-sport-programs).
- The club connects participants to developmentally appropriate programs and opportunities, which may include different levels (tiers), types of play, competition, or activities.
- In the early stages, leaders emphasize skill development over winning.
- In the early stages, programs develop fundamental movement skills, in addition to sport-specific skills.

Designed for Meaningful Competition

- Based on stage of development, the participants are playing small-sided games with fewer players, competing in shorter distances, or playing for modified lengths of time (sportforlife.ca/long-term-development).
- Rules are modified based on the ability and stage of the participants.
- In the early stages, teams, groups, lines, or categories are balanced so that participants of similar ability compete against each other, giving everyone a chance to struggle and succeed.
- In the early stages, all participants get to play and practice equally. Elimination competition formats are not used.
- Competition is timed appropriately for learning, and is affordable and accessible.

Good people, who are caring and knowledgeable, include:

Coaches, Officials, Instructors, and Teachers

- Who are trained and qualified (e.g. National Coaching Certification Program [coach.ca], Aboriginal Coaching Modules [aboriginalsportcircle.ca], Gender Equity [womenandsport.ca], Physical Literacy Instructor Program [sportforlife.ca], HIGH FIVE® [highfive.org]).
- Who are provided with, and partake in, ongoing learning opportunities.
- Who mentor and build capacity for future coaches, officials, instructors, and teachers.
- Who are screened (coach.ca/responsiblecoaching) and follow policies and procedures on child protection (protectchildren.ca), and injury prevention (parachutecanada.org).
- Who assess participants' developmental stage, and design programs and practices considering Long-Term Development key factors (e.g. sensitive periods).
- Who understand developing physical literacy and how to apply it in programs.
- Who are ethical (truesportpur.ca/true-sport-principles) and demonstrate good social, communication, and leadership skills.
- Who demonstrate the organization's stated principles and integrate values based sport in training and competition
- Who use constructive language, communicate equitably and clearly, and involve participants in discussion and feedback.

Parents and Caregivers

- Who are knowledgeable about and encourage Quality Sport (activeforlife.com).
- Who are respectful (respectgroupinc.com/respect-in-sport/#parent-program).

Partners and Leaders

- Who ensure the organization operates with clear lines of responsibility and authority (sirc.ca/policy-makers-government-officials).
- Who are accountable for decisions, policies, risk management, and operational practices as well as utilizing the latest in active and safe tools.
- Who regularly assess, continually improve, and modernize governance.
- Who seek opportunities to engage with programs and organizations in the community, province/territory and nation-wide to advance Quality Sport and increase opportunities for participants.
- Who use sport for social change and community development.

Good places, that create good feelings, are:

Inclusive and Welcoming

- Everyone feels safe and that they belong regardless of ability and background (cdpp.ca).
- Access is affordable and barrier free.

Fun and Fair

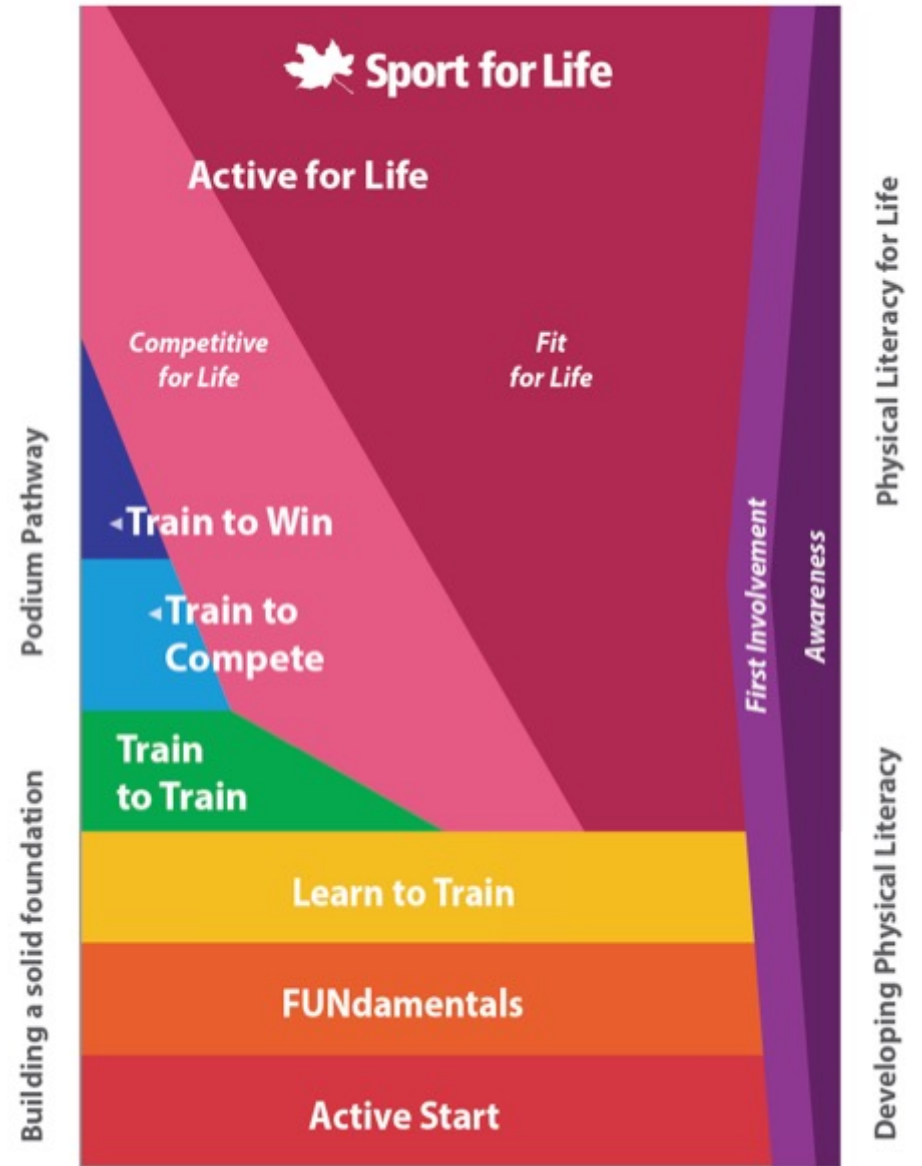
- Facilities and equipment are modified for the ability, size, and stage of the participants.
- Programs and environments are FUN (changingthegameproject.com/can-youth-sports-fun-competitive).
- Program runs on a regular basis and have appropriate attendance.

Safe

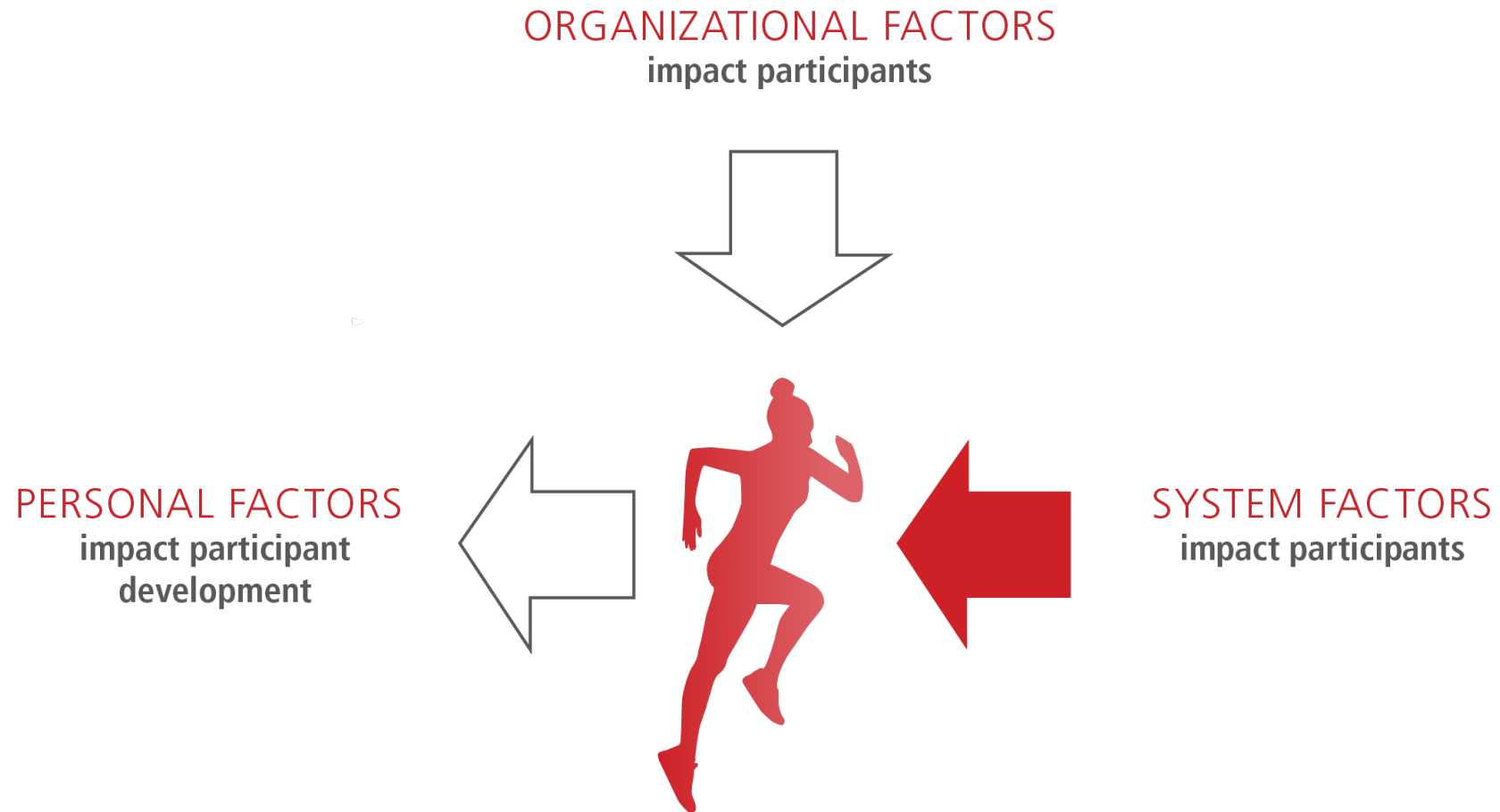
- Equipment is in good condition.
- Facilities are safe; the space is suitable, clean, well lit, and well maintained as well as personnel trained in first aid.
- Adheres to Safe Sport, the facility has policies and information readily available addressing bullying, harassment, emotional, physical and sexual misconduct, concussions, etc. (sportaide.ca/en).

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

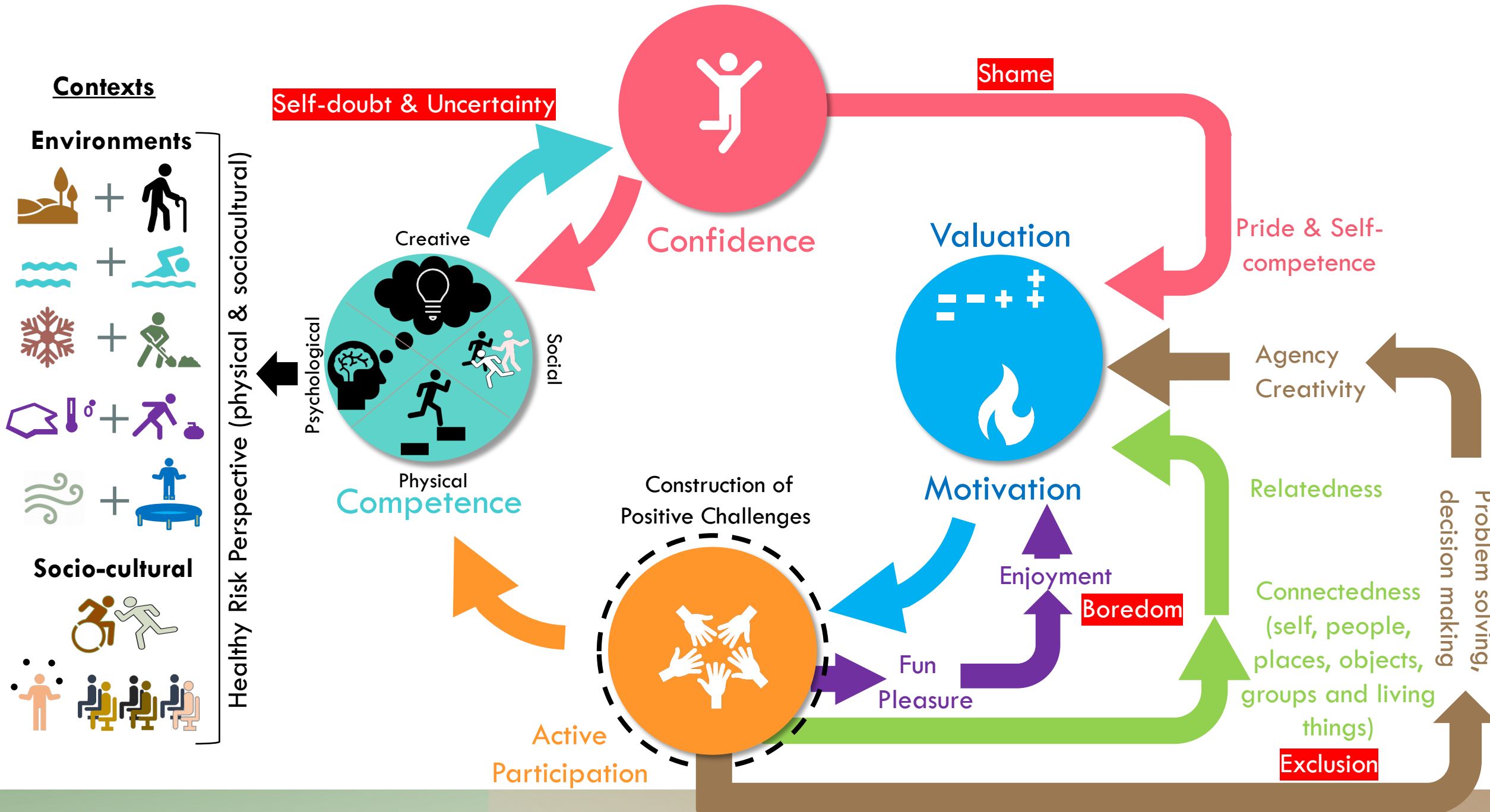
Physical Literacy Evolved

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

Physical literacy

is the...





Contexts

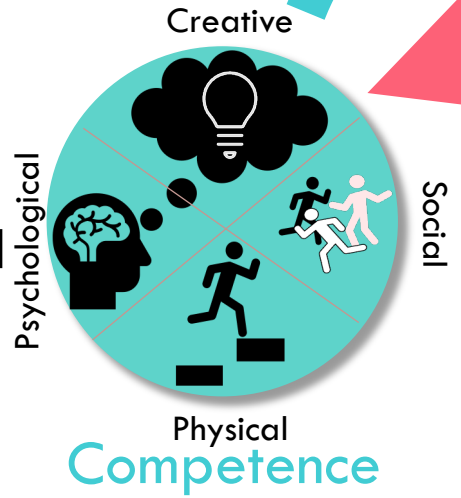
Environments



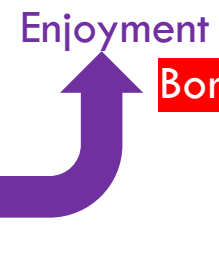
Socio-cultural



Healthy Risk Perspective (physical & sociocultural)



Motivation



Shame

Pride & Self-competence

Agency
Creativity

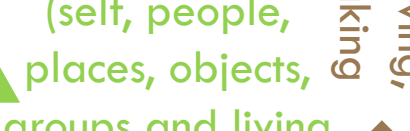
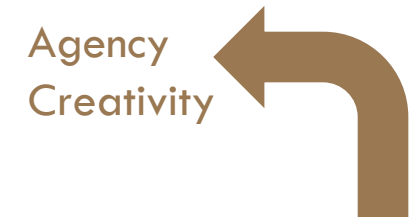
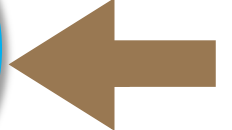
Relatedness

Connectedness
(self, people,
places, objects,
groups and living
things)

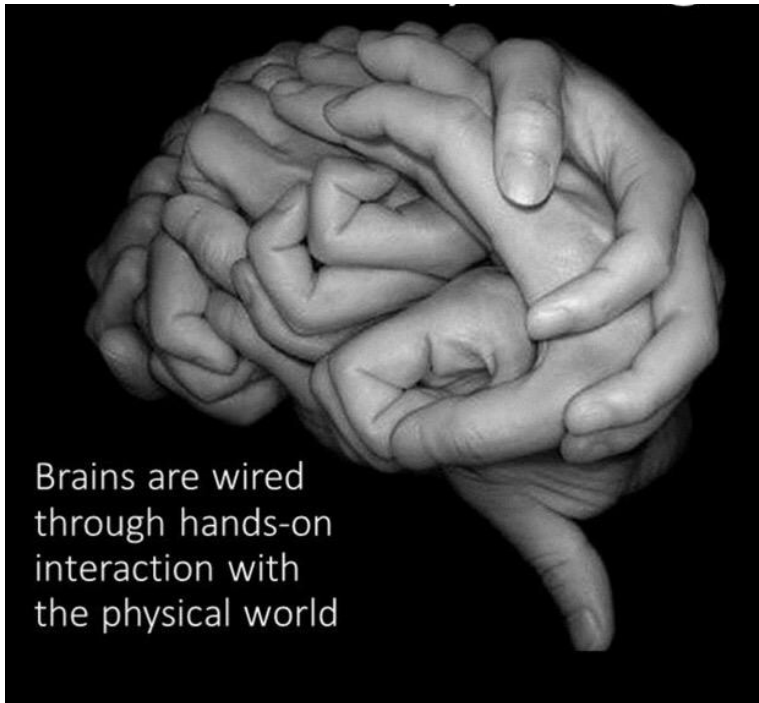
Exclusion

Problem solving,
decision making

Self-doubt & Uncertainty

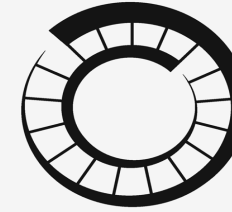


Beautiful Brains Thru Movement

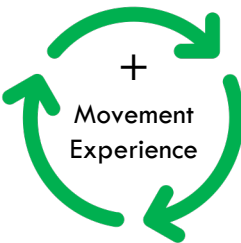


Brains are wired through hands-on interaction with the physical world

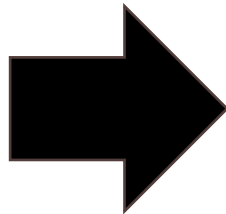
<https://www.innerdevelopmentgoals.org/>



INNER DEVELOPMENT GOALS
Transformational Skills for Sustainable Development



Activated Physical Literacy Engine



1	2	3	4	5
BEING — Relationship to Self	THINKING — Cognitive Skills	RELATING — Caring for Others and the World	COLLABORATING — Social Skills	ACTING — Driving Change
Inner compass	Critical thinking	Appreciation	Communication skills	Courage
Integrity and Authenticity	Complexity awareness	Connectedness	Co-creation skills	Creativity
Openness and Learning Mindset	Perspective skills	Humility	Inclusive mindset and intercultural competence	Optimism
Self-awareness	Sense-making	Empathy and Compassion	Trust	Perseverance
Presence	Long-term orientation and Visioning		Mobilization skills	



Competence



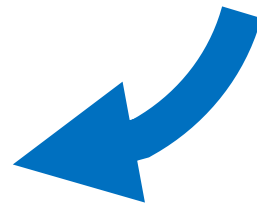
Confidence



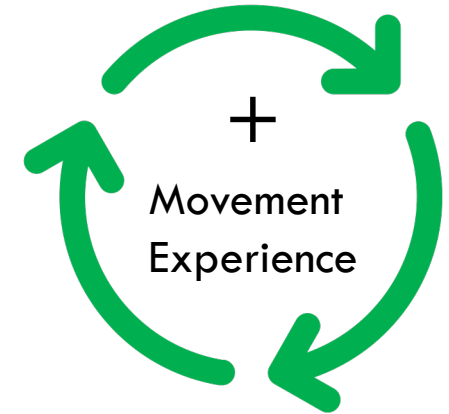
Motivation



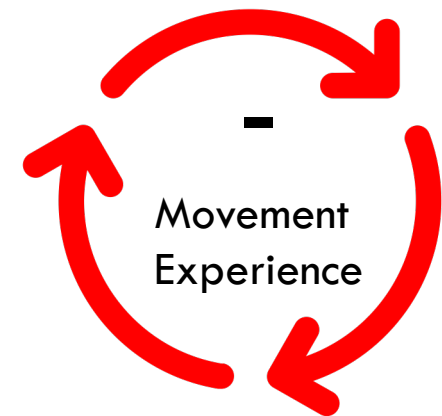
Active
Participation

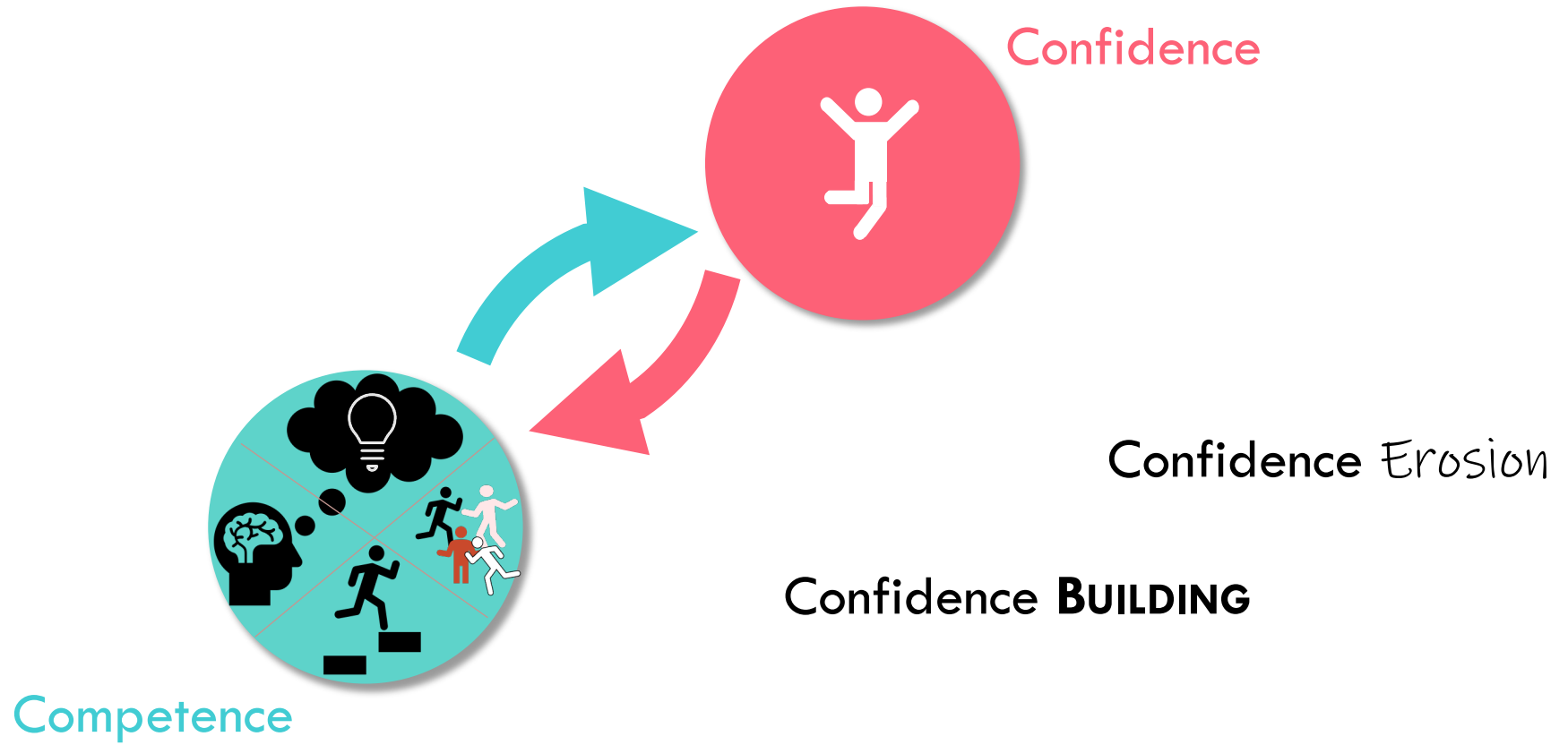


Activating the engine



De-activating the engine





CONFIDENCE

**IS COMPETENCE SPECIFIC, TASK
& SITUATION SPECIFIC
(CONTEXT DEPENDENT)**

THE OPPOSITE OF CONFIDENCE

UNCERTAINTY

SELF-DOUBT

APPREHENSION

FEAR

SOCIAL INHIBITION

ANXIETY

CONFIDENCE

PEER PRESSURE

TIME PRESSURE

AUDIENCE EFFECT

PERFECT EXAMPLE

SUCCESS PRESSURE

UNEXPECTED CIRCUMSTANCES

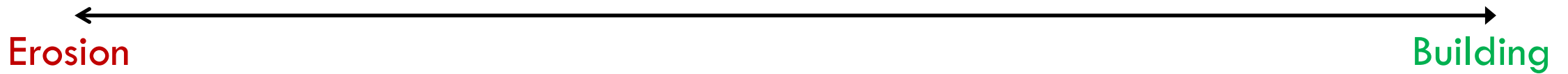
**NO REAL-LIFE EXPERIENCE (ABILITY
PERCEPTION)**

IDENTIFICATION OF HAZARDS

INADEQUATE SAFETY OR SURPLUS SAFETY

RISK PERSPECTIVE

CONFIDENCE MOMENTS IN COACHING



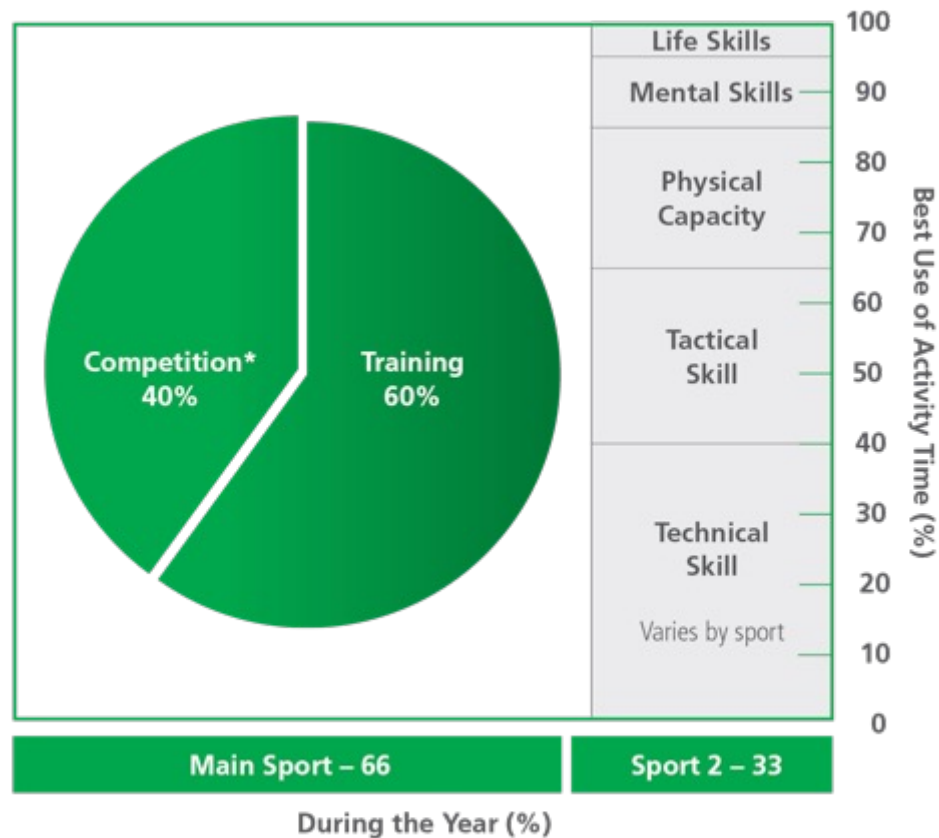
- Initial contact
- Body language
- Choice of language
- Response to errors
- Education

- Level of challenge provided
- Rate of progression
- Response to successes
- Immediate feedback
- Language with others

Etc....

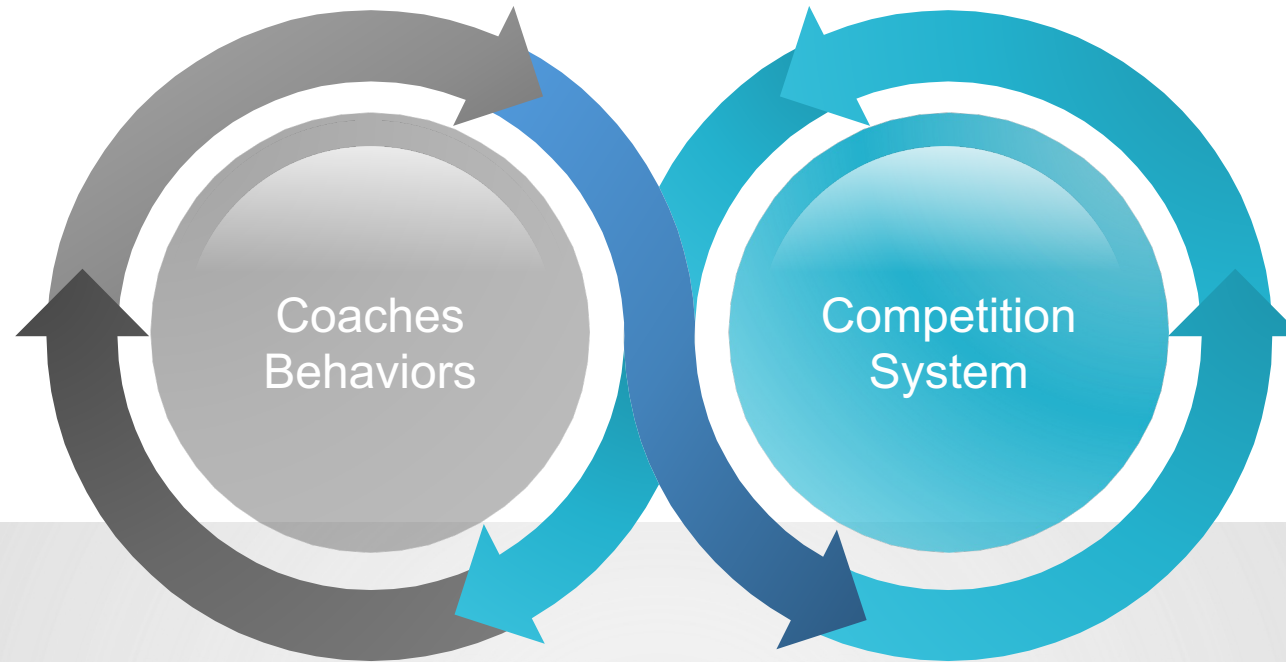
Emphasis on adolescence

Train to Train



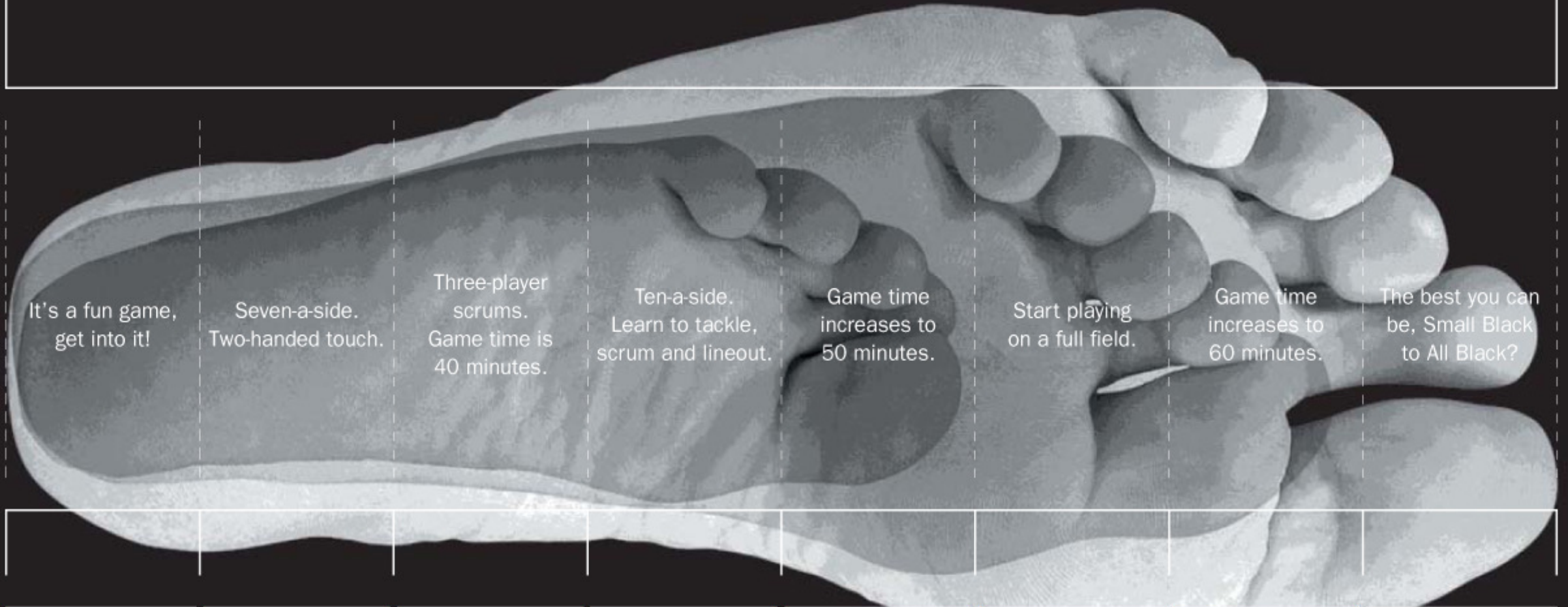
*Includes both competition, and competition specific training

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



Coaches will coach to the competition system

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 RUGBY

Under 6
Saturday Morning Rugby
Year 1 School Rugby

Under 7
Saturday Morning Rugby
Year 2 School Rugby

Under 8
Saturday Morning Rugby
Year 3 School Rugby

Under 9/10
Saturday Morning Rugby
Year 4/5 School Rugby

Under 11
Saturday Morning Rugby
Year 6 School Rugby

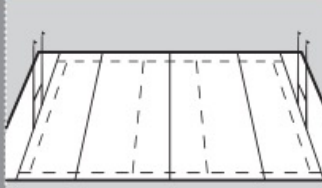
Under 12/13
Saturday Morning Rugby
Year 7/8 School Rugby

**SMALL BLACK TO
ALL BLACK**

under 12/13 – saturday morning rugby

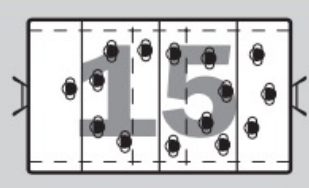
year 7/8 – school rugby

FIELD SIZE



15s must be full field.

NUMBERS PER TEAM



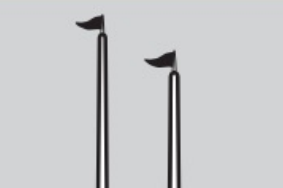
Numbers are maximums. Games must proceed with even team numbers. Balance player numbers and ability where possible.

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



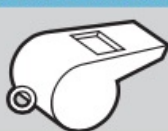
Tackles must be below the nipple.

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.

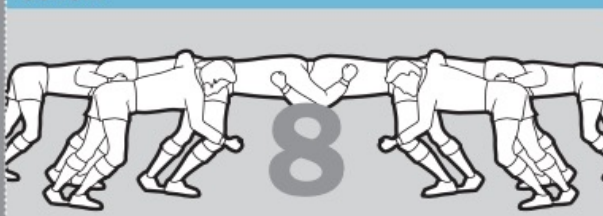
SKILLS REQUIRED AT THIS LEVEL:

- 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.

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

LTAD Based Program

Changing the status quo – The Rally Cap Program





RALLY CAP PROGRAM



White Cap



Grey Cap



Black Cap



Green Cap



Blue Cap



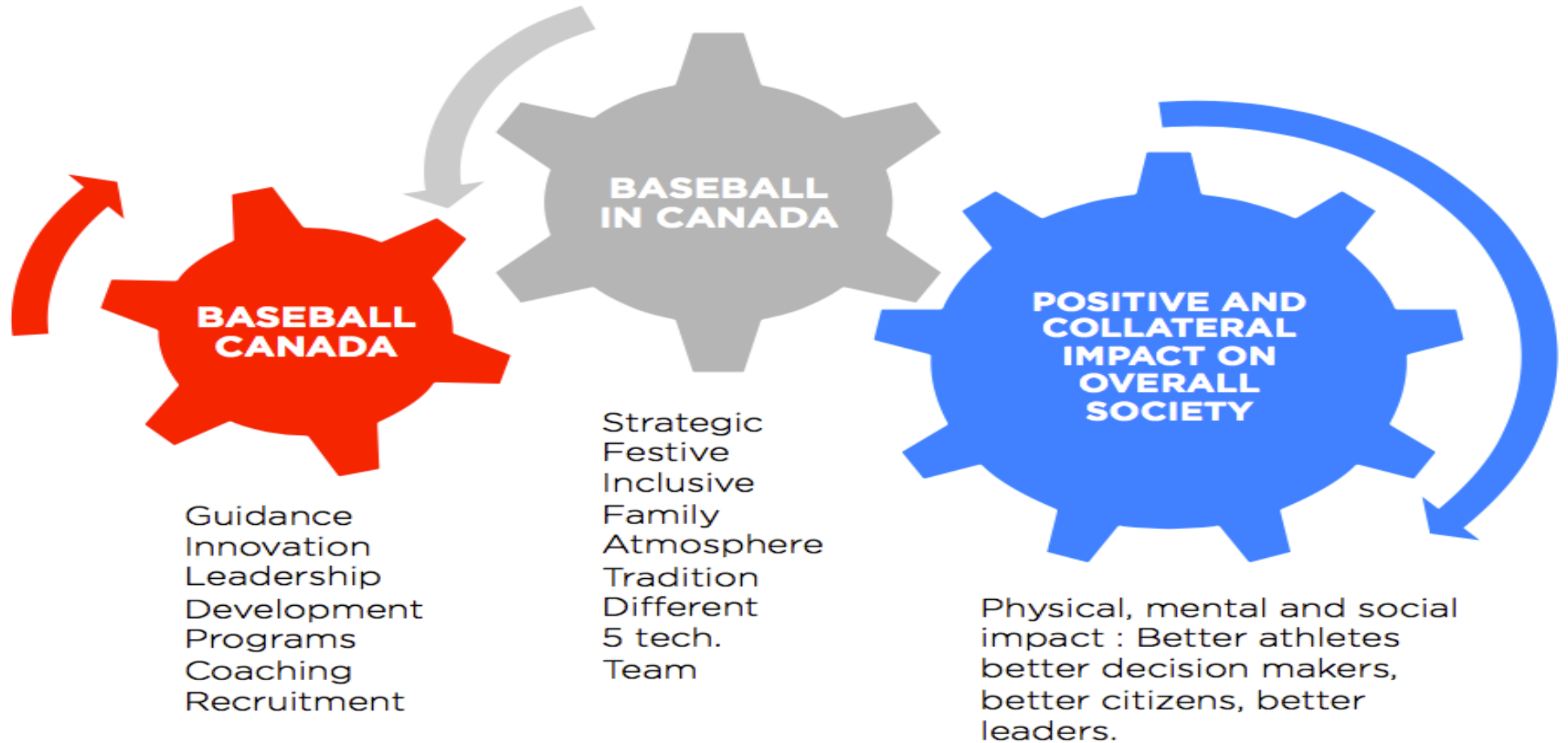
Red Cap

Level / Ability	White Cap	Grey Cap	Black Cap	Green Cap	Blue Cap	Red Cap
Fundamental Movement Skills	1. Agility - Hurdle over a line for 10 reps.	2. Balance - Stay in pitching position for 5 seconds, both sides.	3. Coordination - 10 Jumping Jacks without stopping.	4. Agility - Able to touch 6 cones placed in a star shape, while always looking forward.	5. Balance - Squatting like a catcher, and squat jump to right, and then to left (5 times each)	6. Coordination - Juggling 2 balls with 2 hands for 5 seconds.
Throwing	7. Able to throw a ball at 5 feet.	8. Able to throw 6/10 balls to partner/target from 10 feet.	9. Able to throw the ball 25 feet.	10. Able to throw 6/10 ball to partner/target from 25 feet.	11. Able to throw the ball at a distance of 50 feet.	12. From fielding position, I can throw 6/10 to 1st base from short-stop.
Receiving	13. Able to catch a ball thrown from 5 feet.	14. Able to field 6/10 ground balls from 15 feet.	15. Able to catch 6/10 flyballs from 15 feet height.	16. Able to field 3/5 grounders to the right and 3/5 grounders to the left (regular distance).	17. Able to catch 3/5 flyballs to the right and 3/5 flyballs to the left (5-10 feet left and right).	18. Able to catch a total of 13/15 balls out of 5 grounders, 5 fly balls, and 5 balls thrown by a partner from distance of 15 feet.
Hitting	19. Able to hit a ball off a tee.	20. Able to hit 6/10 fair balls off a tee.	21. Able to hit 6/10 fair balls thrown underhand.	22. Able to hit 6/10 underhand balls passed the base paths rolling or in the air.	23. Able to hit 6/10 fair balls underhand at least 75 feet in distance.	24. Able to hit 6/10 fair balls from machine (44' and 32-34 mph) or overhand. *
Base Running	25. Able to run around the bases in the correct direction without stopping.	26. Able to hit off a tee and run through 1st base.	27. Able to run 2 bases and stopping at the final base.	28. Able to run 20' followed by a feet first slide (on grass, no bases).	29. Able to run to a base and slide at the base.	30. Able to run 2 bases and slide at the base.

* Adjust angle by ensuring that the throw is coming from the appropriate height. Have the pitcher take a knee if needed.



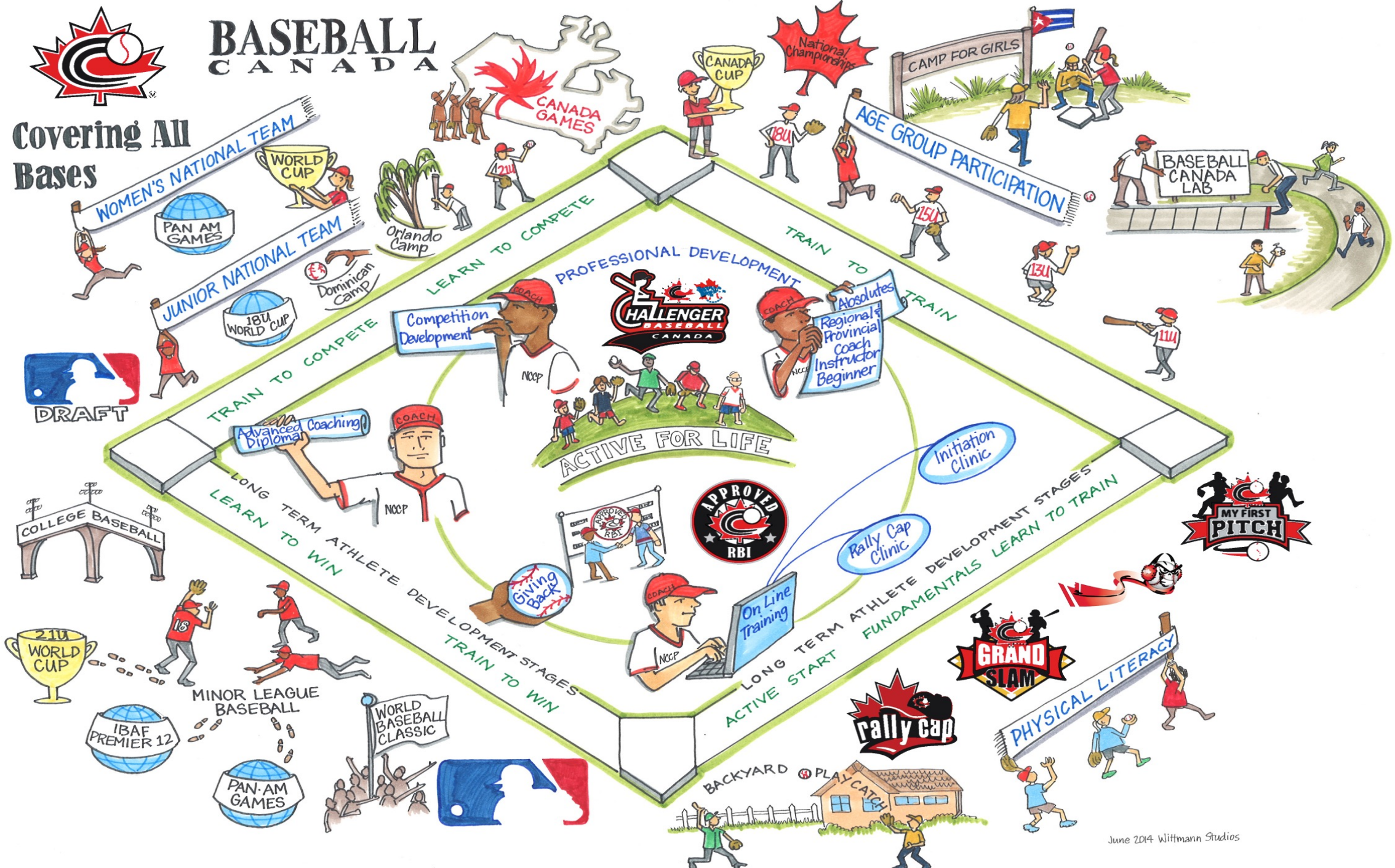
THE “BASEBALL EFFECT”





BASEBALL CANADA

Covering All Bases



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



Sometimes we have all the resources but...



We simply make bad decisions

**THE LIGHT AT THE END
OF THE TUNNEL
IS A TRAIN**



Unfreeze



Change



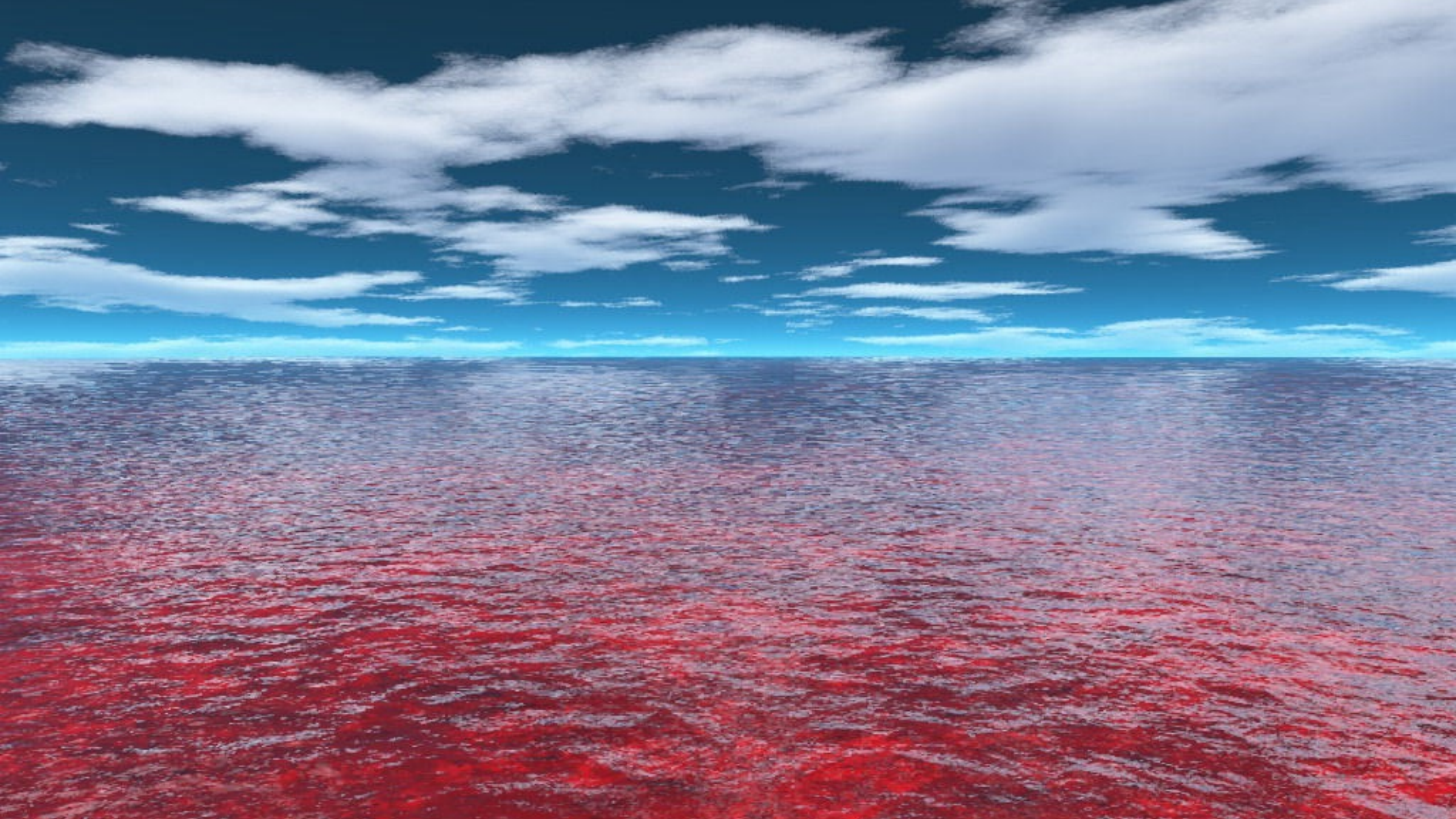
Refreeze



What got you here
won't get you there.

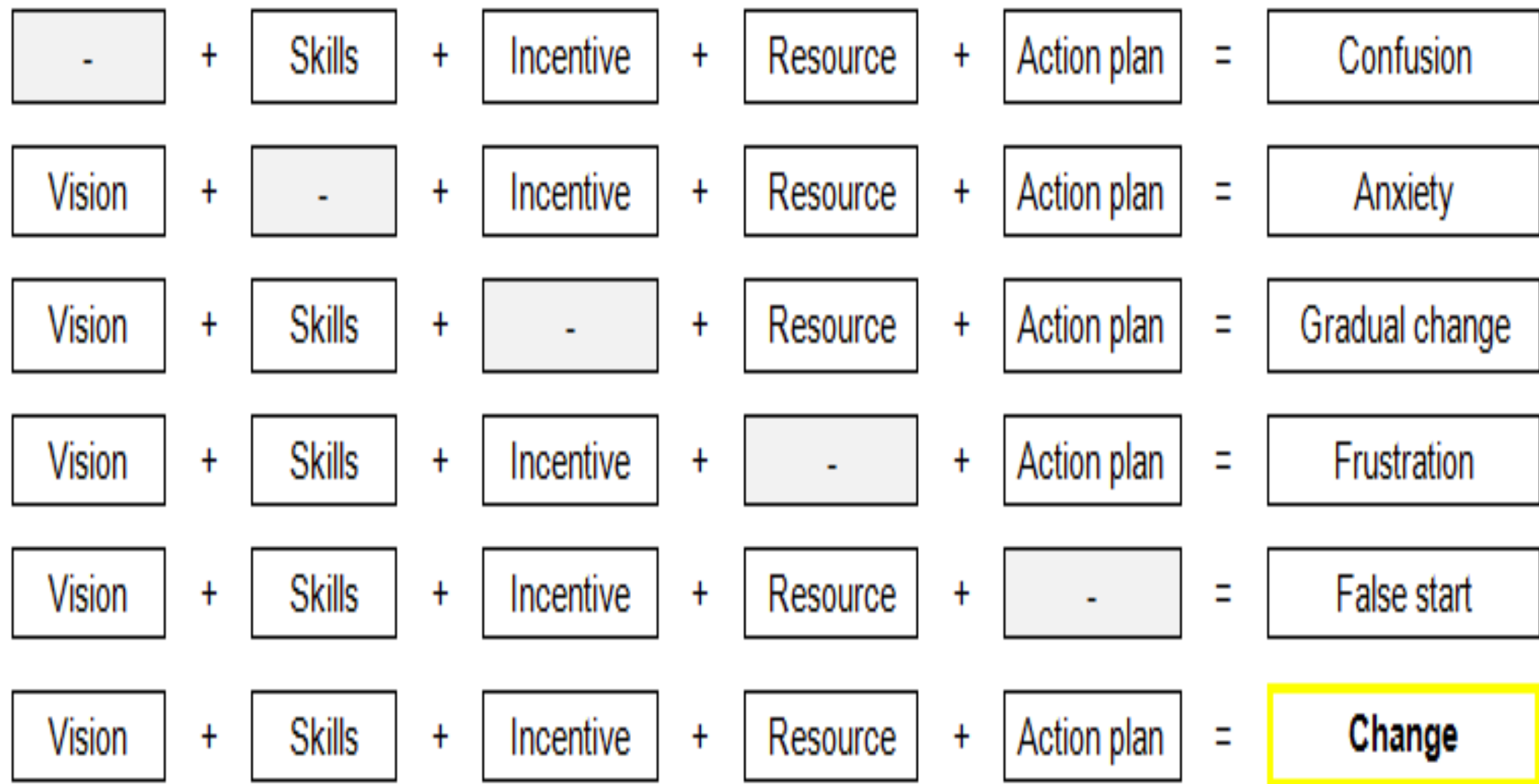
Marshall Goldsmith





It's NOT my job AWARD!!







a_the_luck

TAK!

André Lachance – January 2024

DANSK GOLF UNION
Spil med