



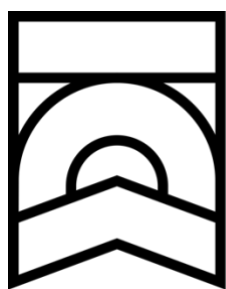
MOOC 3

Coaching on the Ground: Planning, Doing and Reviewing

Chapter 3

Coaching in Competition





**i
COACH
KIDS**

MOOC 3: Coaching on the Ground: Planning, Doing and Reviewing

Study Guide

**An Intellectual Output of iCoachKids:
Innovative Education & Training for a Specialist Children &
Youth Coaching Workforce**

Acknowledgements

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iCoachKids MOOC 3 - Chapter 3

Coaching in Competition

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iCoachKids MOOC 3 Study Guide

Introduction

“A coach’s primary mission is to help sport participants develop not only as athletes, but also as people. To fulfil that aim, a coach needs functional and task-related competences that are underpinned by knowledge and reflection.”

From the European Sports Coach Framework (p. 39)

Congratulations Coach, by engaging in the iCoachKids MOOC 3, you have demonstrated that you have an open mind to learning more about coaching children and to further developing your own coaching skills.

Improving your coaching takes time and effort. Coach development should proceed in a progressive and sustainable way. Such an approach takes into consideration your stage of development as a coach, how you learn and which participants the coach is working with.

How Coaches Learn

In this MOOC, we recognise that learning is a lifelong process and that multiple experiences can facilitate the development of your coaching ability. During your progress through MOOCs 1 and 2 we have included a variety of learning experiences to meet the needs of coaches and how they learn.

A coach is not a blank slate. Whether through personal experiences as participant or spectator, you arrive to coaching with your own conception of what it is and how it should happen. The following task will allow you to consider what you are bringing to your coaching.



STUDY GUIDE TASK: What Are You Bringing to You Coaching?

(There are no right or wrong replies. This exercise is about you taking stock of your previous experiences.)

Coaches Learn Best When...	Your Learning and How you Like to Learn
List Your Sports Experience	What Does This Bring to Your Coaching?
Your Education	What Does This Bring to Your Coaching?
Life Experience/Learning	What Does This Bring to Your Coaching?
Other Things You Think/Feel Reflect You	What Does This Bring to Your Coaching?

Your Learning

In the early stages of coach development, you may benefit strongly from learning opportunities provided through formal education – in MOOC 3 this is reflected in what you read and the personal tasks that you undertake in applying this knowledge into your coaching. This can be seen as laying a knowledge foundation. These activities challenge or confirm initial personal theories and support the creation of a child-centred framework that helps coaches organise and make sense of their coaching practice.

As you continue to develop as a coach, non-formal learning opportunities become more relevant. Your interaction with the children, other coaches, parents, mentors and open source material provides a chance to check and challenge your emerging philosophy and way of doing things as well as gaining new knowledge. In MOOC 3 this is reflected in activities and tasks you do with others and in your environment.

It is important to note that much of coaches' learning takes place on the job. As a coach, your self-awareness and your ability to reflect on your experiences are essential to this.



STUDY GUIDE TASK: How Coaches Learn Best and How You Like to Learn

The column on the left is what research says about how coaches learn best. The column on the right is for you to: reflect on these statements; identify whether they may apply to YOU; and if they mean anything for YOUR LEARNING. This will develop you SELF-AWARENESS of how you like to learn:

Coaches Learn Best When...	Your Learning and How you Like to Learn
<ul style="list-style-type: none">• Their prior experiences and abilities are recognised and they are encouraged to reflect and build on them	
<ul style="list-style-type: none">• They are motivated to take responsibility for learning and are given opportunities to drive it and direct it to their own needs	
<ul style="list-style-type: none">• The application of what is being learned to the practical context in which they coach is clear and facilitated	
<ul style="list-style-type: none">• The topics and learning materials are clearly relevant	
<ul style="list-style-type: none">• The climate is positive and supportive to minimise anxiety, encourage experimentation and challenge them appropriately	
<ul style="list-style-type: none">• Interaction and sharing with other coaches is promoted	
<ul style="list-style-type: none">• A variety of learning activities is offered	
<ul style="list-style-type: none">• They experience some success and gain feedback that builds their self-confidence	

If you have completed these two STUDY GUIDE TASKS, you will have started to engage in the learning process promoted in the iCoachKids MOOCs. You will have identified what you are bringing to coaching children; and how you learn.

Well done and read on to learn more about how the MOOC 3 Study Guide is laid out to assist you in your learning, how the content can be applied into you coaching and to your growth as a CHILD-CENTRED COACH of children.

MOOC 3 Study Guide Structure

In MOOC 3, your development as a coach is promoted using a blended learning package composed of various activities to foster learning (for example, reality-based activities, problem-based learning, practical-coaching opportunities and reflection in/on action). This will promote knowledge gains and behavioural change and encourage you to seek additional self-directed learning opportunities.

The following HEADINGS and icons will signify different activities you will undertake in the MOOC 3 Study Guide:



VIEW – This is the video track linked to the Chapter and Section of the Study Guide you are considering



READ – This is the content knowledge that is outlined in the video track. It gives you the opportunity to examine the content at your own pace and/or to review in writing what is verbally outlined in the video



STUDY GUIDE TASK – This is an activity that will get you to consider how the content you have viewed/read may apply during your coaching with the children that you coach, and reflect on how you may change your coaching behaviours



PERSONAL COACHING TASK: This is an activity that will get you to apply the content into your coaching, with the children you coach, and to reflect on how it went for the children and for you. You may need to do these tasks a number of times and reflect on them to be able to fully apply the content into your coaching, in line with your coaching philosophy and to the benefit of the children



COACHING WITH OTHERS – This is an activity that will get you to engage other coaches you work with to discuss, apply, try, observe, get feedback from and reflect on how they see/feel your coaching is developing, and how the content can be applied by you and the other coaches. It may also encourage you to engage other relevant people, like parents, referees, club officials and even the children you coach!



COACHING IN YOUR ENVIRONMENT – This is an activity that will get you to consider how child-centred is the approach of your club/school/community group. You will then consider/discuss what changes may be made to become a more child-centred coach.



QUIZ – At the end of each chapter there will be a quiz for you to complete. This will give you a chance to re-enforce your learning by getting you to re-visit some of the main ideas covered in the chapter and how they can apply to your coaching. Approach the questions in an ‘open-book’ format; which allows you to re-read the sections of the study guide before you write your answer.



CHAPTER CLOSING TASKS – Each chapter will end with some tasks that will get you to consider/apply the ideas and coaching tools covered in the chapter into your coaching. The tasks may include:



PERSONAL COACHING TASKS



COACHING WITH OTHERS



COACHING IN YOUR ENVIRONMENT



FURTHER VIEWING/READING – By its nature, only a certain amount of content is included in the MOOC. If you want to learn more about a topic, this will direct you to additional materials to view or read

Your Development Journey as a Children's Coach

Working with children can be a very worthwhile and positive experience for people. With the growing knowledge and the approach put forward in the iCoachKids MOOCs, this experience can be positive for each and every child, as well as for each and every coach.









It's over to you now to take the responsibility to grow your coaching knowledge and ability. Enjoy the journey coach!

iCoachKids: MOOC 3 Study Guide - Learner Activity Tracker: Chapter No 3

Name: _____

Date: _____

As you complete each of the activities in each of the sections, please put a tick ✓ in the circle. This will allow you to track what you have completed and where you can restart when you return to the Study Guide after a break.

Study Guide Activity / Chapter Section	VIEW / READ 	STUDY GUIDE TASK 	PERSONAL COACHING TASK 	COACHING WITH OTHERS 	COACHING IN YOUR ENVIRONMENT 	QUIZ 	CHAPTER CLOSING TASKS 	FURTHER VIEW / READ 
Introduction	<input type="checkbox"/>							
Section 3.1	<input type="checkbox"/>							
Section 3.2.1	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				
Section 3.2.2	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Section 3.3	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Summary / Conclusion	<input type="checkbox"/>					<input type="checkbox"/>		<input type="checkbox"/>

If you have completed each of the activities in each section and the Learner Activity Grid is complete. **WELL DONE!** You can move to the next chapter.

Chapter 3, Introduction – Coaching in Competition



VIEW AND/OR READ

You can view this section on the online MOOC https://www.youtube.com/watch?v=3V9w3tzQvqI&list=PL04sec12HcRu2_TQ9kwUtEiXZoFosu6tS or you can read it in the Study Guide. If it re-enforces your learning, you can do both.

Introduction

Hey Coach! How is your coaching going?

Thank you for joining us for **Chapter 3 – Coaching in Competition**.

This chapter is all about understanding competition, what it means for children and what it can do for them.

Competition is indeed a very hot topic. Should children compete, or shouldn't they? Is competition too harsh for kids? Will children be soft adults if they don't compete at an earlier age?

In this chapter, we are going to present a new way to understand competition, what David Shields and Brenda Bredemeier refer to as True Competition.

And by the end of the chapter you will be able to:

1. Explain what True Competition is and how to promote it.
2. Take care of all the logistics related to taking children into an event.
3. Manage everyone's expectations about competition, and
4. Coach effectively in competitions.

Okay, so thank you again for joining us for this chapter and we hope you find it informative and useful to ensure competition is safe and enjoyable.

Keep Calm and Coach On!

Chapter 3, Section 3.1 – What Competition is About for Kids



VIEW AND/OR READ

You can view this section on the online MOOC https://www.youtube.com/watch?v=uXGIAUaDv1I&list=PLO4sec12HcRu2_TQ9kwUtEiXZoFosu6tS&index=2 or you can read it in the Study Guide. If it re-enforces your learning, you can do both.

Introduction

In this section we are going to take a deep dive into understanding competition and what it can do for children in sport. This is a very hot topic. The debate about whether competition should feature in children’s sport, or not, has gone on for a couple of decades now.

We made our position clear in The iCoachKids Pledge. Our Golden Rule Number 10 says “Use competition in a developmental way”. Competition is not the issue. How competition is presented, organised and managed is.



The iCoachKids Pledge



- 1 Be CHILD-CENTRED
- 2 Be HOLISTIC
- 3 Be INCLUSIVE
- 4 Make it FUN and SAFE
- 5 Prioritise the LOVE for sport above LEARNING sport
- 6 Focus on FOUNDATIONAL skills
- 7 Engage PARENTS positively
- 8 Plan PROGRESSIVE programmes
- 9 Use different methods to ENHANCE LEARNING
- 10 Use COMPETITION in a developmental way

We believe, and there is plenty of research to back this up, that children can gain a lot from taking part in competition. Not least because for many, sport provides the first taste of competition, of striving for a goal, of the joys of winning and the despair of losing, of failing and having to get up and try again, etc. etc. All things that children will experience, time and again, in other settings as they grow into adolescence and later adulthood.

Okay, so let's explain what we mean by the way we:

1. Present
2. Organise and manage competition.

How should we present competition?

In terms of presenting competition in an appropriate way, we really like the perspective offered by David Shields and Brenda Bredemeier (2009) in their seminal book **True Competition**.

They go back to the etymology of the word "Competing" derived from the Latin "Competere" which literally means "To strive with another". What does this mean?

Well, it means that the original sense of the word was related to the act of pitting your skills against another person so both could demonstrate their ability and also continue to improve. So, winning or losing wasn't the main outcome of "competing"; doing one's best and striving to get better was.

Competing = Doing Your Best To Get Better

As Shields and Bredemeier say, the main problem is that over time, this idea of "partnership" between the two competitors has been lost in favour of a much more aggressive "war-like" rhetoric where the only goal of competing is to triumph over the opponent at all cost.

Competition = Partnership NOT War

This is where the majority of the bad press and outcomes of competition arise from. They therefore urge coaches and parents to reposition and represent competition in a much more cooperative and improvement-based manner.

We could not agree more. Research shows that when the competitive climate is based on cooperation and mastery children gain lots of positive outcomes like enjoyment, self-esteem, confidence, sustained participation, resilience and teamwork.

**The Competition Climate should be one of
Cooperation and Mastery**

On the contrary, when the competitive climate is performance-based, the opponent is seen as the enemy, and winning is emphasised, children are more likely to experience negative outcomes such as low enjoyment, low self-esteem, athletic burnout, sport dropout and negative relationships.

The argument for **True Competition** where children learn to respect the opponent as a partner and to strive with them to achieve their joint best is quite overwhelming, isn't it?

The counterargument used by the promoters of all out competition at a young age is that children love winning and that they will turn out soft and unable to take failure and defeat if competition is "watered-down". The evidence is not quite there for this approach. When kids are asked about what they like from sport, winning never comes up as one of the main reasons for the majority of them.

Winning is NOT the TOP Priority for KIDS

As for turning out soft, don't worry, the importance and pressures associated with competition will naturally evolve over time, not only in sport, but in school and eventually in the workplace. Children needn't experience all of that at 6 years of age to be able to deal with it in the future. To the contrary, learning to take competition as an opportunity for personal improvement and as a succession of ever more challenging steps will better equip them to deal with all that.

**Children will NOT turn out SOFT if they don't
compete ALL OUT early**

How should we organise and manage competition?

Okay, so what about how we organise and manage competition to maximise positive outcomes?

Here go some recommendations:

1. **Appropriate Competition:** Make sure that the format of the sport and the competition are appropriate to the age and stage of development of the children. For instance, in Belgium up to under 7s children there is no formal competition between clubs. Children come to festivals with their clubs and mix

with kids from other clubs to play 2 v 2 games. They are truly competing, and they love it!

2. **Lead by example:** Behave responsibly during competitions, promote the idea of **True Competition** and make sure all children have sufficient playing time so they can benefit from it.
3. **Similar Ability:** Try to ensure that children are competing against opponents of similar ability so the contest is fair and they have a chance to enjoy the thrill of **True Competition** on a level playing field. When this is not possible support kids through difficult periods and be patient with them.
4. **Parents:** Make sure to work with parents so they understand **True Competition** and can support you and their kids before, during and after events.

Conclusion

Okay, so now that we know what **True Competition** is, let us, over the next few sections, explore all the little things coaches need to take into account to ensure competition is safe and enjoyable.

And remember to (which really does apply to coaching during competition for children):

Keep Calm and Coach On!



Chapter 3, Section 3.2 – Part 1 - Preparing for Competition - The Logistics



VIEW AND/OR READ

You can view this section on the online MOOC https://www.youtube.com/watch?v=uOogsogsHqM&list=PLO4sec12HcRu2_TQ9kwUtEiXZoFosu6tS&index=3 or you can read it in the Study Guide. If it re-enforces your learning, you can do both.

Introduction

Hey Coach! Welcome back!

How did you feel about the idea of **True Competition** in the previous section? Is that something you are in favour of already or are you struggling to come to terms with it?

That is fine! Over the next few sections, we are going to provide lots of tips to make sure that your teams and participants are able to enjoy competing in a safe and caring climate.

Main Goal = Competing in a Safe & Caring Climate

In this section, we are going to look at how we prepare for competitions from a logistics point of view. In other words, what do we need to have in place to make sure we and our participants and their parents can safely take part and enjoy competitions.

As we said earlier, the competitive environment is full of unpredictability and stressors, so it pays to take control of all those things we can control to minimize stress and negative emotions.

Competition Can Be Stressful & Unpredictable

To help you remember, we have come up with the acronym PEP:

**P= People
E= Equipment
P= Provisions**

PEOPLE

Ok, so let's look at People first. We like to think about two areas that are important to people.

First, Clear Arrangements and second Safeguarding and Protection.

Clear Arrangements

In relation to Clear Arrangements, all people involved in your team or activity need to be kept abreast and be clear about the arrangements that have been made for the competition. This includes details like:

- Dates and Times
- Venue
- Transportation including departure and return times
- Price for taking part
- Accommodation details (if needed)

Likewise, we need to communicate with the event organisers or the opposition to make sure that all necessary information has been shared. Things like:

- Team and participant data and protocols required to take part
- Competition rules
- Confirm fixtures, date, time and venue
- What Safeguarding policies will be in operation on the day

All this information should be communicated as much as possible in advance of the competition. This gives you, the coach, a chance to ask for help from parents, assistant coaches and opponents wherever needed.

We suggest you prepare templates with all these elements where you just have to modify the details specific to each competition or event. It will save you lots of time!

Safeguarding & Protection

As for Safeguarding, it is paramount that we take all measures possible to minimise the chances of anything going wrong and to know exactly what to do if it does. Key areas to look at here include:

- Keeping accurate personal and medical records for all your participants and staff and sharing them with the organisers, where appropriate
- Having all parent phone numbers stored in your phone's memory as well as in a hard copy
- Getting parents to sign all necessary informed consent forms before they leave their children in your care
- Being aware of general and competition-specific safeguarding and protection policies
- Obtaining a first-aid certificate and carrying a fully stocked first-aid kit at all times

EQUIPMENT

Ok, so what about Equipment?

There is nothing worse than getting to a competition and realising you have forgotten a vital piece of equipment. It creates a huge amount of anxiety for parents, participants and coaches too!

Here are some key bits to remember:

- The playing kit or team uniforms
- Equipment required for competition like headgear, shin pads, swimming goggles or mouth guards
- Equipment required for warm ups like extra balls, cones, bibs or any other implements relevant to your sport and, very importantly,
- The required team documents or individual license to take part in the event

Top Tip = Make a Checklist!

For all things equipment and material, there is nothing better than creating a checklist you can review before setting off to make sure you have everything you need and so you can check you do not leave anything behind after the competition ends.

Moreover, ask your participants to develop their own checklists and encourage parents to let their kids make sure they have everything they need for the competition. They will only forget their shoes once!

PROVISIONS

Finally, what about Provisions?

Well, during competitions, especially if they last for more than one day, we need to make sure that coaches and participants are kept fresh, nourished and hydrated. It will be important to consider the following:

- Will snacks and drinks be available for purchase at the venue?
- What types and amounts of food and drinks should children pack in their lunch bags?
- Does the accommodation include half or full board meals?
- And not to be forgotten, Does the venue or hotel offer a laundry service to wash the kit for the following day? If not, what are the alternatives?

Yes, it is always a good idea to do a bit of reconnaissance operation or scouting trip before a competition to iron out all these little details. Sometimes a phone call to the venue will do!

Conclusion

So, that's it for the logistics! Remember **PEP: People, Equipment and Provisions!**

Thank you for reading and see you in the next section where we will look at preparations for competition from the perspective of the management of expectations for all involved!

Keep Calm and Coach On!

Personal Coaching Task / **Coaching with Others: Logistics Check List**

- a) Using the information provided in this section and anything else you can think of from your personal experience, in the box provided, create a checklist of competition logistics (or use a separate page).
- b) Share the checklist with those you coach with for their input. Then adopt and use the checklist in your coaching. Review and continue to adapt it from time-to-time.

Chapter 3, Section 3.2 – Part 2 - Preparing for Competition - Managing Expectations



VIEW AND/OR READ

You can view this section on the online MOOC https://www.youtube.com/watch?v=DJ3YRMVE2w8&list=PLO4sec12HcRu2_TQ9kwUtEiXZoFosu6tS&index=4 or you can read it in the Study Guide. If it re-enforces your learning, you can do both.

Introduction

Hey Coach! Welcome back!

In the previous section, we talked about the logistical preparations required before a competition. In this one, we are going to talk about the, perhaps even more important, preparations regarding managing everyone's expectations before going to a competition.

Managing expectations is one of the most important elements to create positive relationships and positive experiences. It is very difficult to judge if we are happy or not with something or someone when we haven't got clear expectations.

When taking a group of young participants to a competition there are a few people we need to make sure we have clarified expectations with:

1. Myself and all other coaches involved
2. The programme leaders
3. The parents
4. The participants

All these people will have different expectations and it is our job to make sure they understand our expectations and philosophy going into a competition to avoid any misunderstandings or disappointment. We have to create a common language so we are all on the same page right from the start!

Coaches must create a Common Language and Understanding

1. & 2. Coaches Expectations

First we have to make sure we understand our own expectations and those of the other coaches. As a coach, particularly if you adhere to the idea of **True Competition**, there are a few things you need to be clear about. For instance:

- How am I going to present the competition to the kids and their families?
- Will I try to win at all cost?
- Will I give every child sufficient playing time?
- Will I emphasise improvement and development over results?
- Will I put pressure on referees or just let them do their job?
- Do my coaching staff have the same expectations, or do we have to discuss them prior to the competition?

It is super important to have agreed all these elements before the competition starts. You don't want to be asking yourself these questions in the middle of an event when the stakes are high and the pressure is on!

Similarly, it is important that all these are discussed with the programme leaders well in advance of the competition. Whether you coach in a school, a club or a representative programme, making sure that those above you understand and agree with your approach to a particular competition, or to the whole season, will help make sure everyone is aligned and as they say "singing from the same hymn sheet". If there is no agreement between coach and programme leaders, the best solution may be to move on to a different programme and find a better match for you as a coach!

3. Find Out the Parents' Expectations

Next, it is as important that parents are completely aware of your expectations for the event as it is that you are aware of theirs so you can discuss any discrepancies. Playing time distribution, starters and sub policy, required support, child and parent behaviour, even tactics may need to be discussed to help them understand why you are playing in a particular style to help their kids develop. Do it all the time!

More Info = Less Trouble

Normally, the more information parents have, the least likely they are to fight you or to go behind your back trying to cause trouble or disgruntle other parents.

4. Find Out the Children's Expectations

And last but not least, we have to manage the children's expectations to make sure they can just focus on doing their best and enjoying the experience. Things we may have to agree with them include:

- The True Competition philosophy of partnership and improvement
- Playing time expectations
- Roles and responsibilities
- Behaviour on and off the field
- Attitude towards coaches, teammates, opposition, referees, officials and supporters
- Engagement with their parents during the competition, and finally
- The consequences of failing to live up to any of the agreed expectations

Yes, we know what you are thinking. A lot of plates to spin!!

However, we promise you it is worth it. Setting clear expectations for all makes everyone accountable. More importantly, it makes you accountable. Always ask your co-coaches, parents and players to monitor your behaviours and if any of them fall short of your expectations, give them total permission to pull you up and say "Hey Coach, that's not what we agreed!" It is a very powerful experience for all involved! Try it!

Okay. So now we are ready to compete! In the next section, we will take a nosedive into the realities of Coaching in Competition and how to manage the kids and yourself!

Thank you for reading and see you soon!

And remember:

Keep Calm and Coach On!

Personal Coaching Task / Coaching with Others / Coaching in Your Environment: Managing Expectations

- a) Consider the four groups of people you need to manage expectations for (yourself and co-coaches, the parents, the kids, the club), use the box provided to reflect briefly on how you currently do this and what else you could do in the future.
- b) Discuss this with your co-coaches and agree a common approach.
- c) Present it to the children/parents/clubs for their input and agreement. Then 'live' it!

Coaches	
Current	Future
Children	
Current	Future
Parents	
Current	Future
Club	
Current	Future

Chapter 3, Section 3.3 – Coaching in Competition



VIEW AND/OR READ

You can view this section on the online MOOC

https://www.youtube.com/watch?v=RVuhbj2XPQQ&list=PL04sec12HcRu2_TQ9kwUtEiXZoFosu6tS&index=5 or you can read it in the Study Guide. If it re-enforces your learning, you can do both.

Introduction

Hey Coach! Did the previous section meet your expectations? Sorry, easy joke!

In the previous sections we analysed all the things we have to do before competition day from a logistical and managerial perspective. In this section, we are actually going to focus on how we manage the actual competition on the day! We are getting excited just thinking about it!

**Health Warning:
Use Professional Judgement**

One health warning, depending on where you coach and the stage of development and competitive level of your participants some of the things we will cover will be way too much for you. Please use your professional judgment and common sense to see how much of this applies to you.

Coaching Philosophy and Expectations

The first thing to remember is always your coaching philosophy and the expectations you have for yourself during competitions. These are the compass that will keep you always heading in the right direction.

Coaching Philosophy + Expectation = Competition Compass

Once we have done that, there are a number of things that we would advise you to consider:

1. Pre-Competition
2. In-Competition
3. Post Competition

We like to create routines that we turn into habits. This means two things:

- | |
|---|
| <ol style="list-style-type: none">1. That the players take responsibility for them2. That we never forget them |
|---|

1. PRE-COMPETITION

Let us start with some pre-competition routines:

1. **Arrive early:** Ask players to arrive early. This way they have plenty of time to get the chitchat out of the way, perhaps even familiarise themselves with the venue if it is their first time, and to get changed into their playing gear. At this point, we also encourage them to meet and greet each other, the opposition and match officials with a proper old school “hand shake” or an appropriate salute.
2. **True Competition Chat:** Have a short preliminary team talk to reinforce the **True Competition** philosophy and expectations. Make sure the format of this talk is appropriate for their age, stage and competitive level.
3. **Warm-Up:** Agree on a warm up routine or let them come up with their own warm up so they own it. It does not have to be perfect and you can offer guidance once they start doing it. Again, age, stage and level will influence this.
4. **Final chat:** Bring them in for a final chat before competing. Here you may want to remind them of key things you are looking for and to reinforce again the philosophy and expectations. Remember working memory from MOOC 2? Keep it short and simple.

2. IN-COMPETITION

So what about In-Competition Routines? There are a few things you could do:

1. **Keep everyone involved:** If you coach a team sport, or a sport where individuals compete at separate times, but are part of a team like gymnastics, make sure everyone is involved even if they are on the bench or waiting for their turn. Give them jobs to do on the bench like keeping stats, cheerleader, assistant coach, you name it! We always try to not just be the best team we can be on the court, but the best bench in the league!

2. **Monitor Behaviour:** Check regularly to ensure that you, your co-coaches and the participants are all behaving accordingly to the expectations set before the competition. Work with your assistant coaches to ensure all players are doing the right thing and talk to them if needed. We suggest, every now and again, sit down and take a few deep breaths to check your emotional state.
3. **Check KPIs:** Choose and regularly check some Key Performance Indicators (KPIs) to see if you have to make any changes. There are hundreds of them, and they are very sport-specific, but, really, when coaching children, the main ones are playing time, perceived enjoyment and levels of tiredness. Make sure all players get sufficient time, enjoy themselves and do not push any child to exhaustion. You may also have some performance indicators specific to your sport. Keep them to a handful and use them to reinforce key messages for the players to aid learning.

Key Performance Indicators for Children

Include:

- All players get sufficient time
- Enjoy themselves
- Level of tiredness

3. POST-COMPETITION

Very good, so now the excitement is over, the competition has finished and it is time to go home! Not so quickly, here are a few routines that we would encourage you to try with your participants:

1. **Acknowledge the Opposition:** As soon as the game is finished, we come into a huddle and have a shout for the other team before having our own. This is followed by a round of handshakes with everyone, and we mean everyone. We shake hands with coaches, teammates, opposition players and coaches, officials and refs. We even go to the bleachers and thank each individual for attending the game and wish them a safe journey home. People love it! If you get big crowds to your games this may take a while, or you may wish to stick to the first couple of rows! Win or lose, it doesn't matter. The routine is always the same.
2. **Tidy Up:** Before returning to the changing rooms, get players to ensure all the equipment is accounted for and that no rubbish, empty bottles, etc. are left behind. Your bench or team area should be spotless when you leave.
3. **Get changed:** If the kids have to go into the changing rooms to get changed, ensure there are two adults with them. Get one of the kid to count the kit so nothing is left behind and to give the kitbag to whoever's turn it is to wash it or to one of the coaches.

4. **Next time:** Make sure all players and parents are aware of the arrangements for the next session or game before they leave. We also like to get the kids to shake everyone's hands again.

Conclusion

Okay. So that was a lot of competition! Please complete the end of chapter tasks, read the summary chapter and then go and, GAME ON, kill that quiz!

Thank you for reading and see you soon!

And remember, at competition to:

Keep Calm and Coach On!

Personal Coaching Task / Coaching with Others / Coaching in Your Environment: Managing Expectations - Competition Routines

- a) Based on the information contained in this section, use the box provided to develop your pre-, in-, and post-competition routines.
- b) Then share it with your co-coaches and include their feedback.
- c) Finally share it with the children and parents. Adjust it based on their feedback, while maintaining the True Competition principles. Then 'live' them!

Competition Routines

Club: _____ Squad: _____ Event: _____ Date: _____

Pre-Competition:

In-Competition:

Post Competition:

Chapter 3, Summary and Conclusions – Coaching in Competition



VIEW AND/OR READ

You can view this section on the online MOOC https://www.youtube.com/watch?v=HFw2hmzZNVM&list=PLO4sec12HcRu2_TQ9kwUtEiXZoFosu6tS&index=6 or you can read it in the Study Guide. If it re-enforces your learning, you can do both.

Introduction

Hey Coach. That was a lot of competition! Thank you for completing **Chapter 3 – Coaching in Competition**.

True Competition

We started by analysing the idea of **True Competition** proposed by David Shields and Brenda Bredemeier. We went all the way back to the meaning of the word “Competing” derived from the Latin “Competere” which literally means “To strive with another”.

TRUE COMPETITION = To Strive with Another = Cooperation + Improvement

The implication was clear “Competing”, especially for children, should be more about a partnership with the opponent so both can do their best and continue to improve. None of this aggressive cut-throat approach we see all too often with winners and losers.

Research shows that when the competitive climate is based on cooperation and mastery children gain lots of positive outcomes like enjoyment, self-esteem, confidence, sustained participation, resilience and teamwork. The opposite happens when the climate is performance-based and the opponent seen as the enemy.

Mastery Climate = Positive Outcomes
Performance Only Climate = Negative Outcomes

So, we proposed some basic recommendations:

1. Make sure competition is tailored to the age and stage of development of the children
2. Lead by example in all competitions
3. Provide fair competition so no-one is totally outplayed and
4. Make sure parents understand what True Competition means

Competition - Logistics

Then we looked at the logistics we need to take care of when leading children into competitions. We shared with you the acronym PEP.

P = People
E = Equipment
P = Provisions

Competition - Expectations

After PEP, we looked at the elements we need to consider in relation to the management of everyone's expectations when leading children into events and competitions. We said that there were four groups of people we needed to manage expectations with.

1. Yourself and your coaching staff
2. The programme leaders
3. The parents,
4. and last but not least, The participants

Coaching on the Day

Finally, we looked at the nitty gritty of coaching on the day. We stressed the need to develop some pre, during and post competition routines to make sure the kids can take care of most of it by themselves and learn some good habits.

But remember, what these routines may look like will depend a lot on the age and stage of development of the kids.

Conclusion

Ok so that is it! Thank you for completing Chapter 3. Now go and destroy that **Quiz** before moving on to the last chapter of this course where we will challenge you to become a lifelong learner for the benefit of the children you coach.

Until then:

Keep Calm and Coach On!

Chapter 3, Quiz

Q1 - Competition is:

- a) Not suitable for young children
- b) Always good for children
- c) A developmental tool when presented, organised and managed appropriately

Q2 – True Competition involves (more than one right answer):

- a) Doing one's best
- b) Trying to embarrass the opposition
- c) Striving to get better

Q3 – Recommendations to create a True Competition environment include (more than one right answer):

- a) Make sure the format of the competition is suitable for the kids' stage of development
- b) Coaches screaming from the side-lines
- c) Matching children of similar abilities
- d) Parents yelling at referees

Q4 – In relation to competition logistics, the acronym PEP stands for:

- a) People, Equipment and Planning
- b) People, Encoding and Provisions
- c) People, Equipment and Provisions

Q5 – With regards to Safeguarding & Protection, identify key areas to cover (more than one right answer):

- a) Accurate medical records
- b) Up-to-date contact details and informed consent forms
- c) Children's music and TV shows taste
- d) First-Aid Training and Kit

Q6 – The four groups of people you need to manage expectations of are:

- a) Yourself and co-coaches; Programme Leaders; Parents; Participants
- b) Referees; Programme Leaders; Parents; Participants
- c) Yourself and co-coaches; School Janitor; Parents; Participants

Q7 – Expectations must be set in the following areas (more than one right answer):

- a) Coaching philosophy and behaviour
- b) Attitude towards opposition and referees
- c) Consequences of not meeting expectations

Q8 – Your Competition Compass is:

- a) Your tactical plan
- b) The sum of your coaching philosophy and your expectations
- c) Your objectives for the season

Q9 – A great way to manage yourself and your team in competition is by:

- a) Developing clear pre, during and post-competition routines
- b) Keeping everyone close to the coach
- c) Keep parents away from the playing venue

Q10 – Select some key recommendations of what to do at the end of every competition (more than one right answer):

- a) Acknowledge everyone
- b) Argue with referees and parents
- c) Tidy up your team area
- d) Clarify arrangements for next training or competition



Q1 - Competition is:

- c) A developmental tool when presented, organised and managed appropriately

Q2 – True Competition involves (more than one right answer):

- a) Doing one's best
- c) Striving to get better

Q3 – Recommendations to create a True Competition environment include (more than one right answer):

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- a) Coaching philosophy and behaviour
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- c) Consequences of not meeting expectations

Q8 – Your Competition Compass is:

- b) The sum of your coaching philosophy and your expectations

Q9 – A great way to manage yourself and your team in competition is by:

- a) Developing clear pre, during and post-competition routines

Q10 – Select some key recommendations of what to do at the end of every competition (more than one right answer):

- a) Acknowledge everyone
- c) Tidy up your team area
- d) Clarify arrangements for next training or competition

Further Viewing / Reading

True Competition: A Guide to Pursuing Excellence in Sport and Society First Edition
by [David Light Shields](#) [Brenda Light Bredemeier](#) 2009