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The Rocky Road to Success: Challenge, Competition and Coaching



**Natural Ability
as Input**

**An Individual's
Potential**

**Intrapersonal
Catalysts**

Physical

Technical

Tactical

**Psycho-
behavioural
skills**

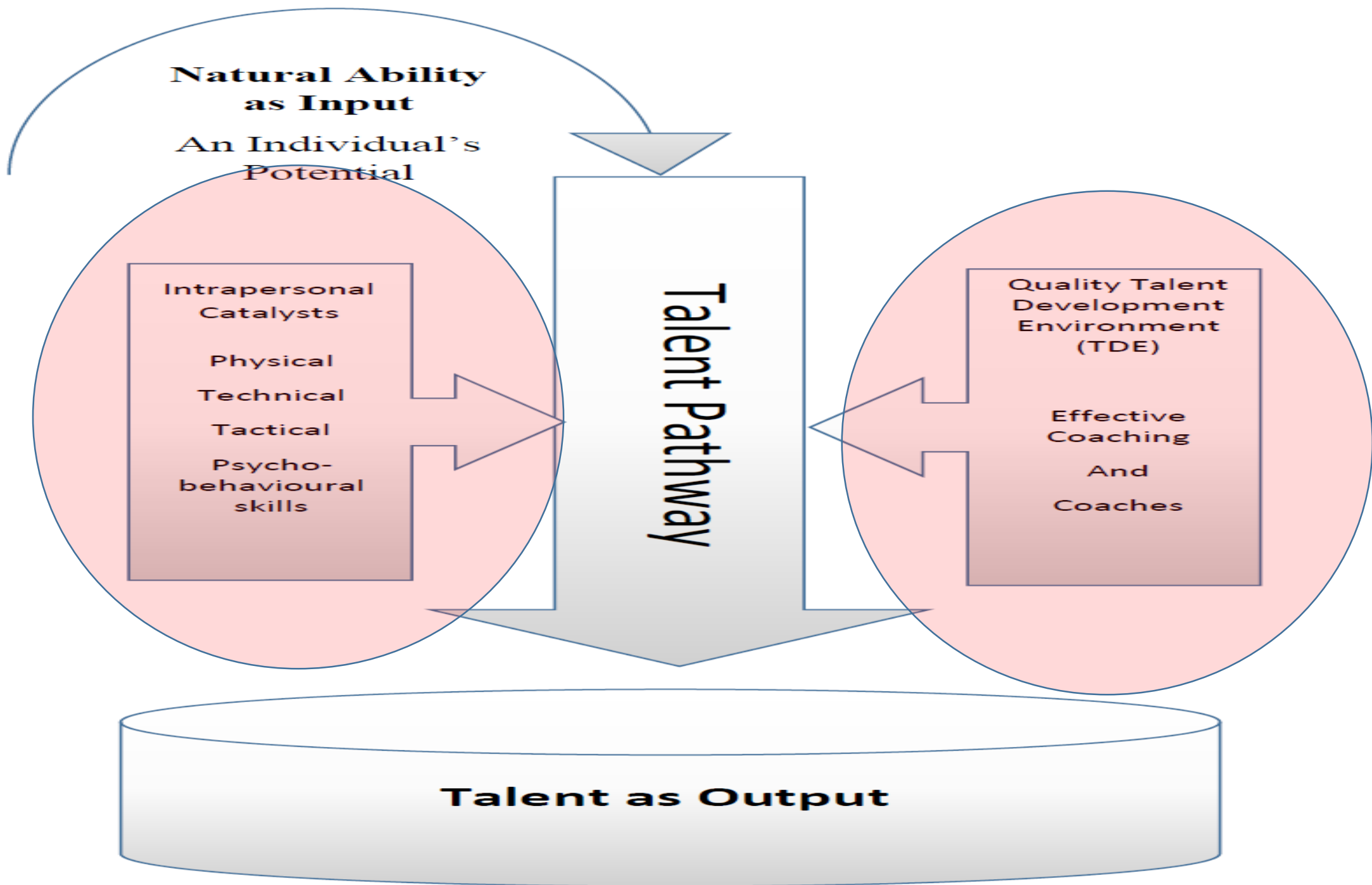
Talent Pathway

**Quality Talent
Development
Environment
(TDE)**

**Effective
Coaching**

**And
Coaches**

Talent as Output



The Rocky Road to Success: The Importance of Challenge



The Rocky Road to Success

- Super-Champions, Champions and 'Almosts' (Collins, McCarthy & MacNamara, 2016 – n=54)
 - 60+caps/5+ world medals
 - <3 caps/<1medal but high level
 - High level youth, no more than Division 2 adult

Supers

Almosts

Slow, often bumpy progress

Supportive, encouraging coaches

Strong but challenging coaches

VERY high personal drive
through personal standards

Positive reaction to challenge
"stimulate"

Minor..."

Best and drive

Attention but very 'other'
often dropout later

"I'm unlucky" or "It's not fair"



My 'Rocky Road'...



Competition supporting Development?

Tony Forristal Under 14 Hurling Competition

What is the purpose?

BUT...

80% of titles have been won by 5 counties

SO...

No winner of the Forristal has gone on to win minor title four years later

- Under 16...
- Only 5 winners have gone on to win at minor two years later





Faster, higher, stronger, older: Relative age effects are most influential during the youngest age grade of track and field athletics in the United Kingdom

Philip E. Kearney ^a, Philip R. Hayes ^b and Alan Nevill ^c

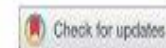
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Practice and play in the development of professional football players

Manuel Hornig, Friedhelm Aust & Arne Güllich 

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Excelling at youth level in competitive track and field athletics is not a prerequisite

How can we use
competition better?

For coaches, parents and youth sport policy. To this end, 134,313 performances by athletes in sprinting, throwing, jumping and middle distance events were analysed. It was found that a minority (Male, 9%; Female, 13%) of top 20 ranked senior athletes were also ranked in the top 20 at Under 13 (U13). These results were supported by the finding that a minority of athletes retained their top 20 ranking at subsequent age grades (36.3% U13-U15; 23% U13-U17; 13% U13-U20; 43.3% U15-U17; 22.1% U15-U20; 41.8% U17-U20). By U20, less than 30% of athletes who had been ranked in the top 20 at U13 were still listed on the national rankings. Examining a broader sample of athletes revealed weak to moderate correlations between performances at different age grades until at least Under 17-Under 20. These findings reinforce the message that excelling at youth level in competitive athletics is not a prerequisite for senior success.

ARTICLE HISTORY

Accepted 10 April 2018

KEYWORDS

Early specialisation; youth success; youth sport; adolescent athlete

Competition CAN Support Development!

Developmental Focus that Emphasises...

- Fun (but what does that mean?)
- Movement and Perceived Competence
- Time to learn, practice, make mistakes
 - Lots of touches, decisions, actions
 - Autonomy and independence
 - Variability
 - Confidence 'Give it a Go-ness'
- Experiences that build confidence
 - Skills that allow confidence

Win?

Test and challenge?

Skill development?

Game management?

Pressure?

Autonomy?

Leadership?

Decision making?

O B J E C T I V E

Start with the
end in mind!



What could it look like?

- **Game day as a learning day**

- Discussion and collaboration with 'opposition'
 - Strengths and weaknesses
 - Post discussion and debrief
 - Share and discuss

- **Role of the coach**

- Step backwards...but planned for...

- **Re-defining Winning**

- Stretch and challenge teams
- Stretch and challenge individuals
- Evaluate against today's objectives
- Assess against set goals
- Freedom to coach with a long-term agenda



Coaching to Develop the Player of Tomorrow

- Focus on what players learn rather than (only) what you coach

- Adaptability
- Decision making
- Transferability
- Principles before methods

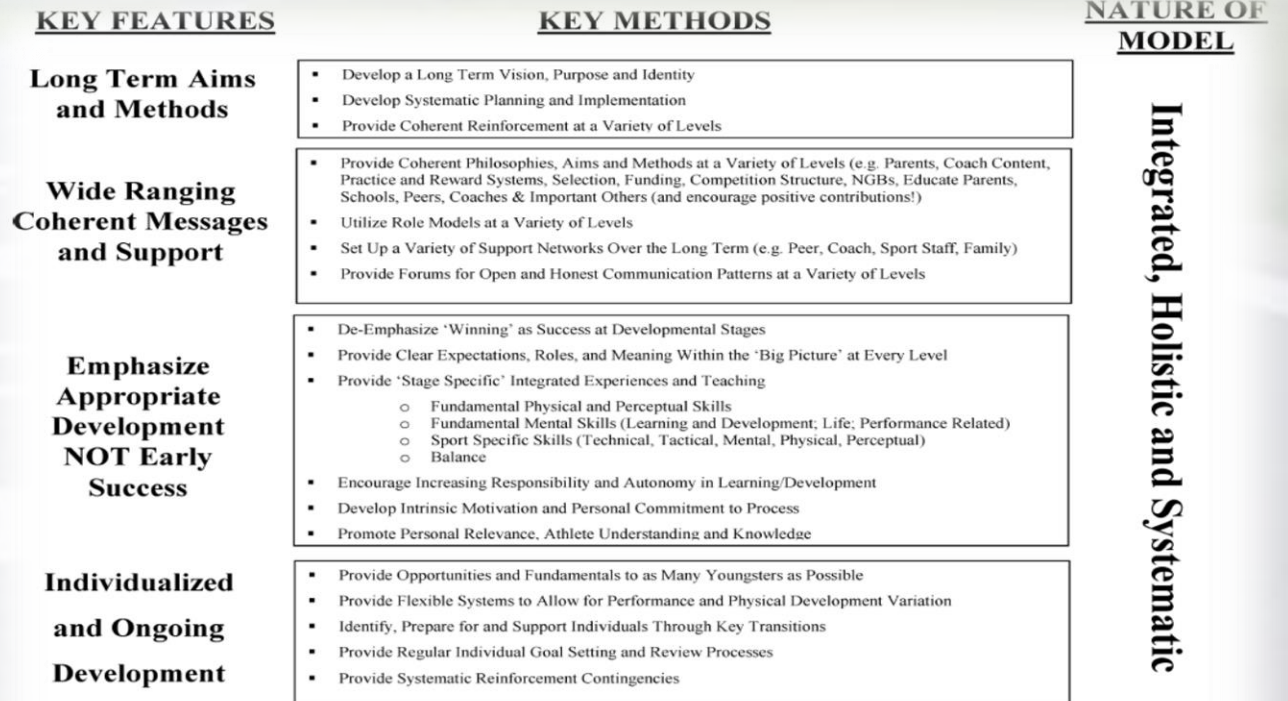


Figure 1. The model of effective talent development environments (TDEs) emerging from the literature (Martindale et al., 2005).

Coaching is a Decision Making Process



Principles before Methods



TURAS VISION

Coaching Coaches to Develop Players

TURAS ABOUT

TURAS is a coach development program

TURAS is the Irish word for Journey and was purposefully chosen to reflect the journey that is coach and player development. The main aim of TURAS is to provide club, school and talent academy coaches with regular and meaningful coach development opportunities. TURAS is based on five key principles that when applied will positively improve coach and player performance:

Testing and Challenging; all players should be challenged to improve at their level

Understands the player is at the centre of the game and provides individualised development (player centred)

Resembles the game (games based)

All players involved, all the time; lots of touches, lots of decisions

Should be an enjoyable, developmentally appropriate & holistic GAA experience

Leinster GAA acknowledge the vital role of coaches in the development of players at all levels and stages in the Province and TURAS aims to provide both the resources and personnel to increase coaching expertise throughout the province.

My Good, Bad, and What I Would Have Done Differently...



with

Anna Smith

When a flower doesn't
bloom, you fix the environment
in which it grows, not the flower.

Alexander Den Heijer

Go Raibh Maith
Agaibh!

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Laura Walsh

