

Handicap System

USGA Handicap System™ 2016 Update

USGA



TABLE TENNIS CANADA RATING SYSTEM

1. BASIC PRINCIPLES RATING – The “rating” of a player is a number value. To obtain this number value players compete in competitions from which the results are submitted to the Canadian Ranking System.

1.1. For each match, the winner gains a certain number of points whilst, at the same time, points are deducted from the rating of the loser. The number of points won or lost depends on the relative strength of the two players involved.

1.2. Points are added or deducted in accordance with the Points Exchange table: "Expected results" are those of matches where the winner had a higher rating going into a competition than the loser.

"Unexpected results" are those of matches where the winner had a lower rating than the loser.

2. WEIGHTINGS

2.1. Depending on the event, different exchange tables are used; a higher exchange value is used in higher star competitions.

2.2. TTCAN's Competition Department classifies all events considered for Ratings into tiers (star rating). There are four (4) tiers of events, each with a specific exchange table.

Handicapping ideas

- Write down some ideas of how handicapping could be used in your sport
- Idea of “climbing the rankings” to promote learning and inspire further training and improvement and a “we can get better” attitude

The Mulligan (Do over)

Definition

mul·li·gan

/'mæligən/

(in informal golf) an extra stroke allowed after a poor shot, not counted on the scorecard.

Creative Approaches

“Mulligan”

- Calgary Gymnastics Centre hosted a fun competition where athletes were able to try again if they made a mistake during their routine (they put their hand up and said “mulligan” and judges would throw away their scores and start again
- Why? Athletes were able to try a slightly harder routine in a competition setting and with the addition of an extra attempt some athletes were able to score higher and place among athletes who were normally ahead of them in competition.

Volleyball rules



Rationale: Libero Rule

Decision:

After careful consideration the DDC has kept the Libero rule the same.

Use of the Libero player is not permitted for 14U and 15U (boys and girls) as well as for 16U boys' competitions.

This means we encourage specialization by position at 16 for girls and 17 for boys.



Rationale: No 5-1 recommendation (14U)

Decision:

The DDC strongly believes that teams should not use a 5-1 tactical system at the 14U age category. It is recommended that teams use a 4-2, 6-2, or 6-3 tactical system.

Background:

Canadian Volleyball is seeing very few setters being developed. The 14U age category is too early to specialize into one position. Multi-setter systems ensure we increase the number of setters being developed.



Rationale: Overhead Pass Rule

Decision:

After careful consideration the DDC felt the best direction was to keep the Overhead pass rule the same:

For Volleyball Canada 16U and younger competitions - Receiving serve with an overhand motion using the fingers (volleying/setting the serve) is not permitted, regardless of the quality of the contact.

For Volleyball Canada, the goal is two-fold:

- 1) "Letting the kids play volleyball the way it's meant to be played".
- 2) Making sure athletes can develop all around skills within the rules as designed by the FIVB. And when this becomes impossible, offering alternate solutions.

Types of officials and their roles in rules modification

Interactors



Interactors



Reactors





Reactors

Monitors



educate



Enforce

	FUNDamentals	Learn to Train
Enforcing	<i>Example: 20%</i>	<i>Example: 30%</i>
Educating	<i>Example: 80%</i>	<i>Example: 70%</i>
Playing Rules to Enforce/ Educate	<i>Example: Enforcing the respect of the non-checking rule in hockey is important to enforce as it becomes a safety matter.</i>	<i>Example: In soccer, the purpose of a throw in is to put the ball in play. Not respecting proper rule should not be enforced. Some clubs even allow a throw-in to yourself using the feet.</i>

Major impact and difficult to change

Major impact and easy to change

Minor impact and difficult to change

Minor impact and easy to change

-	+	Skills	+	Incentive	+	Resource	+	Action plan	=	Confusion
Vision	+	-	+	Incentive	+	Resource	+	Action plan	=	Anxiety
Vision	+	Skills	+	-	+	Resource	+	Action plan	=	Gradual change
Vision	+	Skills	+	Incentive	+	-	+	Action plan	=	Frustration
Vision	+	Skills	+	Incentive	+	Resource	+	-	=	False start
Vision	+	Skills	+	Incentive	+	Resource	+	Action plan	=	Change

Thank You