

archery<sup>GB</sup>  
Talent Team



## Athlete Profiling for **WHAT IT TAKES TO WIN**

Performance Academy

# WELCOME

## Archery GB Vision

**Achieve, Grow, Believe**

### Archery GB Mission 2015-21

Lead, grow and promote Archery to create greater value for our sport.

### Performance Pathway Objective 2015-21

Develop and implement a Performance Pathway where all archers have the opportunity to progress, in order to be competitive in the international arena.

## Assessing yourself

- 1 - Don't understand or not started
- 2 - Started but I need some support
- 3 - I am working on this now
- 4 - I have mostly achieved this
- 5 - I have achieved or exceeded this

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## WHAT DOES IT TAKE TO WIN?

- **QUALIFICATION SCORE**  
670-680 (m), 660-670 (f)
- **ELIMINATION SCORE (H2H)**  
28-29(m), 27-28 (f)
- **TEAM SCORES (COMBINED)**  
Men's team: 1970 - 2000 (655 x 3),  
Women's team: 1950 - 1965 (645 x 3)
- **MEN'S PARA**  
Open Com 670 (143), Compound W1 640 (133), Open Recurve 610 (27)
- **WOMEN'S PARA**  
Open Com 660 (140), Compound W1 605 (124), Open Recurve 600 (25)
- **MIXED PARA (COMBINED)**  
Compound Open 1310 (134), W1 Compound 1240 (131),  
Open Recurve 1200 (37)

## CRITICAL DETERMINANTS

- **OPTIMAL EQUIPMENT**
- **PSYCHOLOGICALLY ROBUST (1:1 COMP:TRAINING)**  
**Technical Indicators:**  
Preparatory Processes  
Competition Decision Making  
Challenge-Threat Status (Para)
- **CONSISTENT & ROBUST TECHNIQUE**  
**Technical Indicators:**  
Low Variability in Execution (Displacement & Velocity)  
Alignment (angles)  
Posture (angles & CoP)  
Timing (variability of secs)
- **RESERVE PHYSICAL CAPACITY**  
**Technical Indicators:**  
Pulling Strength (Flat bench 1 RM)  
Isometric Pull Strength (Max Rep Prone Tempo Row)  
Repeated Iso Pull Strength (Max Rep Prone Tempo Row)  
Specific Pull Capacity (Repeated Isometric Bow Draw Tests)

# TRACKING, BENCHMARKING AND PROFILING IN ARCHERY

## Athlete Development Curriculum

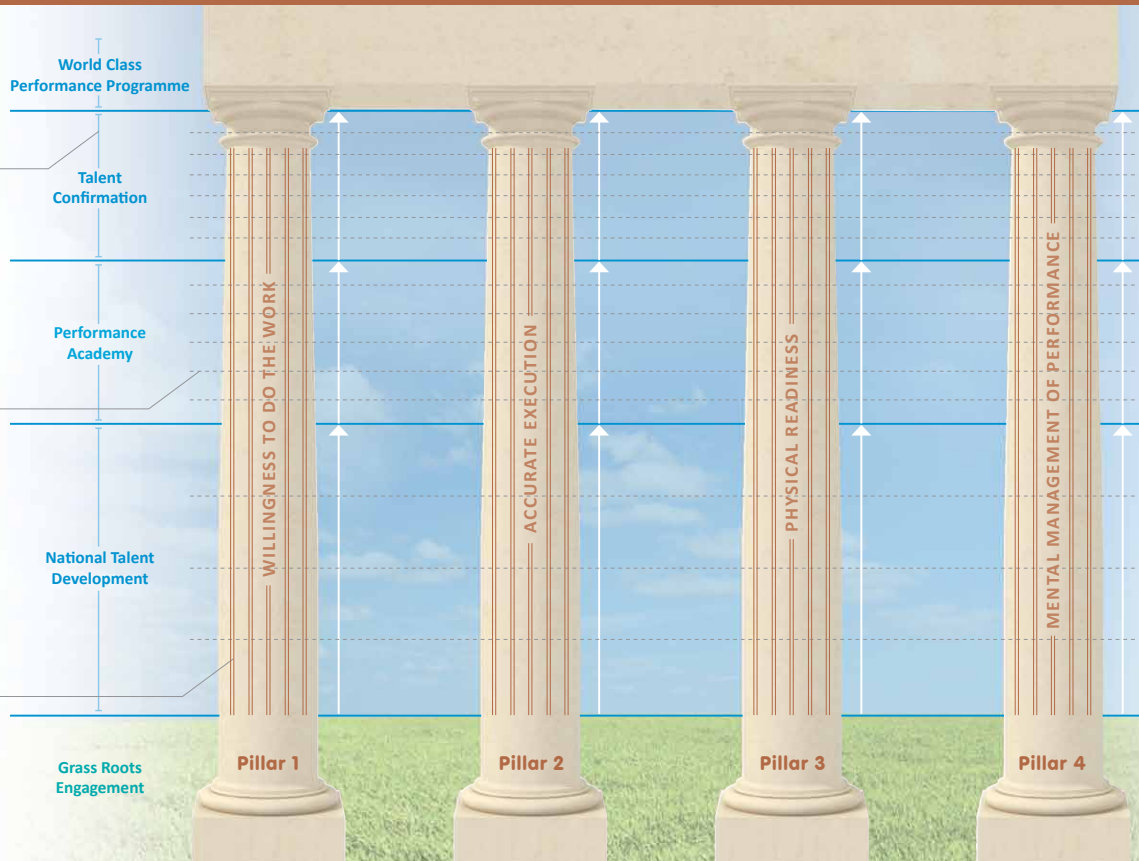
Athletes are supported with their learning and development through targeted training programmes and competitive opportunities for each level. Athletes will have a clear understanding of what they need to know and do to reach the next stage of their development.

## Tracking and Benchmarking

Athletes are tracked through their development on key elements of their programme so that they can monitor their progress. They will also undergo benchmark testing which helps them view their trajectory referenced against the World's best archers at that specific stage of development. What is tracked and benchmarked may change throughout the pathway dependent upon the curriculum demands at each level.

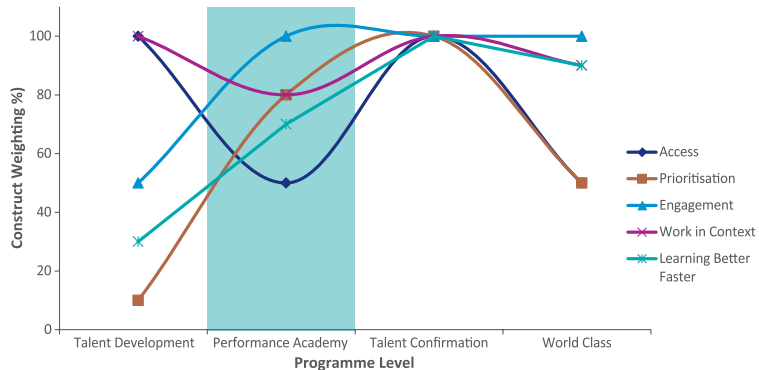
## Athlete Profiling

Athletes undergo a process of assessment on key characteristics identified as being predictive of World Class success. These will be stable throughout the pathway, but weighted appropriate to the age and stage of the athlete being profiled at each level.

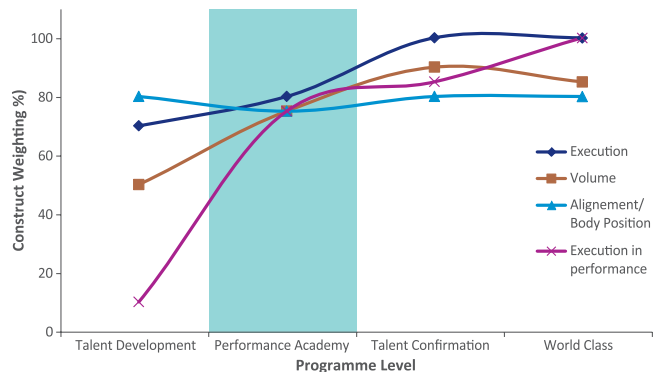


# INDIVIDUAL CONSTRUCT WEIGHTINGS WITHIN ATHLETE PROFILE

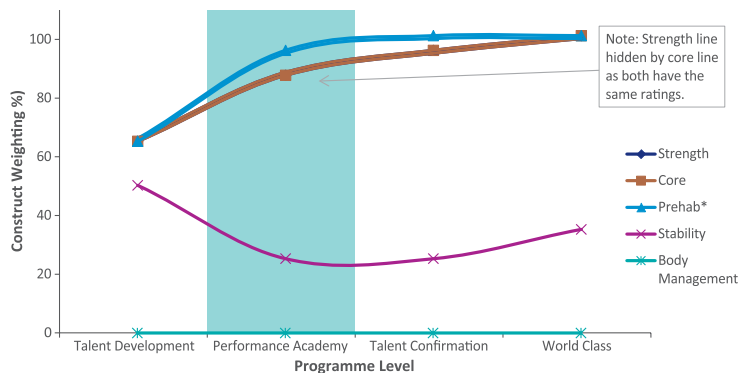
## PILLAR 1 - WILLINGNESS TO DO THE WORK



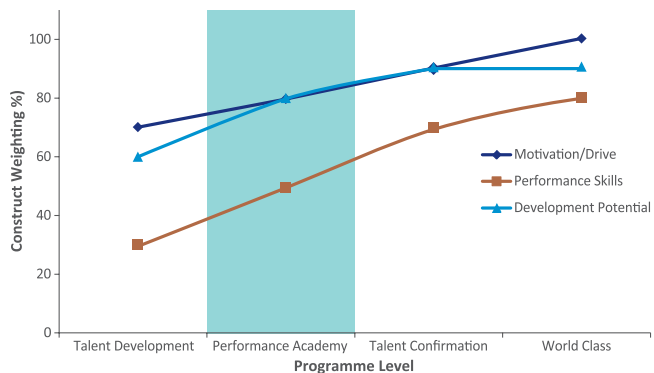
## PILLAR 2 - ACCURATE EXECUTION



## PILLAR 3 - PHYSICAL READINESS



## PILLAR 4 - MANAGEMENT OF MENTAL PERFORMANCE



## PILLAR 1 - WILLINGNESS TO DO THE WORK

### ACCESS

Athlete needs to demonstrate they are able to access the sport including training facilities, equipment, social support and relevant competitions in order to engage at sufficient levels to support future World Class potential.

What you will need to know and do	Athlete Self-Assessment	Athlete Needs	Action Plan
Athlete takes ownership of using multiple training environments to add complexity and variability to their learning experience.	<p><b>Now</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p><b>Next</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		
Athlete has the means to self-fund to attend key events that will support and accelerate performance development.	<p><b>Now</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p><b>Next</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		
Athlete has access to a daily training environment.	<p><b>Now</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p><b>Next</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		
Athlete attends 90%+ of all available opportunities to train and be coached by the Talent Team.	<p><b>Now</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p><b>Next</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		

What you will need to know and do	Athlete Self-Assessment	Athlete Needs	Action Plan
Athlete has the appropriate equipment for stage of development and has the means to acquire equipment as they mature.	<p><b>Now</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p><b>Next</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		
Athlete has access to daily training equipment (e.g. blank boss, mirrors, video, stuffiest arrows, limbs etc.).	<p><b>Now</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p><b>Next</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		
Athlete has necessary means to travel to and from training and competitions and the means to increase their engagement as they move through the pathway.	<p><b>Now</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p><b>Next</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		
Athlete has the means to engage fully in the programme demands and future demands as they move through the pathway.	<p><b>Now</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p><b>Next</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		

## PILLAR 1 - WILLINGNESS TO DO THE WORK

### PRIORITISATION

Athlete demonstrates the desire and track record of commitment and prioritises this work.

What you will need to know and do	Athlete Self-Assessment	Athlete Needs	Action Plan
Athlete is always punctual and finishes session as strong as they start.	<p><b>Now</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p><b>Next</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		
Athlete engages proactively with coaches and support staff (performance lifestyle) to manage time and life balance to best effect.	<p><b>Now</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p><b>Next</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		
Athlete shows maturity in asking for support ahead of time, preventing any time or life balance crisis where realistically possible.	<p><b>Now</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p><b>Next</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		
Athlete can demonstrate how the sport fits into their life.	<p><b>Now</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p><b>Next</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		



**What you will need to know and do**

**Athlete Self-Assessment**

**Athlete Needs**

**Action Plan**

Athlete understands and accepts that prioritising this work will involve a level of sacrifice of some other activities and that this will increase as they progress through the pathway.

**Now**

1  2  3  4  5

**Next**

1  2  3  4  5

Athlete shows willingness to 'find a way' and takes responsibility for making the work happen.

**Now**

1  2  3  4  5

**Next**

1  2  3  4  5

## PILLAR 1 - WILLINGNESS TO DO THE WORK

### ENGAGEMENT

Athlete can demonstrate autonomy in the way they chose to engage, show curiosity about their sport and planning of their life in sport.

What you will need to know and do	Athlete Self-Assessment	Athlete Needs	Action Plan
Athlete bounces back quickly from setbacks by committing to consistency in approach to the process.	<p><b>Now</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p><b>Next</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		
Athlete approaches setbacks with a growth-mind-set understanding the principles of long term development and their own athlete journey.	<p><b>Now</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p><b>Next</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		
Athlete prioritises long term performance trajectory over short term wins and plans for this accordingly.	<p><b>Now</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p><b>Next</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		
Athlete actively communicates or takes ownership of changing a training session if they recognise it is not a quality learning experience.	<p><b>Now</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p><b>Next</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		

What you will need to know and do	Athlete Self-Assessment	Athlete Needs	Action Plan
Athlete engages fully and consistently in the work that is set.	<p><b>Now</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p><b>Next</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		
Athlete is proactive in ensuring they are entered into domestic events that will offer them a platform for performance development.	<p><b>Now</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p><b>Next</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		
Athlete is punctual and present at all sessions, accepts invitations in a timely manner and doesn't make excuses.	<p><b>Now</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p><b>Next</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		
Athlete acknowledges and plans for periods of time constraint.	<p><b>Now</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p><b>Next</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		

## PILLAR 1 - WILLINGNESS TO DO THE WORK

### WORK IN CONTEXT

Athletes approach is self directed showing a healthy balance with their wider life and identity.

What you will need to know and do	Athlete Self-Assessment	Athlete Needs	Action Plan
<p>Athlete proactively works in a collaborative way with other members of the team to support their development for the good of Great Britain.</p>	<p><b>Now</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p><b>Next</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		
<p>Athlete seeks to build productive relationships within the team, and works to maintain these relationships.</p>	<p><b>Now</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p><b>Next</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		
<p>Athlete approaches the coach-athlete relationship as a partnership and takes responsibility for communicating their needs to the coach.</p>	<p><b>Now</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p><b>Next</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		
<p>Athlete recognises the importance of being an effective role model within and outside the sport and engages with activities enthusiastically to this end.</p>	<p><b>Now</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p><b>Next</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		

What you will need to know and do	Athlete Self-Assessment	Athlete Needs	Action Plan
Athlete can demonstrate a healthy approach to their training.	<p><b>Now</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p><b>Next</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		
Athlete can demonstrate a balance of how/when the sport fits in their life.	<p><b>Now</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p><b>Next</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		
Athlete demonstrates an intrinsic motivation to do the necessary work, without undue external reminders/nudging (e.g. personal coach, parents, teachers, peers).	<p><b>Now</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p><b>Next</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		
Athlete can demonstrate an understanding of the work being a means to a competitive end.	<p><b>Now</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p><b>Next</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		

## PILLAR 1 - WILLINGNESS TO DO THE WORK

### LEARNING BETTER, FASTER

Athlete shows responsiveness to training and coaching offers and takes a lead in asking questions and directing their own journey.

What you will need to know and do	Athlete Self-Assessment	Athlete Needs	Action Plan
Athlete communicates proactively with their programme coach about what they feel is working and what could work better.	<p><b>Now</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p><b>Next</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		
Athlete actively experiments with their learning to see what works best for them as an individual and then communicates this accordingly.	<p><b>Now</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p><b>Next</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		
Athlete communicates effectively with their 'Team Me' about what they are leaning and what their needs are regularly.	<p><b>Now</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p><b>Next</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		
Athlete keeps a detailed athlete reflection log/journal and uses this retrospectively to reference what works/did work for them.	<p><b>Now</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p><b>Next</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		

What you will need to know and do	Athlete Self-Assessment	Athlete Needs	Action Plan
Athlete sets regular, SMART goals with their coach and takes responsibility for making this happen.	<p><b>Now</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p><b>Next</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		
Athlete shows willingness to engage with their peers to maximise their learning opportunities.	<p><b>Now</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p><b>Next</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		
Athlete shows a willingness to take the lead in one to one sessions with programme manager.	<p><b>Now</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p><b>Next</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		
Athlete shows 'response' to coaching offered during coaching session and on return to the next session (technical, physical and psychological responsiveness).	<p><b>Now</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p><b>Next</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		

## PILLAR 2 - ACCURATE EXECUTION

### EXECUTION

A deliberate approach to bring about consistent and accurate execution and a clear understanding of how it feels.

What you will need to know and do	Athlete Self-Assessment	Athlete Needs	Action Plan
Athlete has clear understanding of what constitutes good execution and a focus on the process not the outcome of this.	<p><b>Now</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p><b>Next</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		
Athlete can demonstrate gold standard at low intensity shooting/ movement pattern (close blank boss).	<p><b>Now</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p><b>Next</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		
Athlete strives for good execution in their shooting every time.	<p><b>Now</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p><b>Next</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		
Athlete demonstrates consistency in execution through transition within stage of skills acquisition through to performance.	<p><b>Now</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p><b>Next</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		



## PILLAR 2 - ACCURATE EXECUTION

### VOLUME

Athlete engages in the sport sufficiently to do the hours and volume required to make significant performance gains.

What you will need to know and do	Athlete Self-Assessment	Athlete Needs	Action Plan
Athlete engages in training five days a week.	<b>Now</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> <b>Next</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>		
Athlete is completing 750 to 1000 arrows per week (on average).	<b>Now</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> <b>Next</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>		

## PILLAR 2 - ACCURATE EXECUTION

### ALIGNMENT/BODY POSITION

Athlete has reasonable body awareness to be able to move into the right posture, position and alignment.

The fundamental movement patterns exist to support skill development for the sport.

#### What you will need to know and do

Front shoulder angle: 170 to 180 degrees (Green), less than 170 degrees (Amber - inefficient alignment) or greater than 180 degrees (Red - overdrawn and risk of injury to sterno-clavicular joint).

Draw elbow angle in relation to arrow launch angle: 5 to 10 degrees (Green), less than 5 degrees (Amber - poor body position/weak front shoulder meaning head of humerus likely to jump up on execution) or greater than 10 degrees (Red - potential dominance of upper traps and injury risk).

#### Athlete Self-Assessment

##### Now

1  2  3  4  5

##### Next

1  2  3  4  5

#### Athlete Needs

#### Action Plan

## PILLAR 2 - ACCURATE EXECUTION

### EXECUTION IN PERFORMANCE

Athlete demonstrates some ability to take training form into competition and shows an appetite for competition and winning.

#### What you will need to know and do

Athlete shows signs that they are attempting to maintain their technical form of posture and alignment under pressure when shooting for score.

Athletes can score at a level and distance commensurate with Performance Academy level relative to cohort.

#### Athlete Self-Assessment

**Now**

1  2  3  4  5

**Next**

1  2  3  4  5

**Now**

1  2  3  4  5

**Next**

1  2  3  4  5

#### Athlete Needs

#### Action Plan

## PILLAR 3 - PHYSICAL READINESS

### STRENGTH

Improvement of the strength reserve of the upper body and supporting musculature to find technically strong positions for effective execution that is robust to isometric duress and high volume demand at a poundage reflective of World Class performance.

#### What you will need to know and do

STAGE 1+ Strength endurance - Intensification of volume, increased stabilisation demand and more intensive loading strategies for whole body integrity foundation strength development. This will be achieved through introduction of free weight drills, loaded and body weight compounds, and free supported exercises.

STAGE 1+ Localised strength capacity - Intensification of volume, increased stabilisation demand and more intensive loading strategies.

#### Athlete Self-Assessment

##### Now

1  2  3  4  5

##### Next

1  2  3  4  5

##### Now

1  2  3  4  5

##### Next

1  2  3  4  5

#### Athlete Needs

#### Action Plan

### What you will need to know and do

Stage 1 Localised strength capacity - Intensification of volume, increased stabilisation demand and more intensive loading strategies for lower threshold strengthening of local sites.

### Athlete Self-Assessment

#### Now

1  2  3  4  5

#### Next

1  2  3  4  5

### Athlete Needs

### Action Plan

Stage 1 Strength endurance - Intensification of volume, increased stabilisation demand and more intensive loading strategies for whole body integrity strength endurance, achieved namely through body weight compounds, but additional free supported exercises.

#### Now

1  2  3  4  5

#### Next

1  2  3  4  5

## PILLAR 3 - PHYSICAL READINESS

### CORE

Improvement of the strength qualities and capacity of the trunk and supporting musculature to stabilise technically strong positions for effective execution that is robust to isometric duress, high volume demand at World Class poundage, and perturbations associated with release.

#### What you will need to know and do

Stage 1+ Pillar conditioning - TUT development of strong postural positions under weight bearing through sagittal and coronal planes.

Stage 1+ Basic weight bearing trunk and hip dissociation encompassing sagittal, contralateral and anti-rotational loading.

Stage 1+ Segmental control, skill acquisition around coordination and non weight bearing lateral and rotational dissociation of pelvis and trunk, and strength progression.

#### Athlete Self-Assessment

**Now**  
1  2  3  4  5

**Next**  
1  2  3  4  5

**Now**  
1  2  3  4  5

**Next**  
1  2  3  4  5

**Now**  
1  2  3  4  5

**Next**  
1  2  3  4  5

#### Athlete Needs

#### Action Plan

**What you will need to know and do**

**Athlete Self-Assessment**

**Athlete Needs**

**Action Plan**

Stage 1 Pillar conditioning - TUT development of strong postural positions under weight bearing through sagittal and coronal planes.

**Now**  
1  2  3  4  5

**Next**  
1  2  3  4  5

Stage 1 Basic weight bearing trunk and hip dissociation encompassing sagittal, contralateral and anti-rotational loading.

**Now**  
1  2  3  4  5

**Next**  
1  2  3  4  5

Stage 1 Segmental control, skill acquisition around coordination and non weight bearing lateral and rotational dissociation of pelvis and trunk, and strength progression.

**Now**  
1  2  3  4  5

**Next**  
1  2  3  4  5

## PILLAR 3 - PHYSICAL READINESS

### PREHAB

Development of functional capacity of the musculature of the scapula and rotator cuff for prevention of and robustness from injury. Improved stability performance around the shoulder complex.

#### What you will need to know and do

Stage 1+ Develop work capacity and endurance of cuff and scapula musculature for enduring high training volumes and for optimum performance throughout comp.

Stage 1+ Highly efficient functional stabilisation ability of the scapula, cuff and deltoid musculature both specifically and non-specifically for archery, to ensure strong thoracic scapular rythmning.

#### Athlete Self-Assessment

##### Now

1  2  3  4  5

##### Next

1  2  3  4  5

##### Now

1  2  3  4  5

##### Next

1  2  3  4  5

#### Athlete Needs

#### Action Plan



**What you will need to know and do**

**Athlete Self-Assessment**

**Athlete Needs**

**Action Plan**

Stage 1 Develop work capacity and endurance of cuff and scapula musculature for enduring high training volumes and for optimum performance throughout comp.

**Now**

1  2  3  4  5

**Next**

1  2  3  4  5

Stage 1 Highly efficient functional stabilisation ability both specifically and non-specifically for archery, to ensure strong thoracic scapular rythmning.

**Now**

1  2  3  4  5

**Next**

1  2  3  4  5

## PILLAR 3 - PHYSICAL READINESS

### STABILITY

Development of lower limb and lumbopelvic stability and its relationship to trunk and upper body function for effective global stability that creates a solid foundation for functional shooting performance.

#### What you will need to know and do

Stage 1+ Develop work capacity and endurance of the lumbo pelvic musculature for enduring high volumes of on feet work so that load can be distributed effectively and lower back health maintained.

Stage 1+ Positional awareness and control of pelvis. An understanding of finding and maintaining neutral spine.

Stage 1 Pelvic musculature function and work capacity.

Stage 1 Positional awareness of pelvis and understanding of neutral.

#### Athlete Self-Assessment

##### Now

1  2  3  4  5

##### Next

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##### Now

1  2  3  4  5

##### Next

1  2  3  4  5

##### Now

1  2  3  4  5

##### Next

1  2  3  4  5

##### Now

1  2  3  4  5

##### Next

1  2  3  4  5

#### Athlete Needs

#### Action Plan

## PILLAR 3 - PHYSICAL READINESS

### BODY MANAGEMENT

Use of nutrition, hydration and travel tactics to support optimal performance development and execution.

What you will need to know and do	Athlete Self-Assessment	Athlete Needs	Action Plan
<p>Stage 1 &amp; 1+ Athlete is proactive in learning food groups, proportions and timings required to support optimal development and performance.</p>	<p><b>Now</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p><b>Next</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		
<p>Stage 1 &amp; 1+ Athlete is proactive in monitoring and adjusting hydration both in and out of training and competition to support optimal development and performance.</p>	<p><b>Now</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p><b>Next</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		
<p>Stage 1 &amp; 1+ Athlete plans ahead and adjusts advanced training and preparation schedule to maximise performance on a given day and communicates and gains by informing their 'Team Me' for support.</p>	<p><b>Now</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p><b>Next</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		

## PILLAR 4 - MANAGEMENT OF MENTAL PERFORMANCE

### MOTIVATION/DRIVE

Athlete is clear on what they want to do and are prepared to do what it takes to achieve their goals.

What you will need to know and do	Athlete Self-Assessment	Athlete Needs	Action Plan
<p>Ambition/ Need for success: Having the right attitude, desire, motivation and self-belief.</p>	<p><b>Now</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p><b>Next</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		
<p>Commitment/ fight: knowing what it takes to succeed and prepared to do what it takes. Strong work ethic and values working hard to achieve desired goals.</p>	<p><b>Now</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p><b>Next</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		
<p>Clear Goals: Having clear long and short term goals/objectives with a detailed plan of how these will be achieved. Able to maintain balance and perspective to achieve a sport/life balance.</p>	<p><b>Now</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p><b>Next</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		

## PILLAR 4 - MANAGEMENT OF MENTAL PERFORMANCE

### PERFORMANCE SKILLS

Athlete is able to demonstrate a range of psychological characteristics consistent with performance in an elite environment.

What you will need to know and do	Athlete Self-Assessment	Athlete Needs	Action Plan
<p>Self-regulation/ emotional control: Having effective emotional control and behavioural regulation skills and able to employ these under 'pressure' in a sporting context in order to perform to their potential.</p>	<p><b>Now</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p><b>Next</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		
<p>Adaptability: Able to adapt in the moment to deal effectively with change situations, challenges, or setbacks in a sporting context.</p>	<p><b>Now</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p><b>Next</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		
<p>Decision making/ maintaining focus: Having good tactical knowledge and sporting intelligence. Effective cognitive functioning in order to problem solve, maintain focus and make effective decisions in performance situations (e.g. processing speed, pattern recognition, executive functioning etc).</p>	<p><b>Now</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p><b>Next</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		

## PILLAR 4 - MANAGEMENT OF MENTAL PERFORMANCE

### DEVELOPMENT POTENTIAL

Athlete is able to demonstrate good self-awareness, reflect on own performance and access appropriate support from others in order to realise their sporting potential.

#### What you will need to know and do

Reflective/ self-aware:  
Able to evaluate own performance realistically. Good awareness of own strengths, weaknesses, learning preferences etc. (insights profile or performance skills and abilities). Able to critically evaluate information and advice provided by others.

Resilience: Able to manage change (e.g. coach, environment, techniques etc.) and deal appropriately with setbacks or challenge in their development pathway. Able to appropriately seek support and be regulated by others. Able to use negative sporting or life experiences as an opportunity to develop and move forward.

#### Athlete Self-Assessment

Now

1  2  3  4  5

Next

1  2  3  4  5

Now

1  2  3  4  5

Next

1  2  3  4  5

#### Athlete Needs

#### Action Plan

**What you will need to know and do**

**Athlete Self-Assessment**

**Athlete Needs**

**Action Plan**

Openness to coaching/  
purposeful practice: Open  
to feedback, advice and  
instruction from coaches.  
Willingness to seek  
advice and appropriate  
support. Willingness to  
work on weakness and  
develop strengths through  
engagement in purposeful  
practice (including self-  
directed).

**Now**

1  2  3  4  5

**Next**

1  2  3  4  5

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