Welcome to the Archery GB Academy Handbook which we hope you enjoy using through your academy experience ahead. It is our privilege to be a part of your unique athlete journey. The Academy programme is designed to support your development in becoming an empowered, autonomous, mature athlete capable of reaching your full potential in the sport.

Ceri Ann Davies
Performance Pathway Manager
Archery GB

The Performance Pathway Manager leads a team of specialists to support ambitious archers on their journey to reach their potential as future Olympians or Paralympians.
General Information
Why are we here?
What will my journey look like?
What is the Academy?
Why have I been offered a place?
What funding is available for me?

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What is the timeline for induction?
How do I prepare for the Academy?
How will coaching work?

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What is sport science and medicine and how do I use it?

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  Pillar 2: Accurate execution
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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.
WHAT WILL MY JOURNEY LOOK LIKE?

Athlete designs and develops their own training programme and moves through junior and/or senior domestic competition structure and shoots their way onto GB Team via Selection Shoots.

Patrick Huston

Athlete enters the National Talent Development Programme and uses this as a platform to improve their training practice. Athlete then moves through the competition pathway and shoots their way onto the GB Programme through Selection Shoots.

Becky Martin

Athlete moves through the GB Cadet and Junior programme or academy ranks and shoots for GB at Cadet/Junior level successfully, while integrating a senior programme of competition concurrently.

Andrew Randall

Athlete engages in some Junior programme activity and some Junior International teams. Athlete then moves into the Senior competition pathway to further develop and focus on emerging as a Senior level archer.

Larry Godfrey
The Academy is a programme of activity targeted to support a specific profile of athlete within each Home Nation Talent Pathway. Therefore the Academy is not a fixed place.

The Academy tier generally sits at the top of the Talent Pathway of each Home Nation and will serve to prepare athletes for the World Class journey ahead and “ready” athletes for their transition into the World Class Performance Programme. The Great Britain Academy supports those athletes from each Home Nation, showing the greatest potential for conversion to the World Class programme within two years. This will be established between 2015 - 2018.

The Archery GB World Class Performance Programme is centralised at Lilleshall National Sports Centre, Shropshire. Athletes in the Olympic and Paralympic World Class Programmes train at Lilleshall in world class training facilities with the support of our coaching and sport science and medicine teams. The English Institute of Sport provides the bulk of the sport science and medicine provision and we also use a range of consultants on a needs basis.
WHY HAVE I BEEN OFFERED A PLACE?

The National Talent Development Programme offers all archers under the age of 20 the opportunity to engage in a training programme and be profiled, tracked and benchmarked accordingly.

Archers are tracked, benchmarked and finally profiled against our entry baseline requirements of Academies. Earning an offer of entry is very competitive and the entry standard is going up year in year as our Pathway matures.

If you have been offered a place on the Academy it will usually be because you have moved through that programme successfully and have profiled as an athlete demonstrating some characteristics we believe may be predictive of future world class success in our sport.

This does not mean you will necessarily graduate to the World Class Programme, as most archers do not. What it does mean, is that we will promise to offer you the best possible support, within our abilities, in the year ahead as part of your journey to autonomy.

When your parents sign the consent and you chose to engage you are essentially entering a contract with us that you will do your very best to work with us with that motivation in mind.

In return make a commitment to you, that you will feel you have learned about yourself through that experience with us.
Athletes in the Academy are required to self-fund. This means they need to cover associate expenses in attending the Academy. They may not be expected to cover the costs of facilities during residential camps, programme costs, coaching costs or sport science and medicine costs as these will be met by the respective Home Nation NGB.

Only Archers engaged in the World Class Programme, who may be eligible, can receive an Athlete Performance Award (APA). If you require the criteria around APA allocations please speak to your Programme Manager who can show you a copy.

Archery GB are fortunate to work with other partners who can offer some support for some athletes.

English athletes who are 16 and over and in education may be eligible for a Sport England Talented Athletes Scholarship Scheme (TASS). If you think you may be eligible please speak to your Programme Manager, who will be able to advise you on this years’ allocated nomination numbers and our current nominations process.

Some athletes will be eligible for a Sportsaid nomination. It should be noted that Sportsaid works with a number of key partners who will stipulate the demographic of athlete they wish to support. Some prefer certain sports, some prefer certain geographic areas, and some prefer certain age ranges and this is their prerogative. Sportsaid work hard with archery GB to ensure each nominated athlete receives an award, but this allocation or its level cannot be guaranteed each year.

You cannot nominate yourself for TASS or sportsaid. The nomination can only be submitted from the recognised National Governing Body for the Sport. The process to obtain a nomination is to raise an interest with your coach and the programme manager who will be able to advise you further. We ask that you do not press the team around this nomination, as we do not have enough nominations to satisfy all archers at Academy level, so the majority will not be nominated for an award.

We always aim to prioritise archers who are demonstrating:

1) They are no more than two years away from graduating to Talent Confirmation based on their progress/performance trajectory and/or

2) Have an evident financial hardship. Please ask you parent to speak to the programme manager about this, if required.
The Induction process will support transition into the Academy environment.

It is an opportunity for you to get to know your peers, our team and to settle into the programme and the ways we work to support you. We will be holding a centralised residential camp to start this process.

This is an opportunity to ask any questions. If you are unsure who to ask, a good rule of thumb is to ask your Academy coach. If they cannot answer your question they can either direct you to the best person, or help by finding the answer out with you.

This handbook also offers you the opportunity to write down any additional information you are presented with throughout the induction camp so you can refer back to this in future.

The induction officially last for three months from the first date of the induction camp. Induction normally runs from September to December of each calendar year.

The reason for this period is it gives you and our team enough time to get to know one another and for you to settle into the programme. We recognise there is a lot to take in over a three month period and that each athlete will respond in varying degrees to each pillar of delivery. This is perfectly normal and expected.

During this period we are simply looking for archers to demonstrate a readiness and willingness to engage fully in the programme. Becoming familiar in particular with the demands of Pillar 1 ‘Willingness to do the work’ as the programme evolves for you, is important throughout the induction period.

Fitting all aspects of the programme into your life is likely to be the most challenging aspect of the programme during this period.

Please discuss this with your coach and of course the rest of your ‘Team Me’ to work through this together, as you are likely to need support through this transition.

If you still find you cannot meet the demands of the programme we will explore some options with you. We may either extend your induction period to resolve a better way of working with you, or, potentially recommend an extension for you to work on the National Talent Development Programme, until such time, you feel more ready to be profiled for entry to Academy level in the future.

This process should never be viewed as a failure, it is more about ensuring you are getting the best level of support, at the right time in line with your needs and readiness.
We have offered a space below, for you to write your own checklist to ensure you come prepared for your sessions. Pay attention in each “station” during the Induction camp and double check with your peers and our team that you have included everything on your list.

<table>
<thead>
<tr>
<th>General List</th>
<th>Technical Checklist</th>
<th>S &amp; C and Pre-hab Checklist</th>
<th>Lifestyle and Psychology session Checklists</th>
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Athletes will be allocated a coach within the Academy to work with. This person will be the primary contact. Athletes and coaches will work together to set goals, priorities, competition plans and map your own unique journey.

Your coach will have regular sit down planning sessions with you over the year. They will collaborate with you in order to make sure you are comfortable with the plan in place, you fully understand it and are empowered to feed into any changes you feel are necessary. They will also have check in’s with you track in order to your progress against this plan.

We value the coach-athlete relationship as the most important in bringing about performance development. Other team members exist to support that relationship, and add value to your development as directed by you and your coach together. YOU are at the centre of everything we are doing and between you and your coach a direction is set for the support you both feel is necessary, within the constraints of what is available to you.

It works this way as we believe coaches need to lead programmes as they will be in a position to best understand your and have the expertise to support your long term development.

If you find you are not able to build sufficient rapport or a productive, professional, performance relationship with your allocated coach, you can discuss this first with the Lead Academy Coach OR the Programme Manager. It is usually better if you can raise this yourself, but if you wish your parents to discuss this on your behalf, this is also acceptable. We will always try to match athletes and coaches who can work well together. At times, groups are at capacity an if this is the case, we may be in a position where we cannot accommodate requests.

We may also deliberately change the coaching groups to offer athletes an opportunity to work closely with a wider pool of coaches. We find this helps to prepare them for the demands of the World Class Programme, where they will be moving towards directing their own programmes for their individual performance needs. If this happens for you, it could be an indicator that we feel you may benefit from that experience, but we will always discuss this advance with you.
WHO IS WHO?

Please fill in the below

My **Academy Coach** is:

My **Coach** prefers to be contacted:

They can be contacted on:
**Email:** ..........................................................
**Phone:** ..........................................................

My **Lead Academy Coach** for my Academy is:

My **Lead Academy Coach** prefers to be contacted:

They can be contacted on:
**Email:** ..........................................................
**Phone:** ..........................................................

Who is managing the Academy?

*The Programme Manager manages what is delivered by the staff, where and when.*

My **Programme Manager** is:

I can contact this person on:

*The coordination of your accommodation, food, transport and clothing is managed by the Talent Coordinator.*

My **Talent Coordinator** is:

I can contact this person on:

*The overall responsibility of the Pathway is held by the Pathway Manager.*

My **Pathway Manager** is:

I can contact this person on:
Sport Science and Medicine is a range of services offered by experts trained to add-value to the coach-athlete developed programme. At Academy level we aim to give you a range of support to accelerate your development and help you learn how to use these ‘practitioners’ effectively, as your journey continues.

The coaches, with you direct what they feel is needed for your development. As well as this, there are some fundamental and compulsory aspects of this programme which are set and you will learn about these on the Induction Camp. These have been prioritised and agreed in advance by the Pathway Manager, your coach and the practitioners for you. We do not have sufficient capacity in the Academy for you to be able to direct your questions between camp straight to the practitioners, but you can ask your Academy Coach and if they cannot answer your questions they can find the answer out for you.

<table>
<thead>
<tr>
<th>Sport Science and Medicine Practitioners</th>
<th>My Practitioner is:</th>
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<tr>
<td>Strength and Conditioning Coach</td>
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<td>Performance Lifestyle Advisor</td>
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<td>Bio-mechanist</td>
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<td>Acting Psychology Support Office</td>
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<td>Lead Physiotherapist</td>
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<tr>
<td>Chief Medical Officer</td>
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<tr>
<td>Nutritionist</td>
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<td>Physiologist</td>
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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.
Talent Transfer
This is the structured, reassignment of athletes across sports which have similar and transferable talent characteristics i.e. gymnastics to diving, swimming to canoeing. Athletes selected into talent transfer programme will often develop in their new found sport within compressed timeframes, having already developed ready-made skills courtesy of the first (donor) sport.

Talent Selection
This is the screening of athletes currently participating in a sport using both qualitative (coaches eye) and/or quantitative methods (science), to identify those most likely to succeed at a World Class level i.e. existing, experienced talent.

Talent Identification (TID)
This is the screening of individuals using selective tests for physical, physiological, psychological and skill attributes to identify those with the potential for World Class success. Athletes selected through TID have had no prior involvement in the sport they have been identified for i.e. raw latent talent.
**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.

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

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

**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 takes ownership of using multiple training environments to add complexity and variability to their learning experience.
- Athlete has the means to self-fund to attend key events that will support and accelerate performance development.
- Athlete has access to a daily training environment.
- Athlete attends 90%+ of all available opportunities to train and be coached by the Talent Team.
- Athlete has the appropriate equipment for stage of development and has the means to acquire equipment as they mature.
- Athlete has access to daily training equipment (e.g. blank boss, mirrors, video, stuffiest arrows, limbs etc.).
- 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.
- Athlete has the means to engage fully in the programme demands and future demands as they move through the pathway.
- Athlete is always punctual and finishes session as strong as they start.
- Athlete engages proactively with coaches and all support staff to manage time and life balance to best effect.
- Athlete shows maturity in asking for support ahead of time, preventing any time or life balance crisis where realistically possible.
- Athlete can demonstrate how the sport fits into their life.
- Athlete shows willingness to ‘find a way’ and takes responsibility for making the work happen.
- 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.

How we profile this with you

- One to one Programme Management Sessions and Coach Feedback.
- Coach Monitored and expressed in athletes IDP.
- One to one Programme Management Sessions and Performance Parent Forum.
- WCPP Athlete Management and WCPP Session Reports - include Performance Lifestyle.
- One to one Programme Management Sessions and Performance Parent Forum.
- Coach Monitored and triangulated through Academy Leader.
**Profile constructs**

**Performance Academy**

**WILLINGNESS TO DO THE WORK**

**PILLAR 1**

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**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 bounces back quickly from setbacks by committing to consistency in approach to the process.
• Athlete approaches setbacks with a growth-mind-set understanding the principles of long term development and their own athlete journey.
• Athlete prioritises long term performance trajectory over short term wins and plans for this accordingly.
• Athlete actively communicates or takes ownership of changing a training session if they recognise it is not a quality learning experience.
• Athlete engages fully and consistently in the work that is set.
• Athlete is punctual and present at all sessions, accepts invitations in a timely manner and doesn’t make excuses.
• Athlete is proactive in ensuring they are entered into domestic events that will offer them a platform for performance development.
• Athlete acknowledges and plans for periods of time constraint.

• Athlete proactively works in a collaborative way with other members of the team to support their development for the good of Great Britain.
• Athlete seeks to build productive relationships within the team, and works to maintain these relationships.
• Athlete approaches the coach-athlete relationship as a partnership and takes responsibility for communicating their needs to the coach.
• Athlete recognises the importance of being an effective role model within and outside the sport and engages with activities enthusiastically to this end.
• Athlete can demonstrate a healthy approach to their training
• Athlete can demonstrate a balance of how/when the sport fits in their life.
• Athlete demonstrates an intrinsic motivation to do the necessary work, without undue external reminders/nudging (e.g. personal coach, parents, teachers, peers).
• Athlete can demonstrate an understanding of the work being a means to a competitive end.

How we profile this with you

• One to one Programme Management Sessions and Coach Feedback.
• Athlete training and competition tracker and IDP programme planner.
• Academy attendance record and triangulated coach assessment tracking.

• One to one Programme Management Sessions and Coach Feedback.
• Personalisation of the IDP Programme Planner and coach feedback.
Performance Academy

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.

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

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 communicates proactively with their programme coach about what they feel is working and what could work better.
- Athlete actively experiments with their learning to see what works best for them as an individual and then communicates this accordingly.
- Athlete communicates effectively with their ‘Team Me’ about what they are leaning and what their needs are regularly.
- Athlete keeps a detailed athlete reflection log/journal and uses this retrospectively to reference what works/did work for them.
- Athlete sets regular, SMART goals with their coach and takes responsibility for making this happen.
- Athlete shows willingness to engage with their peers to maximise their learning opportunities.
- Athlete shows a willingness to take the lead in one to one sessions with programme manager.
- Athlete shows ‘response’ to coaching offered during coaching session and on return to the next session (technical, physical and psychological responsiveness).

How we profile this with you

- Coach and athlete feedback, one-to -ones and Performance Parents Forum.
- Programme Management feedback triangulated with SSSM and coaching staff and IDP and athlete one-to-one.
- Evidenced within IDP.
- Academy leader observation and Athlete IDP tracking.
- One to one Programme Management Sessions and Performance Parent Forum.
- Triangulated coach assessment tracker and sport science medicine feedback.
PILLAR 2

ACCURATE EXECUTION

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

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

ALIGNMENT/BODY POSITION
Athlete has reasonable body awareness to be able to move into the right posture, positions and alignment. The fundamental movement patterns exist to support skills development for the sport.

EXECUTION IN PERFORMANCE
Athlete demonstrates some ability to take training form into competition and shows an appetite and enjoyment for competition and winning.
**What you will need to know and do**

- Athlete has clear understanding of what constitutes good execution and a focus on the process not the outcome of this
- Athlete can demonstrate gold standard at low intensity shooting/movement pattern (close blank boss)
- Athlete strives for good execution in their shooting every time
- Athlete demonstrates consistency in execution through transition within stage of skills acquisition through to performance

- Athlete engages in training five days a week
- Athlete is completing 750 to 1000 arrows per week (on average)

**How we profile this with you**

- Coach assessment (triangulated)

- Monitoring spreadsheet

**EXECuTIOn**

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

- 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)

**ALIGNMEnT/BOdY POsITIOn**

Athlete has reasonable body awareness to be able to move into the right posture, positions and alignment. The fundamental movement patterns exist to support skills development for the sport.

- 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

**EXECuTIOn In PErFOrMAnCe**

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

- 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

- Score and distance matrix and triangulated coach assessment

- Video analysis from coronal plane
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.

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.

PREHAB (INJURY PREVENTION)
Development of functional capacity of the musculature of the scap’ and cuff for prevention of and robustness from injury. Improved stability performance around the shoulder complex.

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

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

Note Stage 1 is applicable to under year olds 14s and Stage 1+ to 14 year olds and older with archers over 14 being assessed against both Stage 1 and Stage 1+ benchmarks.
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 for lower threshold strengthening of local sites
- **Stage 1** Localised strength capacity - Intensification of volume, increased stabilisation demand and more intensive loading strategies for lower threshold strengthening of local sites
- **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

- **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
- **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

How we profile this with you

- Upper limb work capacity benchmarks (Supine pull ups, Push ups, Triceps dips, Crucifix hold).
- Upper limb work capacity benchmarks (Supine pull ups, Push ups, Triceps dips).

- Trunk work capacity benchmarks (Prone hold, V-sit, Side plank).
- Assessed qualitatively through the competency screen in the dissociation of pelvis and trunk competency test.
- Trunk work capacity benchmarks (Prone hold, V-sit, Side plank).
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.

**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.

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

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

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

*Note Stage 1 is applicable to under year olds 14s and Stage 1+ to 14 year olds and older with archers over 14 being assessed against both Stage 1 and Stage 1+ benchmarks.*
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 rhythmning.
- **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 both specifically and non-specifically for archery, to ensure strong thoracic scapular rhythmning.

- **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 fully engages in all project work around body management
- Athlete demonstrates active application of what has been learned through project around body management.
- Athlete sets an example to others through positive body management.
- Athlete motivates others.

How we profile this with you

- Unloaded derivative of senior cuff work capacity assessment.
- Assessed qualitatively through the competency screen in the proprioception and movement control of scapular and shoulder competency test.

- Unloaded derivative of senior cuff work capacity assessment.
- Assessed qualitatively through the competency screen in the proprioception and movement control of scapular and shoulder competency test.

- Programme management assessment triangulated with sport science, medicine, coaches.
- Athlete feedback (group)
Performance Academy

MENTAL MANAGEMENT OF PERFORMANCE

**TRAINING**
Management of mental performance in training through ownership, autonomy and application with daily commitment.

**COMPETITION**
Management of mental performance for competition through personalised and rehearsed routines and an optimal approach to growth and set back.

**RESILIENCY**
Management of mental performance through oneself and others for continual improvement.
What you will need to know and do

- Clear vision – specific, challenging performance goals
- Inner drive – desire to improve and achieve. Leave no stone unturned in pursuit of excellence. Willing to make sacrifices
- Ownership – ownership and responsibility for development and utilises resources (people/equipment etc)
- Preparation – clear daily purpose; daily performance choices
- Documented in training diary, discussion in reviews
- Observations, interviews (can they provide specific examples of sacrifices they have made?), feedback from coaches/support staff
- Observation, training diary, feedback from coaches/support staff
- High inner belief – demonstrates a curiosity about exploring personal strengths and how to use them to bets effective
- Willingness to push self into stretch zone (e.g. pressure training) and demonstrated creativity to bring this about in home environment
- Learns for competitive advantage – objective reflections that are both detailed and accurate. Athlete revisits this to reinforce leaning and these are focused on both positive and negative experiences, moving this forward in a constructive way.
- Optimistic outlook – athlete remains positive about the future regardless of set-backs
- Capacity for change – open minded to change and understands the long term athlete journey and demonstrates long term development focus
- Seeks excellence at all times, not perfection
- Team Me – clear knowledge and application of support network – in and out of Archery
- Relationships (social capital) – high quality interactions and relationships with others (coaches; support staff, teams mates etc.) Can contribute proactively and positive to an environment and understands how to use this to bring about positive development for themselves.
- Recovery – maintains perspective, switches off, other interests outside of archery
- Clear and consistent routines: Pre-competition, shot, ‘end cycle’ (one arrow to the next) and between ends.
- Mistake management – quickly move on and retain one arrow focus and exercises some self-awareness and signs emotional control
- Performing under pressure – rational/logical decision making; emotional awareness/control
- Documented observations of consistency in routine, timings and behaviour plus coach feedback.
- Observations, interviews (ideal would be biofeedback technology)
- Observation in competition and simulation, feedback from coaches, reflections in performance diary.

How we profile this with you

- Documented in training diary, discussion in reviews
- Observations, interviews (can they provide specific examples of sacrifices they have made?), feedback from coaches/support staff
- Observation, training diary, feedback from coaches/support staff
- Interviews, feedback from coach, training diary
- Observation, feedback from coach and support staff
- Performance diary, post-competition review meetings
- Observation, interviews
- Documented evidence of support network and other interests, interviews
- Documented evidence of other interests, interview, feedback from physio/S&C coach around recovery, interview
You will be expected to report in every week to your Academy Coach using the Excel template you will be trained on during Induction.

Don’t worry if it takes a while to get used to completing these spreadsheets as over time you will see the value. You will be able to reflect upon your journey, what you have learned and how you are progressing.

The coaches are responsible for the progress of the athletes through the pathway, so your targets for the year do need to be agreed as they will need to confident that you are showing improvement and are on a trajectory towards the World Class Programme.

The plans are first agreed between you and your coach. Then they are signed off by the Lead Academy Coach, then the Programme Manager. We show two examples of a competition plan on the next page.

The first is an example for a young, developing Academy archer who is focused on developing performance across a number of shooting distances in order to move towards an international cadet career. The second is for an established International Cadet Archer who is seeking to peak for the Selection shoots and key International Events alongside making a transition up to Junior Level and senior distances; in readiness for World Class Talent Confirmation.
Example Competition Planning Markers for Domestic Cubs and Cadets Moving Towards International Standards

**Meso Cycle**

<table>
<thead>
<tr>
<th>Pre Competition</th>
<th>Performance</th>
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<tbody>
<tr>
<td>Mar</td>
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**Training/Competition Week**

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<th>Week Commencing</th>
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**Competition Periodisation**

**Pinnacle Domestic Event**

**Key Domestic Event**

**Supporting Events**

**Simulation training**

Start by planning your key events and pinnacle event each year. These should be facilitating entry to G.B. selection shoots.

Identify events that will support your learning and development in competition.

Early in the season these events are to support you assuring your shot.

Mid-season they are there to support leaning on practical and mental routines to maximise performance.

Late in the season the supporting events are there to prepare you for the key/pinnacle event.
Example Competition Planning Markers for International Level Cadet Moving to Junior Level

### Meso Cycle

#### Pre Competition

<table>
<thead>
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#### Training/Competition Week

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#### Competition Periodisation

- **Pinnacle Domestic Event**
- **Key Domestic Event**
- **Supporting Events**
- **Simulation training**

Start by planning your key events and pinnacle event each year. These should be facilitating entry to G.B. selection shoots.

Identify events that will support your learning and development in competition.

Early in the season these events are to support you assuring your shot.

Mid-season they are there to support leaning on practical and mental routines to maximise performance.

Late in the season the supporting events are there to prepare you for the key/pinnacle event.
## PERFORMANCE GOAL SETTING

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<th>This year</th>
<th>Next year</th>
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Please note your competition routines below, the order these routines occurred and how effective they were for you.

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<th>What I do</th>
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<td>How I feel</td>
<td>Was this effective? STOP START CONTINUE</td>
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Your parents are key in supporting you through this programme. They will need to transport you (or arrange transport) to and from camps, coaching session and competitions. They will need to pay. More importantly they will offer you the emotional support and time to help you plan to fit your life around your archery and archery around your life!

We know this and value your parents.

The reason our policies have been established to make the primary relationship with you (with your parents kept in the loop) is:

1) To support athlete autonomy which is going to be key in demonstrating readiness for the World Class Performance Programme and the rigours of the World Stage;

2) To ensure we are always athlete-centred and we understand athletes’ needs first and foremost. Athletes will ideally have an intrinsic motivation to work with us, and are not doing the programme to keep parents happy. This can happen from time to time;

3) Empower athletes to have their voice and to be able to raise concerns, ideas and evolve as leaders.

Parents can attend camps, but it is at the coaches’ discretion how and when they may be involved. Athletes are often different without parents present and this dynamic can often be healthy for learning about themselves within their peer group. This is another reason the operational model of residential camps work well for this level of development.

Parents are encouraged to help you become autonomous when out competing domestically. This means you can be self-sufficient in setting up your bow, shooting and spotting your own arrows. You are not relying on mum or dad for feedback (positive or negative). This also means you will need to learn to pack your own bag, your own lunch, snacks and water etc. You will also need to do your own planning for when you will need to depart your home to compete, how long the journey will take, allowing time for warm up, physical and mental preparation etc.

Parents are also encourage to let the athlete decide if he/she wants to reflect upon their performance on the way home, or after the event. Athletes will be required to feed this back to their coach. We encourage parents to ask open questions if necessary, but to praise for hard work and not for winning/loosing, high or low scores.

All athlete agreements, consents and policies need to be read and signed and handed in at the start of the induction camp in order to officially register for the Academy.
DEVELOPING A ‘TEAM ME’

The roles of people in my ‘Team Me’.
Mark your calendar with key dates.

SEPTEMBER 2016

Mon    5  12  19  26
Tue    6  13  20  27
Wed    7  14  21  28
Thur   1  8  15  22  29
Fri    2  9  16  23  30
Sat    3  10  17  24
Sun    4  11  18  25

OCTOBER 2016

Mon    31  3  10  17  24
Tue    4  11  18  25
Wed    5  12  19  26
Thur   6  13  20  27
Fri    7  14  21  28
Sat    1  8  15  22  29
Sun    2  9  16  23  30

NOVEMBER 2016

Mon    7  14  21  28
Tue    1  8  15  22  29
Wed    2  9  16  23  30
Thur   3  10  17  24
Fri    4  11  18  25
Sat    5  12  19  26
Sun    6  13  20  27

DECEMBER 2016

Mon    5  12  19  26
Tue    6  13  20  27
Wed    7  14  21  28
Thur   1  8  15  22  29
Fri    2  9  16  23  30
Sat    3  10  17  24  31
Sun    4  11  18  25

JANUARY 2017

Mon    30  2  9  16  23
Tue    31  3  10  17  24
Wed    4  11  18  25
Thur   5  12  19  26
Fri    6  13  20  27
Sat    7  14  21  28
Sun    1  8  15  22  29

FEBRUARY 2017

Mon    6  13  20  27
Tue    7  14  21  28
Wed    1  8  15  22
Thur   2  9  16  23
Fri    3  10  17  24
Sat    4  11  18  25
Sun    5  12  19  26

KEY