

COACHING ASSESSMENT AND CERTIFICATION PROCEDURES, PROCESSES AND PROGRAMS

Suggested guide for Program Development, Assessment and Certification of WAA Coaches

This document is intended to address a need in the Americas for national coach assessment and certification standards. The documents suggest a structured process and procedures for developing a coaching program recognized by WAA. It is intended for use by Federations who currently do not have a structured program. This document will provide recommendations for minimum standards recognized by WAA and are intended to be flexible in addition to achievable. It is important to understand it is the responsibility of each WAA Federation to create and administer their own Coach Certification and Assessment program.

World Archery Americas has many developing countries who are considering starting archery in their countries. Some of these countries have visions of one day competing at the international level. The information summarized within this document is intended to provide a framework and pathway from Recreational archers and coaches to Elite level programs that will be prepared to compete on the international stage. It is important that the administrative organization be developed along with coaching education, archer development and sustainable support programs.

The development of a coach education and qualifications assessment system is a challenge grounded in many variables. Research indicates that a high value is placed on a coach with proven experience. This value also extends to the process of how coaches gain knowledge. There has been a good amount of academic study on what constitutes a successful educated, experienced coach. So how do we measure and document this valuable skill set? There is a large body of research and study regarding the coaching profession and what constitutes effectiveness, success and quality of coaching. For coaches to accomplish their various roles, coaches are expected to understand and use an increasingly complex and specialized body of knowledge. For example, coach education programs typically include sections on anatomy, biomechanics, technology advancements, pedagogy, physiology, nutrition, and sport psychology. Coaches must also develop a range of sport- specific techniques and tactics knowledge of an athlete's personal characteristic and apply them in the proper **context**.

Coaching contexts are the unique settings in which National programs attempt to improve coach/athlete outcomes. There are three specific context classifications: (a) Recreational archery, (b) Developmental archery, and (c) Elite archery. Acknowledged within these three contexts are two distinct approaches to coaching: Participation coaching and Performance coaching. Participation coaching is distinctive because competition performance is not emphasized, and participants are less intensively engaged with the sport. Participation objectives are characterized by short-term goals, enjoyment, and health-related outcomes. It's the introduction and corner stone to archery development. Performance coaching, on the other hand, entails a more intensive commitment to a preparation program for competition and a planned attempt to influence performance variables. To this end, there is a high degree of specificity in the program that a coach delivers to his or her archer (e.g., technical applications, physical conditioning, psychological training and nutrition). Accepting the above definitions, consider them together with the Coach Certification Levels and the Knowledge, Skills and Ability presented in this document.

This document will compare and contrast Performance Coaches to Participation coaches. It will address Context theories and their relationship to archery development. We need to answer the question what is the role of coach assessments? Is it part of learning or is it a measurement of existing knowledge and skills? Will the assessment provide learning guidance and direction to obtain a specific goal?

If the use of an assessment tool is to verify knowledge, then it would be wise to also have it assess experience. Most coaches when asked to document experience submit a resume of historical citation. This usually is based solely on final outcomes of competitions or tournaments. The document rarely speaks to the development process that prepared the coach for success. Of additional significance and value, many coaches do not report their lack of success or failure.

A quality coach development and assessment program necessitates there be three stages; First stage is an application and invitation to attend a coaches course. A coach accepting the invitation would then be given pre course assignment(s). This assignment may be based on information in the application. It will also include an Archers questionnaire. This tool will be submitted prior to the beginning of the course. The theory behind having the archer's input is to better identify and address what coaching traits are important to the archer. Each element of the coach development stage would have to address issues identified in the archer's questionnaire. The answer to specific questions further clarifies what is perceived and what is fact. This information will be an important tool for a Federation designing a coach development program. This input is intended for elite coaches and will come mostly from experienced archers.

If something appears to be lacking in the applicants response the course instructor may assign task or further study to assist in preparation prior to attending the course. The second stage will require attendance to an acceptable course, where the instructor can provide focused course content based on the application information. Lastly, to receive WAA recognition, a coach will have to complete an agreed upon post course assignment. This step of the evaluation process involves data analysis and report generation along with a tangible project. When employing a systematic assessment such as the one outlined and is repeated year after year, over time data about a program and its coaches are compiled and can therefore be used as performance indicators within their Federation.

This document proposes different coach development streams. The three steps outlined previously are intended for elite level coaches. The steps are flexible enough that their basic premises can be applied to recreational and developmental coaches as well.

Acknowledgements

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Characteristics of the Different Coaching Streams

Three Coaching Context								
Recreational			Developmental			Elite		
Initiation		Ongoing Participation	Beginners	Intermediate	Advanced	Introduction	Development	High Performance
Intro to basics, Fun, Safe Self Esteem building	Encourage to continue, fitness, skill development, social interaction		Basic sport skills, Fitness specifics,	Some experience and proficiency, refine basics, intro to more complex technique	Experienced and proficient, taught to refine advanced skills and techniques	Taught basic sport skills athletic abilities, prepared for local and regional competitions	Coached to refine basic skills, develop more advanced skills and tactics, prepared for National level competitions,	Refine advanced skills and tactics, National and International level competitions,
SAMPLING			SPECIALIZING			INVESTMENT AND MAINTENANCE		

The general characteristics of the coaching streams and contexts of the structure are briefly described.

- RECREATIONAL
- DEVELOPMENTAL
- ELITE/High Performance

Each type of coach has an important role to play in Archery, and contributes in a unique way to the development of programs, participants, and athletes under his or her care. It is sometimes difficult to establish a clear distinction between the three coaching streams; in effect, there is an overlap between some of their roles and responsibilities. However, their coaching environments/contexts also differ in some important ways, especially with regard to the needs of the athletes with whom they work.

RECREATIONAL - Beginners: This type of instructor teaches basic skills to individuals with very little or no experience in the sport or the activity. He/she deals with a limited number of participants at a time, and focuses on the fundamentals of the activity with an emphasis on safety.

DEVELOPMENTAL - Intermediate performers: This type of instructor helps participants refine basic skills, and introduces a variety of more complex techniques to individuals who already have some experience in the sport and who already exhibit a fair degree of proficiency in the activity. He/she provides more “customized” instruction based on the individual performance characteristics of each participant, and would be expected to manage bigger groups. An instructor working with intermediate performers is expected to be fairly knowledgeable in all matters related to the selection and adjustment of equipment. He/she may also act in a supervisory capacity for coaches working with beginners.

ELITE - High Performance: As a general rule, these coaches work with performance focused athletes. They help athletes refine advanced archery skills and tactics, and prepare them for national or international level competitions. Athletes perform a high volume of specialized training on an annual basis in order to improve or maintain performance. Although having a good time remains an important part of the athletes’ experience, the outcome of competitions becomes very important. The athletes endeavor to reach their

full potential and to attain world-class performance levels. At this level, archery provides an opportunity to implement values, and demonstrate social skills and ethics.

Three Steps to Assessment and Certification

First there are three phases to receiving a Coach Certification. Outlined below is a description of the process. The second part is the assessment process. You will note that assessment will be a formal analysis and companion part of certification.

Three phases of certification;

1. Application and pre-course assignment.
2. Certification course
3. Post course assignments.

Application and Pre-Course Assignment

An interested coach who wishes to obtain a coach/instructor certification from their Federation will be asked to fill out the proper documents to be submitted for approval. This application should have a recommendation from either their country's federation and/or a recommendation from a certified coach (not instructor). The applicant will be asked to answer and provide the following information.

Pre-Course Requirements

- Coaches must be active in a recognized competitive archery program, **[individual and team]**
- Coaches should be able to verify they have coached archers in a national or international tournament. This includes but not limited to their country's team selection tournaments, National championships or WAA tournaments. **[tournament progression/performance as a training tool]**
- Coaches should also be able to provide a one page summary of their recent archery experience and relevant continuing education over the past two years. How have they used this experience and education to improve their archer's/team skill level and tournament performance? What worked and what didn't. If something did not work, how did they modify their approach? We don't need a resume based only on attendance. This should be performance related information. **[staying current on new coaching developments coupled with relevant education]**
- A coach should be able to document the coach's future *realistic* goals. Are the coaches goals set by their federation? What are their federation's goals for the next two years? And what development plans are in place to achieve these goals. How will they track and measure their progress? **[fail to plan, plan to fail]**

Certification Course

- Allow course instructors the academic freedom to structure the course material to the class being taught
- No two classes will be exactly the same.
- Allows the instructor to identify coaches who are pursuing Recreational instructor certification and those who are High Performance coach certification. **INSTRUCTOR WILL HAVE THE FLEXIBILITY TO FOCUS ON STUDENT NEED AREAS, BASED ON SUBMITTED PRE-COURSE APPLICATION**

Post Course Assignments

There will be a meeting with the course instructor to develop a post course assignment. The assignments will be agreed upon between the instructor and the coach. This assignment will be specific to the coach's country and programs. The post course assignment will be a productive and useful task. What this means is that the assignments will be something that can be used and implemented by the coaches Federation. For example, the coach will organize a recreational archery program in their schools within five month. The program will focus on introductory skills then should create a pathway to more advanced archery development.

AREAS OF COACH COMPETENCIES

(THESE ARE FURTHER DESCRIBED ON THE KNOWLEDGE, SKILLS AND COMPETENCIES DOCUMENT)

Technical Knowledge

- Rules and Procedures
- First Aid and Risk Management
- Equipment

Instructional Strategies

- Competition Strategies
- Physical Conditioning
- Form and Execution
- Maximizing Performance

Personal Development

- Sports Psychology
- Media and Public Relations Skills
- Program Development

Definition of Coaching Effectiveness

- 1: Effective coaches in any context integrate three forms of knowledge: professional, interpersonal, and intrapersonal knowledge.
- 2: Effective coaches in any context develop athletes' capacities in the areas of competence, confidence, connection, and character tailored to specific athlete needs.
- 3: The composition of effective coaches' professional, interpersonal, and intrapersonal knowledge varies according to different coaching contexts.
- 4: Expert coaches are able to demonstrate coaching effectiveness on a consistent basis.

Archery Program Contexts

RECREATIONAL /INSTRUCTION

Primary responsibility to teach sport specific skills

Intervene with archers of various proficiency levels

Primarily in noncompetitive programs

Teaches basic archery skills to individuals or small groups with very little or no experience

Deals with limited number of archers at a time,

Focuses on FUNDAMENTALS of archery with emphasis on SAFETY,
For the most part be working with children, preadolescent or adolescents,
Teach basic archery skills and tactics
Prepare archers for lower level competitions
Train on a seasonal basis
Improve their general fitness level
Specialization is not a priority

DEVELOPMENTAL

Helps refine basic skills,
Introduces a variety of more complex techniques to archers who already have some experience,
Archers who exhibit a fair degree of skills
Provides more “customized” instruction, based on archers performance,
Expected to manage bigger groups,
Knowledgeable in all matters related to the selection and adjustment of equipment,
Works in a “Supervisory” capacity for coaches working with beginners....
Work with adolescents and young adults
Help archers refine basic skills and tactics,
Teach more advanced skills and tactics
Prepare archers for local and national level competitions,
Archers train several times a week on an annual basis to improve performance,
OUTCOME OF COMPETITIONS IS OF GREATER IMPORTANCE,
Archers should meet predetermined performance standards,

ELITE or High Performance

Work in programs where archers seek to achieve PERFORMANCE GOALS,
Provide support to archers in the areas of:

- Technical
- Physical
- Tactical
- Mental

Provide support in both training and competitive conditions,
Work towards competitive abilities
Develop archers over long term [Periodization]
Archers between ages of 18 – 35, give or take,
Help archers refine advanced skills and tactics,
Prepare archers for national and international level competitions,
Archers perform a high volume of specialized training in order to improve or maintain performance,
OUTCOME OF COMPETITIONS BECOMES VERY IMPORTANT,
Archers commit to reach their full potential,
Attain World Class performance levels,

Appendix

Athletes’ Outcomes that Should Result from Effective Coaching

- Competence** **Sport-specific technical and tactical skills, performance skills, improved health and fitness, and healthy training habits**
- Confidence** **Internal sense of overall positive self-worth**
- Connection** **Positive bonds and social relationships with people inside and outside of sport**
- Character** **Respect for the sport and others (morality), integrity, empathy, and Responsibility**

Knowledge, Skills and Competencies

The following statements of competency have been developed by World Archery Americas Development Committee, member coaching representatives and advisory staff. Coaches who desire to succeed in developing archers to their full potential should have a personal, systematic plan to acquire each of these competencies. Interconnected with these competencies is a verifiable Assessment Process.

This list of the areas of competency and assessment protocols is designed to help coaches understand the breadth of skills and abilities required for them to effectively develop successful competitive archers and archery programs.

This document has been divided into the following proposed Coach Certification Levels categories:

<u>Coach Level</u>	<u>Archer Level</u>	
1	Beginner/Intermediate	[Context Driven] RECREATIONAL
2	Advanced	[Context Driven] DEVELOPMENTAL
3	Elite	[Results Driven] HIGH PERFORMANCE

Coaches should develop a practical, verifiable working ability in these competencies as they strive for success in developing competitive archers.

TECHNICAL KNOWLEDGE

Level 1 Coaches will be working primarily with Beginning thru Intermediate archers and should focus on these Competencies: *CONTEXT DRIVEN!*

1. Establish basic range and safety rules.
2. Has knowledge of WA rules and achievement levels.
3. Knows WA scoring procedures and officials and coach involvement.
4. Know the parts of the bow and arrow.
5. Understand draw length and draw weight concepts.
6. Be familiar with the purpose and proper use of such accessories as finger tabs, sights and stabilizers.
7. Know the various types of grips plus the advantages and disadvantages of each.

8. Know how to repair and adjust their equipment including nocking points, brace height, sight, draw length, and draw weight, arrow spine and strings.
9. Familiar with the safety procedures
10. Familiar with injury prevention procedures.
11. First Aid and CPR certified.
12. Know and follow such basic safety guidelines as proper handling of equipment, shooting line conduct, target conduct, and equipment condition.
13. Be aware of the basic bow tuning concept.
14. Be familiar with the use of optics - scopes and binoculars.
15. Understand variables in strings such as size, length and composition and know how to make strings.
16. Understand shaft selection variables.
17. Demonstrate proper bow assembly and set-up.
18. Be familiar with types of nock points and how to attach them.
19. Be familiar with different types of sight apertures and the variables affecting selection.
20. Be aware of the basic bow tuning concept.
21. Understand how to control and adjust brace height and tiller.
22. Understand how to use shaft selection chart and how arrow components affect tune.
23. Be familiar with the use of the bare shaft, paper, and French tuning methods.
24. Be able to implement the proper use of a clicker.
25. Aware of basic behavior management principles.
26. Able to set rules.
27. Able to maintain control.
28. Understands value and use of rules.
29. Understands guidelines for safe course layout.
30. Well versed in safety rules and procedures.
31. Understands proper equipment inspection.
32. Able to recognize injuries and direct athlete to medical help.

Level 2 coaches may be working with all categories of archers and should focus on these competencies:
DEVELOPMENTAL

1. Knows and understands all World Archery rules.
2. Knows and understands World Championship rules and procedures.
3. Knows coaches guidelines for international events.
4. Knows scoring protocols.
5. Has knowledge of basic groups of banned substances and knowledge of WADA Drug Hotline.
6. Knows how and when to file a protest.
7. Knows procedures for equipment inspection, appeals, drug testing procedures and Team Captain protocols.
8. Willing and capable of holding team meetings.
9. Knows World Archery championship rules regarding opening ceremonies conduct and dress, tournament round procedures, schedules, closing ceremonies conduct and dress, archer's equipment, proper tournament attire and scoring procedures.
10. Be familiar with equipment testing module.
11. Understand concepts behind riser, limb, and arrow design and composition.
12. Understand dynamics involved with archery equipment.
13. Be familiar with differences in string material and string construction and the affects.
14. Understand grip augmentation and the desirable qualities in grip design.

15. Be able to bare shaft tune to longest distance and understand fine tuning for groups.
16. Able to adjust rules to fit circumstances but remain fair.
17. Understands principles of motivation.
18. Keeps environment safe, fun and comfortable.
19. Skilled at task analysis.
20. Understands when and how to make changes.
21. Establishes plans for daily, weekly sessions as appropriate.
22. Keeps practice fun, motivational, challenging with customized training for individual needs and variety.
23. Is organized and maintains equipment and supplies.
24. Skilled at record keeping, budgeting and maintaining both team and individual goals.

Level 3 coaches may be working with all categories of archers and should focus on developing mastery of all the above competencies: *HIGH PERFORMANCE*

1. Develop deeper understanding of the effects of various arrow components.
2. Develop knowledge of advanced tuning methods
3. Develop understanding of reflex vs. deflex bow design.
4. Understand the art and purpose of custom string making.
5. Increase knowledge and skill in customizing grips.
8. Understands how to use different pedagogical methods.
6. Understands developmental differences of athletes.
7. Familiar with the difference between intrinsic and extrinsic motivation.

INSTRUCTIONAL STRATEGIES

Level 1 coaches will be working primarily with Beginning thru Intermediate archers and should focus on these Competencies: *CONTEXT SENSITIVE!*

1. Aware of basic behavior management principles.
2. Able to set rules.
3. Able to maintain control.
4. Understands value and use of rules.
5. Knows basic competition rules.
6. Instructs athletes in the importance of proper scorecard completion.
7. Knows tournament procedures.
8. Understands ranking systems.
9. Understands the use of performance analysis.
10. Be aware of the effects of nutrition on performance.
11. Be aware of the athletes need for good hydration.
12. Have knowledge of basic stretches for good flexibility.
13. Utilize proper warm-up techniques.
14. Be aware of the effects of cardiovascular fitness upon performance.
15. Be aware of the value of a resistance training program.
16. Can provide athletes with guidelines to meet specific needs pertaining to body composition.
17. Has knowledge of healthy eating practices for pre-competition and competition needs.
18. Has knowledge of archery specific stretches.

19. Can set up a basic aerobic training program.
20. Understands use of heart rate and other methods to monitor progress.
21. Can aid an athlete in setting realistic fitness goals.
22. Has knowledge of proper lifting techniques for appropriate exercises.
23. Understand the principles of eye dominance.
24. Know the basic procedure for proper posture, natural stance, nocking arrow, proper Bow hand placement, string hand finger placement, pre-draw, good drawing motion, consistent anchor position, aiming, shot execution, release and follow through.
25. Understand and be able to communicate basic shot execution.
26. Identify appropriate timing of introduction of sight, target and clicker.
27. Be able to identify archers' strengths and weaknesses.
28. Be able to formulate a plan to address deviations from proper execution.
29. Cultivate the ability to formulate, develop and adapt an individual's personal shot sequence.
30. Understands the importance of keeping a log.
31. Understands the importance of setting long-term and short-term goals and writing down objectives.
32. Is aware of basic training concepts for developing athletes.
33. Understands methods for improving communication with athletes.
34. Can aid the athlete in setting objectives for a training session.
35. Understands how to integrate concepts of physical conditioning and sport specific training.

Level 2 coaches may be working with all categories of archers and should focus on these competencies:

1. Able to adjust rules to fit circumstances but remain fair.
2. Keeps environment safe, fun and comfortable.
3. Skilled at task analysis.
4. Understands when and how to make changes.
5. Establishes plans for daily, weekly sessions as appropriate.
6. Keeps practice fun, motivational, challenging with customized training for individual needs and variety.
7. Is organized and maintains equipment and supplies.
8. Knows and understands all World Archery Rules and Olympic Round and Team Round procedures.
9. Knows and understands specific rules and schedules for tournaments and keeps athletes informed.
10. Knows how to organize and lead Team Round practice sessions at events.
11. Understands coach's role at competitive events and what the athlete's needs are.
12. Can provide information on how diet and exercise can maximize performance.
13. Can advise athletes on use of dieting supplements.
14. Can help athlete set up a high performance nutritional plan.
15. Encourages regular use of flexibility program.
16. Can help implement the use of a periodization program for increasing cardiovascular fitness levels.
17. Has knowledge of 12-minute fitness test guide.
18. Can help implement the use of a periodization program for increasing muscle fitness levels.
19. Be proficient at all level 1 & 2 athlete competencies.
20. Be proficient at identification and adjustment of form relative to equipment.
21. Be able to convey the importance of foul weather training.
22. Implements the daily use of a log and/or diary and helps the athlete do the same.
23. Can develop a program that enhances all phases of training.

Level 3 coaches may be working with all categories of archers and should focus on these competencies:

1. Understands principles of motivation.
2. Familiar with the difference between intrinsic and extrinsic motivation.
3. Understands how to use different pedagogical methods.
4. Understands developmental differences of athletes.
5. Skilled at record keeping, budgeting and maintaining both team and individual goals.
6. Expands the use of diary/log to include: tournament goal setting, conditions, physical and mental states, recording of equipment changes and lessons learned.
7. Can aid the athlete in doing a post event analysis.
8. Understands World Archery rules and competition procedures.
9. Knows methods of preparing athletes to deal constructively with adversity in competitions.
10. Understands Olympic Round strategies of placement, individual and team shooting order.
11. Knows methods of preparing teams for competition, opening communication among members and coach, and the needs of individual team members.
12. Understands the role of a coach at competitions.
13. Knows how to write an effective training plan for international teams.
14. Can offer guidelines for eating and training habits while traveling internationally.
15. Keeps current in all areas of physical conditioning.
16. Possess proficiency at all level 1, 2 & 3 athlete competencies.
17. Develop higher level of ability to communicate solutions and enhancements of the shot sequence using verbal and visual cues.
18. Knows how to edit and evaluate logs and diaries.
19. Can develop a program that outlines goals and the strategies for obtaining them.
20. Has a clear understanding of the purpose of each training phase volume, intensity, & frequency to maximize performance at the desired time.

PERSONAL DEVELOPMENT

Level 1 coaches will be working primarily with Beginning thru Intermediate archers and should focus on these Competencies: CONTEXT SENSITIVE!

1. Develop teaching and speaking skills (teach level 1 & 2 courses).
2. Develop the skills of a good listener.
3. Show enjoyment and enthusiasm for teaching/coaching athletes.
4. Shows respect for the athletes and expresses sincere concern for their wellbeing and development.
5. Teaches by example.
6. Is a good role model. Displays honesty, integrity, proper etiquette and sportsmanship.
7. Demonstrates proper techniques with equipment.
8. Learns archers' names as quickly as possible.
9. Instills in his/her athletes the proper respect for tournament organizers, officials and volunteers.
10. Uses appropriate language on and off the field.
11. Maintains a positive attitude.
12. Displays good health habits.
13. Instills in athletes a sense of responsibility for their own actions.
14. Has the ability to develop the team concept with his/her athletes.
15. Understands basic sports psychology.

16. Develops and respects confidential relationships with athletes.
17. Recognizes when an athlete is ready for coaching from a more experienced coach.
18. Acts appropriately with officials even when he/she disagrees.
19. Shows willingness to help all archers not just favorite ones.
20. Teaches archers to be graceful in victory or defeat.
21. Understands and can explain the relationship between tension and relaxation.
22. Able to describe the mind/body connection.
23. Able to explain the relationship between nervousness and performance.
24. Knows methods for improving and maintaining concentration.
25. Can relate to the athlete what is important to focus on and what is important to block out.
26. Understands the role of failure in the learning process.
27. Understands and implements proper principles of reinforcement.
28. Understands the importance of the mental dimension in archery training.
29. Understands and can explain the relationship between relaxation and performance.
30. Can explain the difference between the three levels of nervousness.
31. Able to lead the athlete through progressive relaxation techniques.
32. Aware of the sources of stress for an athlete.
33. Knows how to critique athletes without damaging their self-image.
34. Conducts oneself in a courteous manner.
35. Able to answer basic interview questions clearly and with eye contact.
36. Understands the importance of personal appearance and dresses appropriately for all situations.
37. Able to answer basic questions about archery in a positive manner.
38. Remembers to thank sponsors, tournament director, staff and fans.
39. Speaks positively about athletes and their opponents being respectful of their shooting ability and personal attributes.

Level 2 coaches may be working with all categories of archers and should focus on these competencies:

1. Participates in activities that promote the sport.
2. Encourages independence in athletes.
3. Strives to improve knowledge & skills necessary to teach more advanced archers.
4. Assists other coaches in their development.
5. Developing organizational skills and time management skills.
6. Able to teach athletes about breathing control.
7. Able to teach athletes how to control arousal levels.
8. Recognizes when athletes have lost concentration and focus and can help them bring it back.
9. Encourages athletes to quickly rebound from mistakes and failures and stay in the NOW.
10. Keeps comments to athletes positive.
11. Understands the importance of imagery in enhancing performance.
12. Knows the principles of effective imagery practice.
13. Can instruct athletes on how to perform basic visualization skills.
14. Able to work with the athlete to develop a written plan for a systematic approach to training.
15. Able to answer specific questions about archery and athletes in a knowledgeable manner.
16. Always appears to be friendly, considerate and easy-going with reporters. Tries to remember names and is always polite and patient with reporters who may not have an understanding of the sport.

17. Always speaks and looks directly at the interviewer when answering questions. Resists temptation to look at the ground or sky.
18. Makes an effort to get the athletes the attention they deserve.

Level 3 coaches may be working with all categories of archers and should focus on these competencies:

1. Aware of new developments in equipment and techniques.
2. Encourages and supports athlete's development of independence.
3. Is a positive influence on individual athletes as well as a team.
4. Capable of advising archers about packing for trips.
5. Knowledge of culture of countries being visited.
6. Is aware of athletes arousal level before a match and can help the athlete raise or lower level as needed.
7. Can help athletes handle the increased pressures of national and international competition.
8. Able to help athletes maintain proper perspective and have fun.
9. Encourages athletes to trust themselves and their abilities.
10. Create and use peak performance cues before and during events.
11. Displays patience/tolerance with media demands.
12. Aware that nothing is "off the record".
13. Acts in a manner that is appropriate to country and customs.
14. Acts in a manner that well represents World Archery.

POST COURSE ASSIGNMENT

DATE:

COUNTRY:

ASSIGNMENT(S):

COACH ASSESSMENT

Some basic assessment tools can be developed using accepted knowledge based skills. The measurement of a coach's knowledge is directly linked to *experience, continuing education and problem solving*.

Experiential learning theory as a conceptual framework for examining the process of how coaches construct knowledge through experience.

To accomplish their various roles, coaches are expected to understand and use an increasingly complex and specialized body of knowledge. For example, coach education programs typically include sections on anatomy, biomechanics, pedagogy, physiology, nutrition, and sport psychology. Coaches must also develop a repertoire of sport-specific techniques and tactics, knowledge of athlete personal characteristics and knowledge of the context.

Coaches are expected to develop knowledge in a wide range of disciplines, and typically receive sparse formal training through coach education programs that have been considered suspect on at least some accounts. The obvious question then becomes: How do archery coaches construct coaching knowledge?

Research indicates that the primary source of coaching knowledge is direct coaching experience. Although experience is considered paramount to the development of coaching knowledge, the simple accumulation of experience is not sufficient. To become better skilled at one's professional practice, a novice instructor or coach needs to do more than simply spend time on the job.

Knowledge and learning are fundamentally embedded in the activity, context, and culture. Furthermore, knowledge construction is dependent on reflecting on problems or dilemmas encountered in the activity.

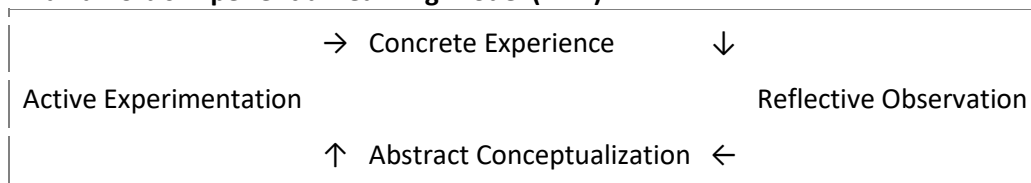
Some coaches may see themselves as principally responsible for the social and moral development of youth, whereas other coaches may view their primary responsibility as teaching sport specific techniques and tactics.

Differences in role frames help to explain what type of knowledge is viewed as important, and therefore what type of knowledge is constructed.

Knowledge is constructed through experimentation with new strategies, as well as modifications of existing strategies from the practitioner's repertoire. When a reflective practitioner encounters and sets a problem situation, one or more series of experimentation will be conducted. In each experiment there are three steps: strategy development, experimentation, and evaluation.

Coaches require knowledge from a diverse range of disciplines, receive sparse formal training, and reportedly learn best through direct experience. (Kolb 1984, p. 41)

Figure 1 – David Kolb's Experiential Learning Model (ELM)



Guidelines for Developing a Coaches Assessment Tool

I. Examine The Instructional Objectives Of The Topics

The first step in developing an achievement test is to examine and go back to the instructional objectives so that you can match with the test items to be constructed.

II. Make a Table of Specification (TOS)

Table of Specification (TOS) is a chart or table that details the content and level of cognitive level assessed on a test as well as the types and emphases of test items. Table of Specification is very important in addressing the validity and reliability of the test items.

III. Construct the Test Items

A. General Guidelines for Constructing Test Items

1. Begin writing items far enough or in advance so that you will have time to revise them.
2. Match items to intended outcomes at appropriate level of difficulty to provide valid measure of instructional objectives.
3. Be sure each item deals with an important aspect of the content area and not with trivia.
4. Be sure the problem posed is clear and unambiguous.
5. Be sure that the item is independent with all other items.

IV. Assemble the Test Items

There are two steps in assembling the test: (1) packaging the test; and (2) reproducing the test.

In assembling the test, consider the following guidelines:

- a. Group all items with similar format.
- b. Arrange test items from easy to difficult.
- c. Space the test items for easy reading.
- d. Keep items and option in the same page.
- e. Place the illustrations near the description.
- f. Decide where to record the answer.
- g. Check the answer key.

Before reproducing the test, it is very important to proofread first the test items for typographical and grammatical errors and make necessary corrections if any.

V. Make the Answer Key

Be sure to check your answer key so that the correct answers follow a fairly random sequence. Avoid answers such as TFTFTF, etc., or TTTFFF for a true or false type, and ABCDABCD patterns for multiple-choice type.

VI. STEPS IN DEVELOPING ASSESSMENT TOOLS

Preparing a Table of Specification

- a. Selecting the learning outcomes to be measured. Identify the necessary instructional objectives needed to answer the test items correctly. The lists of the instructional objectives will include the learning outcomes in the areas of knowledge, intellectual skills or abilities, general skills, attitudes, interest, and technical.
 - b. Make an outline of the subject matter to be covered in the test. The length of the test will depend on the areas covered in its content and the time needed to answer.
 - c. Decide on the number of items per topic. Determine the number of items to be constructed for each subtopic covered in the test so that the number of item in each topic should be proportioned to the number of subtopics.
 - d. Construct the test items. The test item should always correspond with the learning outcome so that it serves whatever purpose it may have.
1. Be sure the item has one or best answer on which experts would agree.
 2. Prevent unintended clues to an answer in the statement or question.
 3. Avoid replication of the textbook in writing test items; do not quote directly from the textual materials.
 4. Avoid trick or catch questions in an achievement test.
 5. Try to write items that require higher-order thinking skills.