

*Lviv State University of Physical Culture named after Ivan Boberskyj*

*Department of shooting and technical sports*

Subject

*"Theory and Methodology of the Selected Sport  
and Improvement of Sports Skill – archery"  
for 4 courses students*

*LECTURE:*

**"COACHING IN ARCHERY OR  
COACH'S ROLE AND WHAT IS COACHING?"**

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# COACH'S ROLE and WHAT IS COACHING?

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## "BEING A GOOD COACH IS NOT ENOUGH"

The above statement means that some coaches who are recognized good by their students and even other colleagues do not necessarily get good results; simply because they do not operate in an efficient environment. An efficient organization requires good administration and management including:

- A comprehensive and fair decision process
- Good communication at all levels
- Transparency of all activities
- Good budget management
- This list is not exhaustive

Hence a level 1 archery coach must collaborate with the elected and/or key persons from their archery organization, to contribute to the good of the overall administration structure.

As a coach, you play a critical role in helping novices enjoy their involvement in sport. To make sport fun for everyone, you need to understand how novices grow and develop, how they communicate with one another, and what motivates them to come back for more. This manual gives you a summary of the skills and knowledge you need to be an effective coach.

Archery is widely recognized as a good physical and mental exercise which is ever increasing in popularity as a sport for all ages. People participate in archery for various reasons. They enjoy learning new skills, and testing these skills against others. They like the challenge and excitement inherent in the sport. Winning is important, but archery allows the simple pleasures people get from being active, being with friends and just being part of archery! The approach you take to coaching should reflect these desires. You're on the right track if you concentrate on fun and teaching the fundamentals.

- Fun: Make it a great experience for all beginners (see the chapter on "Games").
- Teaching fundamentals: Focus on the basics. As novices learn and develop their skills, their enjoyment of the sport will grow.

A well prepared training session can make archery coaching a positive and enjoyable experience. An archery coach should encourage more people to make sport and recreation an integral part of their daily lives, and look upon archery as a lifetime sport.



Here is a brief summary of some of the major coaching principles covered in this manual. You could call it the "Coach's Creed:"

- Safety first
- Be ready, willing, and able to help your novices develop to their full potential while recognizing their differences. They come from different backgrounds, are born with different talents, and grow and develop at different rates.
- Discuss with novices and developing archers what their ambitions are, help them set realistic goals based on each person's stage of growth and development.
- Lead by example. Teach and demonstrate self-discipline, co-operation, fairness, and respect for officials and opponents.
- Emphasize challenge and fun. Learning new skills and techniques can be fun when introduced through active drills and competitions.
- Be flexible and willing to learn as you develop your skills as a coach. Don't be afraid to make mistakes or to ask for help when you need it.
- Keep things in perspective. Make sure the time commitment required of your novices is reasonable. They are individuals first and archers second.
- Fair Play: do not show favouritism, always be honest and treat your archers with the same respect that you yourself would expect.

## 3.1. Your role as an archery coach

The level 1 archery coach should help the archers in their own development, particularly in three areas:

- Environment: safety, social (club integration), fun, fair-play, and so on.
- Development: physical, technical and psychological.
- Equipment: selection, set-up and maintenance.

Coaching is for anyone who enjoys archery, cares about people and wishes to share this passion. It is for high school athletes, women and men, parents and grandparents. What does it take to coach? It takes people who are sensitive and caring, who are organized, who want to work with others, and who will teach from the heart. Coaches are people who love archery and want to pass on their knowledge.



When working with your novices, you should remember that you are a teacher, a leader, and a counsellor.

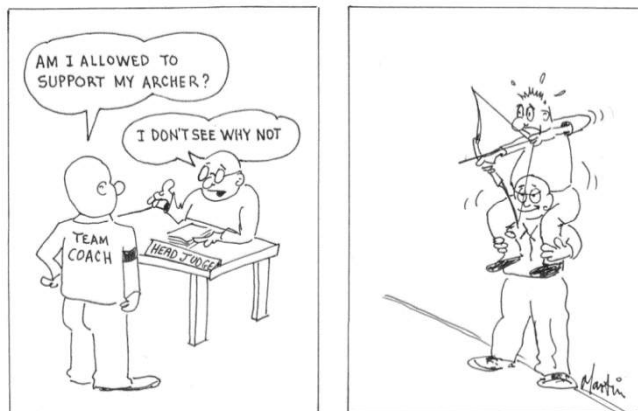
As a teacher, you:

- Provide simple essential teaching points to help your novices learn;
- Encourage skill development through different teaching and effective learning situations;
- Provide lots of activity contributing to an active lifestyle of the beginners.

As a leader, you:

- Make archery a positive and enjoyable activity to do;
- Set goals that are challenging but realistic;
- Offer encouragement and support to help your novices be the best they can be;
- Instil the importance of being a good sport and playing fair;

- Respect each individual's rights and wishes, never humiliate a novice or chastise them in front of others;
- Facilitate the integration of all novices' into the class, club, etc. (Facilities, people, internal regulations and so on) until they feel part of the social group.



As a counsellor, you:

- Listen to your novices' concerns and deal with them as best you can by being supportive;
- Respect the needs and confidentiality of each individual.

As a technical resource, you:

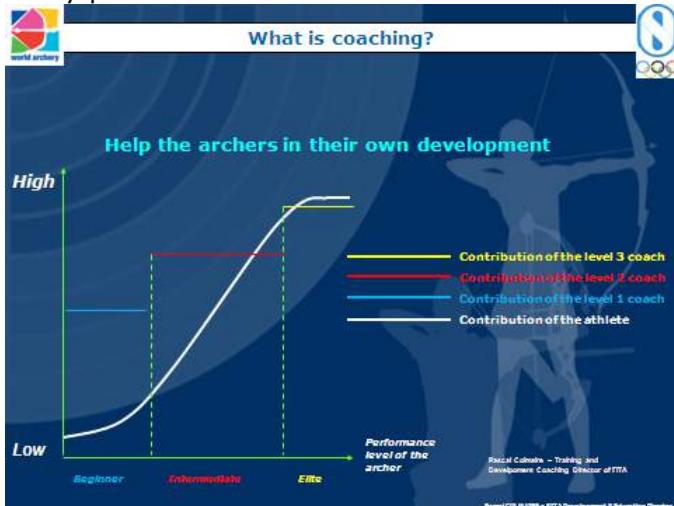
- Should have a good understanding and experience of the discipline before starting to coach;
- Should not be satisfied with knowing just what you intend to teach novices;
- Make a study of archery's history;
- Should keep current with new advances in the field.

This manual will be of assistance to all those who teach and are taught the art of shooting the bow. Nevertheless prior education in archery is required to be able to coach effectively.

When you coach, the results are real and could be immediate. You share the small victories as novices develop skills. You feel it in their energy and enthusiasm. You see it in their smiles. But the results of coaching are also subtle and could have long term effects, too. Through archery, you will help your novices to grow and develop as individuals. The archery skills they learn from you may only be used for a few years. But the aptitudes and the attitudes they develop toward themselves and others will last a lifetime. These benefits do not come easily. There is a significant time commitment involved in being a coach – for planning, practices, and competitions - and there is a real responsibility as you enter the lives of young people. But the effort is worth it. Ask long-time coaches about

their involvement in archery, and they will tell you they have gained more from it than they have given up for it.

One of your first tasks is to point out the advantages of learning. You must show your students that they have "a need to know" and will benefit in direct proportion to the effort they put into it.



Coach/Athlete Responsible Model

The graphic above depicts the relationship between you - the coach (\*) and the archer over time. When the individual begins archery, you are responsible to provide considerable guidance and direction as the novice acquires sport skills and learns the rules and conduct for competition. As time passes the archer will gain experience and their responsibilities and involvement will change as their development progresses.

The WA Coaches Committee considers that the archery coach must help the archers in their personal development; hence the coach must give some responsibilities and leadership to the archer in the athlete-coach partnership. For that purpose the coach must mainly:

- Analyse: the archer's skills, behaviour, fitness, mind-set, etc.
- Provide feedback
- Propose individualized techniques, training plans, exercises, approaches, etc.

The share of responsibilities and leadership of the athlete will grow over time.

(\*) The above graph also shows the importance of a good harmony in coaching ways, style, etc. among all coaches, allowing a successful transition for the developing archer from one step/coach to another. Any drastic conceptual coaching changes during these transitions could:

- confuse the archer;
- require a long adaptation time for the archer to recover some efficiency (if any) within the new coaching way;

- generate some comparison and tension among the coaches.

In these ways, disparate coaching styles could be damaging for the archer's development and for the training environment.

## 3.2. Coaching qualities

The qualities necessary to make a success of any instructional program are many and varied. Each of us possesses some or all of these qualities to different degrees, so it is up to you to evaluate your knowledge or ability and add to it where necessary.

### 3.2.1. Technical knowledge

Know the material you are about to use, otherwise it will be impossible to teach it to others.

- Keep up with current archery developments in technology;
- Ensure your knowledge of current rules is up-to-date;
- Don't rely on reputation or past performance.

### 3.2.2. Personality

Where people must work together, compatible personalities are essential for success. There are many things about an individual's personality to which others respond favourably or unfavourably.

Concentrating on and improving one's own specific qualities should develop a likeable disposition.

By observing other coaches and weighing up their characteristics, we can adopt those that contribute to successful teaching, while avoiding those that do not. However, be yourself. Do not be artificial. Sincerity is of prime importance. Be alert to personal appearance.

#### 3.2.2.1. Sincerity

After the knowledge of the topic, the most important factor is sincerity. At all times be natural, be sincere and enjoy your experiences while presenting your material. If you are sincere, you will express the concepts fluently and clearly and you will find that you will be accepted more readily. Avoid "putting on a show." Your audience is more concerned with the material than your presentation.

### 3.2.2.2. Sincerity of purpose

Sincerity of purpose, punctuality and neatness are high on the scale of the coach's requirements. These aspects contribute considerably to the novice's evaluation of you and reflect in the attention shown during the presentations. You must be natural; sincerity is fundamental.

### 3.2.2.3. Attitude toward the group

You must strive for additional knowledge and improved teaching abilities. A coach should have an interest in class members and their problems. Be fair in all decisions. Your attitude influences the class morale since the class adopts both the attitudes and the point-of-view projected by the coach. Listen to your student's point of view, their views may be different to yours and things might be learnt that have not been previously considered.

### 3.2.2.4. Appreciation

This principle emphasizes that your real task is to train people, not just to teach subject matter. You must be aware that novices learn many things other than the material presented. Novices, as a rule, react directly to your attitude. You must, therefore, employ a positive attitude. Refrain from making remarks or giving personal opinions that may contribute to undesirable novice attitudes. Learning is not complete until the novice has acquired the correct attitudes and habits of conduct and applies them correctly.

The following check list summarizes the material discussed:

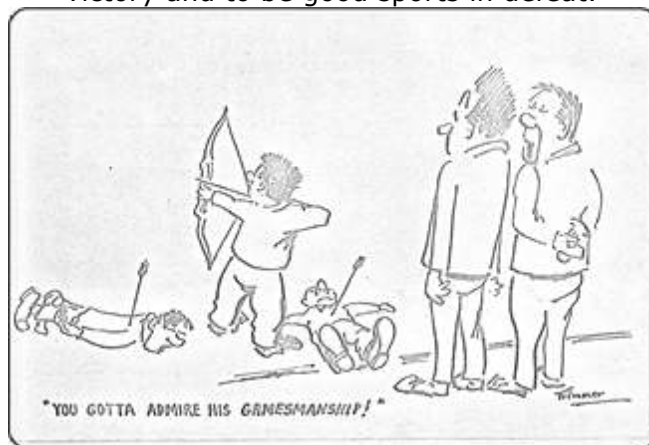
- Treat learners as equals;
- Discuss, do not argue;
- Expect good results and give credit where due;
- Keep the class alert and on its toes;
- Be fair. Favouritism is divisive;
- Be courteous, patient and tactful and when the need arises be humble;
- Maintain poise, avoid nervous habits;
- Lead, do not be forceful;
- Consider first impressions;
- Remember, communication is two-way;
- Always have empathy with each situation;
- Discipline through respect;
- Know the answers - don't bluff;
- Admit mistakes;

You must also employ other qualities, such as being a good communicator, organizer, teacher, etc. The theory component of coaching education discusses these concepts in greater detail.

### 3.2.3. Fair play

Sport gives your novices a chance to experience fair play in action. Make sure that you talk to your novices about what fair play means to them. Here are some things you can do to encourage it:

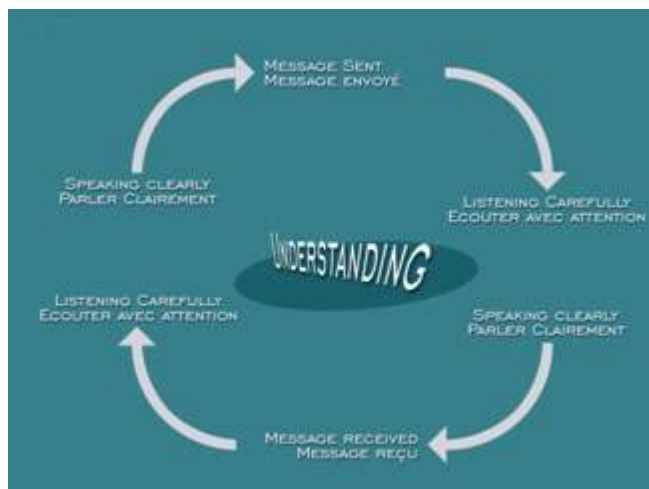
- Recognise and respect individual differences;
- Provide equal opportunity for all to participate;
- Learn and follow the rules of the game;
- Encourage your novices to always do their best;
- Instil a positive attitude toward competition;
- Encourage your novices to be modest in victory and to be good sports in defeat.



### 3.2.4. Communicating

Communication is a two-way process. Good communication leads to good understanding. In order to help your instructions to be both productive and relatively easy to carry out you should be aware of some parts of the instructional process illustrated below.

#### 3.2.4.1. Communicating with your novices



Communication is a two-way process



Here are a few simple tips to help you communicate effectively with your novices during practice and competitions:

- Give them an opportunity to speak and ask questions;
- Listen carefully to what they say and how they say it;
- Speak to every novice at every session;
- Speak to them using words they understand. Always keep it simple.



### 3.2.4.2. Speaking ability and control

The coach's ability to control the group or individual starts with speaking ability. Audibility and clarity and diction are key elements to success. Firm control is very different from forceful and dogmatic insistence, which can only cause hard feelings and lack of cooperation. Be alert to your diction and voice. You can find more in the following sections."

### 3.2.4.3. Audibility

You must speak loudly enough to be heard by all the novices. Speak directly toward your group in a voice loud enough for those in the back to hear clearly. Always be aware of those in the farthest corner, noting whether they are able to understand you, nevertheless your volume should not irritate those in the first row.

### 3.2.4.4. Clarity

Articulate distinctly and take care not to slur your words. If you have an accent, try to keep your phraseology within the scope of those listening to you. Use words that they will understand. The terms used should be the same as those used in this manual, which the novices will use later to refresh their memories, and for reference. Care must be taken to ensure that you give only the details relevant to the subject under discussion. Do not confuse the issue with facts beyond what is required at that stage of learning. Remember, "Brevity is the soul of wit."

### 3.2.4.5. Speed

For the first lessons, you should be careful to keep a slow speech rate. 140 words per minute as recognized as the upper retention limit when speaking to a group. Your speech rate may be increased in later levels when your novices are more conversant with the subject matter. Make sure you give your novices the time they need to assimilate the facts you are giving them.

### 3.2.4.6. Gestures

If gestures come naturally to you by all means use them but try to avoid overdoing it. The overuse of any mannerism will cause irritation and diminish the effectiveness of the movement. Vary your actions, act natural and project yourself to your group.

### 3.2.4.7. Enthusiastic versus monotony

If you are enthusiastic about your topic, your audience will be enthusiastic too, and it will excuse any weaknesses in your delivery. When speaking to any group you must be careful to keep your tone of voice flexible, avoiding the mechanical sound of the one-note level of speech. At no time should you read a prepared speech. Small cards with brief notes and headings of each of the topics you plan to deal with, will enable you to maintain a well-developed order for your presentation and prevent you from forgetting one or more sections of your subject. You should try to open your presentation with a few concise remarks outlining the material you intend to present. At the conclusion, you should briefly summarize your presentation, noting the key points, which you hope will be retained by the novices.

### 3.2.4.8. Repetitious phrases

Most speakers tend to overuse some pet phrase. Try to avoid excessive use of such things as "fair enough", "by and large", "you know", and many others. Similarly, the speech fillers such as "hum's", "ah's", and "er's" can be quite distracting and unproductive. These useless additions only tend to irritate and distract the novice's attention from the real material being discussed.

### 3.2.4.9. Humour

Every good speaker knows the value of humour in relaxing his or her audience. All speeches are improved by the skilful use of suitable and tasteful anecdotes relevant to the subject material being discussed. These jokes must be used in a natural easy manner as a tense joke invariably falls flat. Always be ready to laugh at yourself if you make an amusing slip; you are not expected to be perfect.

### 3.2.4.10. Timing

When you plan to give a talk on a topic make sure that you cover all the relevant material and leave enough time for questions. Sometimes you can get so absorbed in your talk that you forget the time or you might get side-tracked and depart from your planned material. Both can cause time problems, which may be difficult to correct when you finally realize what is happening.

### 3.2.5. Time management

To become a good athlete, several criteria are needed, but two are fundamental: time and money. Hence the coach should assist the archer with these two matters. First let us consider the time criteria.

According to some statistics made at the 2007 World Championship, it generally takes seven years to bring a novice to the world level (there are exceptions in both directions: faster and slower). A poorly organised training program would certainly make this period longer, while a well-planned training program could reduce this period.

The training volume has grown a lot. Nowadays many top level archers practice 2 or 3 times per day, five or six days per week. Shooting several hundred arrows per day is very common.

For the same reasons, the coach should also be an efficient time manager. The level 1 coach will strive to make the best use of the time allocated to a practice session. A novice shooting only 40 arrows during a session will certainly not benefit the same amount as another novice shooting 80 arrows in the same time. Hence a coach should always strive to provide the maximum practice time possible during each class.

It is poor planning to finish a training session either early or late. Ending early can be interpreted as a lack of interest from the coach, while finishing late could give the appearance of

not being fully prepared for the session. Any good session must have a well-prepared outline to ensure suitable distribution of time over all the steps of your class. Novices should know what time the lesson is to end or when a break is due. Since coaching is assisting an athlete to develop various skills in a period of time, the coach should make the best use of the total available time of the archer. Hence time management, programming and planning are important coaching skills.

### 3.2.6. Managing the financial resources

Let us now consider the second fundamental criterion to becoming a good athlete: money. There is no efficient organization without good administration. This is valid for a sport club as well. Good administration includes good budget management.

Archery, like all sports, comes with a specific cost: the price of equipment; not only the shooting gear, but also the target requirements and the club uniform (if any). Transportation to practice and tournaments as well as registration fees also contribute to the budget. Additionally, to properly instruct, a coach needs teaching tools, elastics, mirrors, video, etc. Thus the management of the (usually low) budget of an archery organization must be very effective. It would be a shame to spend a significant part of a club budget on a banquet while ignoring the crucial needs above. Hence the level 1 archery club coach must assist the decision makers to make the best use of the available financial resources, and if possible help to increase them.

### 3.2.7. Selecting a teaching method

It is important that the coach develops a coaching technique on the same level with the novices being coached. If the level is too high or too low the novice will soon lose interest and the coaching session will not be very productive.

Learning the basic shooting form is quicker through the on-going correction system. When bad form is allowed to be repeated it becomes the accepted form and it is very difficult to change later. Because of this, it is generally accepted that each stage of the program should be firmly acquired by the novice before proceeding on the next stage. The World Archery Beginner Awards Program not only provides suggestions for teaching archery skills in a proper progression, but also through evaluations as it ensures each stage is firmly acquired. A final brushing up of the form can be done later as long as the basics are clear to the novice.

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An efficient teaching method for most of the technical skills in archery, includes the visual (to see it, even to visualize it), and the feeling (identification of the perceptions).

Trial and error should always be conducted under close supervision until the correct sequence of responses has been learned. Once the novice has learned the correct sequence, it can be entrenched by repetition. Repetition is the most effective way of preventing the archer from forgetting, but its use must be tempered by judgment. Prolonged repetition will produce boredom and apathy. It is better to practice one hour a day for six days, than to practice six hours in one day. This principle should be remembered when training is being conducted. It is important to maintain a high level of focus during practice. If the focus while practicing a particular form aspect deteriorates to a level where the target skill is no longer being trained effectively, the session should be stopped or a different exercise undertaken in order to maintain the novices' interest and enthusiasm.

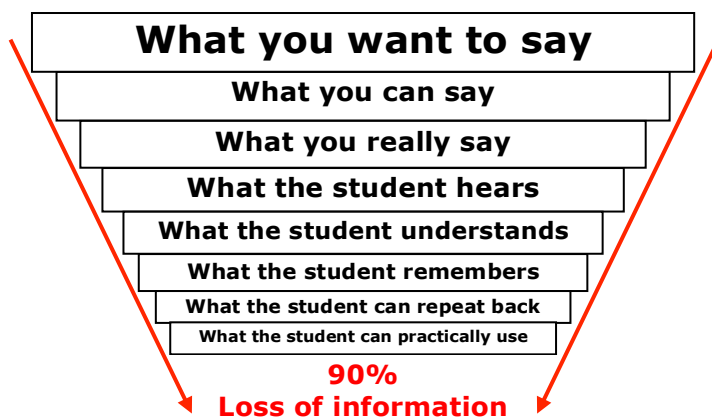
A physical involvement of the novice in his/her apprenticeship is always recommended against a passive learning:

**TELL ME.....I FORGET**

**SHOW ME.....I REMEMBER**

**INVOLVE ME .....I UNDERSTAND**

Coaching heavily based on oral instruction is risky as shown on the illustration below:



To develop a coaching technique, the coach has to make several choices and they have to be done before starting to deliver the level 1 program. They mainly concern the following:

- Safety: Most important of all. How will you ensure the safety at any time?
- Skills: You have to select the skills to be developed during the level 1 program and

set how far you want to develop them. You can refer to the World Archery Beginner Awards Program.

- Demonstrations and Instructions: You must figure out how you will balance these two components of skill introduction in each session.
- Teaching Method and Supports: How will you teach each skill in the program and with what (e.g. which teaching aids)?
- Set-up: You have to decide the shooting distance, type and size of targets, number of arrows, duration of each step of your teaching process and of the entire session, among other choices
- Observation and Feedback: You must anticipate what you wish to observe, from where, how, etc., and how you will provide feedback to your students
- Implementation Assistance: Ask experienced archery coaches what the most common difficulties novices face in properly implementing the skill at hand; this will help you to learn how to best assist the novices.
- Individualization: Since everyone is different, and since there are several successful archery forms and techniques, you will have to work with each novice to determine the shooting technique that should be the most efficient for him/her.

### 3.2.8. Managing the human resources

#### 3.2.8.1. Managing the coach/parent/athlete relationship

As a coach, you are ultimately responsible for most of the novice's training activities. This role will be easier and more enjoyable if you recruit others to help. Experienced archers or those who are contemplating becoming a coach can be called upon to serve as an assistant coach or manager. Here are some suggested roles and responsibilities for these positions:

Assistant Coach (archer contemplating becoming a coach)

- Review the practice plans with the coach before each session.
- Assist the coach in practices and competitions.
- Run a safety check of the play area.
- Assist in the maintenance of the novices' equipment.
- Maintain the first aid kit.

Manager (an experienced archer)

- Look after the club equipment that the novices are using.
- Provide information regarding practice sessions, tournaments, registration and transport.



- Make any necessary telephone calls to novices or parents.
- Manage budget and funds.

#### Tips for finding volunteers

- Ask your league scheduler or club president for names of people who could assist when you are getting other information from them prior to your season.
- Do not allow your lessons to be a babysitting service, do not allow "drop off", and solicit the involvement of the parents.
- Ask neighbours and friends to help out. If not, ask them to suggest others who enjoy people and have a background in archery.
- It is important as a coach to monitor the coach/parent/athlete relationship during practice. Often a parent can dominate the relationship and negate some of the progress you've made with the novice. Getting the parent involved with another novice can help, for example "I noticed you're good at teaching \_\_\_\_\_ and little Johnny needs help with that. Could you help him," thereby directing him away from his own child.

#### Tips for keeping volunteers

Once you've found volunteers, it's important to keep them motivated and involved. Here are some ways you can do it:

- Involve them in planning wherever possible;
- Have them do things they find enjoyable;
- Acknowledge and thank them for their contributions;
- Keep an open dialogue with parents;
- As they gain experience allow them to take over some coaching duties from you;
- Encourage them to take a formal coaching course;
- If they don't already shoot, encourage them to learn.

#### Meeting with novices & parents

Regular meetings encourage communication and help build a positive relationship. Many coaches like to hold three meetings each season: one at the beginning, one at mid-season and one at the end. Some coaches have meetings with novices and parents together; others like to hold a separate meeting for each group. Sometimes it may be preferable to speak to novices or parents individually.

The age range of your novices and the approach you like to take will determine how you handle meetings and how many you hold. Remember, much can be accomplished in brief sessions before and after practices and competitions.

#### Parents meeting

A meeting specifically with parents at the beginning of the season can be helpful in covering the items in the list above. Since parents are likely to have a broader scope of interest, it is a chance to go beyond and cover related topics as well. As an added bonus, it is an ideal time to recruit volunteers. For the parents this meeting provides an opportunity to interact with each other and you as the coach to see that they are entering their child into a program that they can support.

Here are some additional items to cover in the parents/adults meeting:

- Welcome and introductions;
- Goals of the program
- Roles of the various persons running the program
- Novices' hopes, expectations and long term objectives;
- Listen to parents' expectations;
- Your coaching philosophy;
- Ways parents can assist and be involved;
- Schedule for practices, and competitions;
- Arrangements for car-pooling or travel;
- Equipment and other costs, fundraising activities;
- Questions and answers;
- Explanation of rules, safety, etc.;
- Use of the club/school Website, Facebook and E-newsletters as source of communication;
- How and when you can be contacted for follow-up.
- Distribute the schedule of club events i.e. social and tournaments etcetera.

Use this meeting to hand out schedules and circulate a novice's directory. Also, this is the perfect opportunity to get a novice's Medical Information Card for each student in the session.

It is important to listen to parents whenever they want to talk to you about their child. It is your role to guide parents in their involvement in archery. You can do this in a number of ways:

- Encourage them to acquire an understanding and appreciation of the archery through knowledge of basic rules, skills, and strategies;
- Expect the same respect for fair play from them as you do from your novices;
- Discourage and inform those who want to coach from the side-lines. Getting messages from others will only confuse your novices. Explain to them how they can participate in your development plan.

Parents should guide their children's involvement in sports, but they should be encouraged to let them make their own final decisions. A child who really doesn't want to participate in archery just now should not be forced into doing so. This will only lessen the chance of the child taking it up later and can even lead to negative feelings about sport in general. From time to time, some parents may have to be reminded that it's just a game.

### 3.2.9. Ethics

Archery challenges everyone involved - novices, coaches, officials, and parents - to do their best honestly and fairly. Your conduct as a coach will serve as an example to others. Please refer to the World Archery Code of Ethics in the appendix as a guide for your actions as a coach.

Sport gives all archers a chance to experience fair play in action. Here are some things you can do to encourage it:

- Recognise and respect individual differences;
- Provide equal opportunity for all to participate;
- Give value to Drug Free Sport;
- Learn and follow the rules of the game;
- Encourage your novices to always do their best;
- Instil a positive attitude toward competition;
- Encourage your novices to be modest in victory and to be "good sports" in defeat;

### 3.2.10. Experience

Naturally the more experienced you are, the better you will perform in front of the group. In each teaching situation you will find you are learning new phrases and methods while becoming more skilled in the use of the time at your disposal. Be aware of becoming too glib as this tends to make the whole process too automatic.

*It takes a long time to become a good archer;  
as a consequence it takes longer to become a  
good archery coach!*

### 3.2.11. Self-evaluation

*To get progressing athletes, we need  
progressing coaches!*

To progress a coach needs to get experience, continuing education, exchanges of experience and self-evaluation.

You should evaluate yourself from time to time to see how you're doing as a coach. Complete the following checklist early in your season. Do it again midway through and once more at the end of the season.

Some questions to ask oneself regularly.

*(See the Self-evaluation questionnaire below)*

One of the best indications of your success as a coach is the frequency of new-members or dropouts. Ask yourself why novices are dropping out: are practices boring? Are they too competitive? Is there a lack of equipment? Are your facilities unsafe?

If you're a good coach you may suddenly find yourself inundated with new members as happy novices bring their friends and relatives in. Keep monitoring yourself and if you're not at the level you want to be, plan to make some changes. To help you do this, complete the following questionnaire to find the areas where change will help your development as a coach.

### Self-evaluation questionnaire

<b>QUESTIONS</b>	<b>YES</b>	<b>NO</b>	<b>If no, how can I progress in this matter?</b>
Do I make sure novices feel at ease when I am talking to them?			
Do I update my knowledge through clinics and magazines?			
Am I prepared for our sessions?			
Do I make sure practice involves lots of activity for each child?			
Do I encourage cooperation?			
Do I do a safety check of the field and equipment before sessions?			
Do I involve novices in making decisions?			
Do I actively assist novices who are having difficulties?			
Do I promote respect for the officials and the rules?			
Am I an enthusiastic coach?			
Do I try to make sure everyone is enjoying the session?			
Do my archers shoot enough?			
Do I increase my inventory of games?			
Do I increase my inventory of teaching exercises?			
Do I increase my inventory of self-development exercises?			

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### 3.3. Code of Ethics

Note: This section repeats several topics covered elsewhere in this manual due to their overwhelming importance in coaching and the sport of archery in general.

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#### 1. Preamble:

Coaching within the sport of archery can contribute with the development of individuals in their chosen sport. It is a process for developing many awareness skills which, when used, will enhance the archer's ability, consistency and enjoyment of shooting the bow.

Every coach should respect and protect each person's human and civil rights, and should not participate in any unfair or discriminatory practices or condone such activities.

It is essential to establish and maintain a standard of ethical behaviour whatever level of coaching is being undertaken. The coach should work within an ethical framework that is acceptable to them, the person they are coaching and the national guidelines of the country in which they are coaching. The principles of responsibility detailed in this document provide the core values for good progressive coaching.

This code of ethics for coaching is a framework within which to work and lists a series of guidelines rather than a framework of rules.

It is expected that archery coaches will encounter ethical dilemmas/difficulties in many areas; they must respect the integrity and confidentiality of the athlete at all times and reject any forms of abuse whatever level or guise they may take.

Coaches who adopt this code of conduct also accept the responsibility of the task they are undertaking. This includes the

responsibility toward the parents, family, and colleagues of the athlete, their employer and the organisation under whose umbrella they are operating, i.e. club, county, country and World Archery.

#### 2. Role of the Coach:

*To gain respect you have to give respect, and when you give it make sure that it is genuine and sincere.*

Coaches play a vital role in the progressive development of their archers. How coaches communicate with the archer and the atmosphere they create often determines whether the interactive experience is beneficial or detrimental. Based on this, coaches should adopt a positive approach to coaching. This should be based on good common sense and incorporate several basic principles.

- 2.1** Give plenty of praise and encouragement. When people are learning and refining newly adopted skills, coaches should provide plenty of genuine praise and encouraging statements that are related to the skills and performance of the archer.
- 2.2** Give praise sincerely. If coaches are not sincere with their praise and encouragement, they will lose their credibility with the archers they are coaching.
- 2.3** Develop and produce realistic expectations. It is imperative that coaches and their archers have realistic expectations that are based on each individual's abilities.
- 2.4** Give praise for effort as much as outcome. For some archers, winning events may be an unlikely achievement, but trying to succeed by giving maximum effort is attainable by all those involved.
- 2.5** Give praise for correct techniques and performance, not just outcome. Coaches should remember to encourage archers to improve their skills. They should also provide encouraging feedback to the archer when they have produced a good technique but are less than successful with the result. Winning at the expense of skill development

will lead to failure at the more advanced levels of archery participation.

- 2.6** Employ a 'happy sandwich' approach to correcting mistakes. This technique focuses on providing a corrective instruction sandwiched between two positive and encouraging statements.
- 2.8** Help archers set realistic but challenging and attainable goals. Help archers to define success by achieving personal goals that have been set by mutual discussion and agreement. These goals should be recorded so that they can be referred to through the progression of improvement and time.
- 2.9** Ensure that training and practice are enjoyable and always end on a positive note.
- 2.10** Expect children or juniors to perform within the limits of their age, physical attributes and ability rather than as miniature adults.

### **3. Dignity:**

Safeguarding the dignity of the individual is a fundamental requirement of being a coach.

- 3.1** There shall be no discrimination between participants on the basis of race, sex, ethnic origin, religion, philosophical or political opinion, marital status or any areas that would be offensive or cause aggravation to any person the coach is likely to come in contact with.
- 3.2** No practice constituting any form of physical or mental injury to the participants will be tolerated. All doping practices at all levels are strictly prohibited. Any form of inducement to indulge in, or partake in, any drug abuse is contradictory to the Code of Conduct for Coaches.
- 3.3** All forms of harassment or abuse against participants or spectators; be it physical, mental, professional or sexual, are prohibited.

### **4. Integrity in Relationships:**

Coaches must not encourage archers to violate the rules laid down by the official organisation/federation governing that activity. They should actively condemn any such action and encourage archers to adhere to, and abide by the spirit of the rules.

- 4.1** Coaches should not compromise their archer's integrity by condoning any activity that would present an unfair advantage. The coach must encourage and actively pursue measures that progressively develop performance improvement in a safe and considerate manner that will not jeopardise the archers' well-being for future performances.
- 4.2** It is the coaches' responsibility to ensure training and programmes they follow are directly relevant to the archer and that they are in accordance with the age, ability and experience of the archer and will not cause any incapacitation.
- 4.3** The coach should be responsible for the conduct of their archers and must discourage any behaviour that would bring them, the archer or sport into disrepute, whether this is in training, travel or competition.
- 4.4** Coaches must treat all opponents with respect whether it is in victory or defeat, and should encourage their archers to act similarly. It is the coach's duty to prepare their archer to respond to success and defeat in a cordial and dignified manner.
- 4.5** Coaches must be able to present any evidence of documented qualifications on request and must not refer to or display any item that falsely implies any sponsorship or accreditation qualifications.

### **5. Professional Competence:**

The coach should take the limits of their knowledge and capacity into account; and should not assume responsibility if they are not sufficiently prepared for the task at hand.

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- 5.1** The coach should recognise and accept when it is necessary or appropriate to refer their archer to other coaches or sport specific specialists for further development. It is also their responsibility, where appropriate, to verify the competence of the person or organisation to which they are referring their archer.
- 5.2** It is important for the coach to obtain documented evidence of their qualifications either through coach training or documented coaching performance.
- 5.3** The coach must refrain from working in an environment that is unsafe or jeopardises the safety, or well-being, of their archers or other participants.
- 5.4** Coaches should actively seek ways of improving their personal and/or professional development; they have a responsibility to themselves and their archers to improve their own ability and effectiveness.

## **6. Personal Standards:**

Personal appearance is a matter of individual preference and culture but a coach should project an image of cleanliness and efficiency; and not project an image that would offend either onlookers or the archers being coached.

- 6.1** Coaches must be aware of, and project an image of high standards of coaching to their archer, their archers parents and families, other coaches, spectators, officials and all other persons that may be in the vicinity or able to observe any activity being undertaken.
- 6.2** Coaches should never smoke when they are conducting a coaching or training session.
- 6.3** Coaches should not drink any alcohol before conducting a coaching session. It may affect their decisions or competence to coach and may compromise the safety of the archers or spectators of the session. It may also be offensive to archers to smell alcohol on the breath of the

person they are being coached by, and breathing out alcoholic fumes does not portray a very good image of a coach in charge of an important training session.

## **7. Confidentiality:**

When a coach has a good working relationship with an archer it is inevitable that a great deal of confidential information is shared and sometimes recorded. It is imperative that the coach and archer agree on which of this data is regarded as confidential, this confidential information must not be divulged to any person or persons without the express approval of the archer or their parent or guardian.

Coaches must not disclose information entrusted to them in confidence. Any disclosure of information must not be for personal gain or benefit, nor be undertaken maliciously to damage the reputation of any person or organisation.

Some person, persons or organisations may have a need or right to have knowledge of some of this confidential information. It may fall on the coach to decide whether the disclosure of such information is in the best interest of the archer or sporting organisation. Some examples of this are:

- Performance information for team or competition selection.
- Disclosure of information to doctors, athlete's parents or family where the health or safety of the athlete may be in jeopardy.
- Disclosure of information to protect children or vulnerable adults from abuse.
- Disclosure of information for legal or disciplinary requirements.

## **8. Coach Responsibility:**

Responsible coaching carries the expectation that activities carried out by coaches will be beneficial to the archers they are coaching and to the sport in which they partake. The purpose of coaching is to improve the archer's performance and at the same time minimise the risk of injury by employing up-to-date techniques and ensuring that all their training programmes are well prepared.

- 8.1** The coach should recognise and acknowledge their limitations and work within these limitations. They should accept the responsibility to refer their archer to other coaches or sports specific experts who have more advanced knowledge than themselves, and work with these people to enhance their archer's well-being and/or performance.
- 8.2** The coach should strive to enhance their knowledge and coaching skills through research and personal learning projects, and to ensure their training programmes enhance their archer's well-being and/or performance and does not harm or hinder them in any way.
- 8.3** The coach must be responsible for their archer or team and themselves in the pursuit of professional competence both in training and competition through well balanced and appropriate training programmes.
- 8.4** The coach must ensure that all training exercises and training programmes are appropriate for the person they have been designed for, and take into consideration, age, health, ability and experience of that person.
- 8.5** The coach must take into consideration the individuality and ability of each team member when constructing training exercises or training programmes.
- 8.6** The coach must constantly monitor their archer's physical and mental condition, take the necessary or appropriate immediate action, and take this into consideration when overseeing training exercises or constructing training programmes.
- 8.7** The coach must be aware of every day pressures the archer may have, such as educational, occupational, family or financial, and adapt their actions, instructions and training programmes accordingly.
- 8.8** The coach must consider the archer's well-being and future development when making decisions

on whether the archer can continue competing if suffering from a minor injury, fatigue or minor ailment. It is imperative that the well-being and future development of the archer are put before current performance.

**In conclusion**, we hope that this chapter will help to clarify the role and responsibilities expected of an archery coach. Also, the related qualities and values that to be developed along with the expected behaviour and social interaction; in other words, all that is needed to be considered to be good archery coach.