

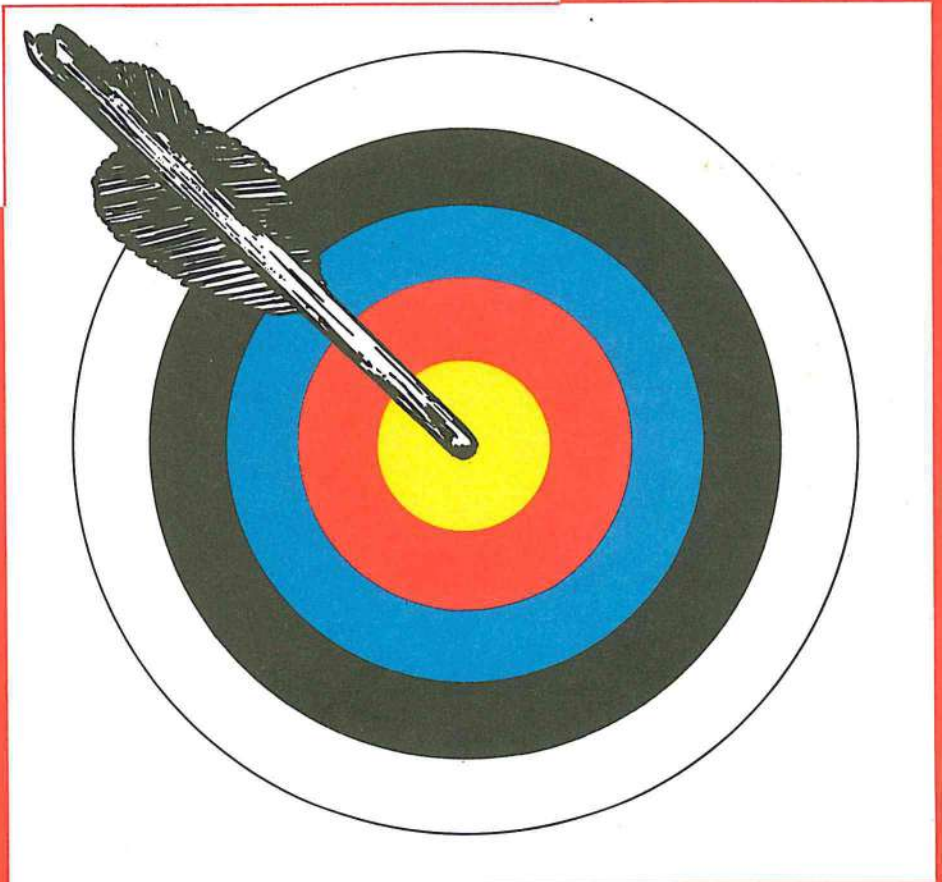


# FEDERATION OF CANADIAN ARCHERS FÉDÉRATION CANADIENNE DES ARCHERS

• OFFICIAL NEWSLETTER / BULLETIN OFFICIEL •

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MARCH / MARS 1986

Design by Laura Starkey



## General Information

Welcome everyone to our March Newsletter. In this issue we have much updating and many up-to-date results for you. We have focused on coaching in this issue in all its aspects.

We hope you will enjoy reading this issue and welcome everyone to send in articles that they feel would be of interest to others. Be sure to send in the documents to the national office by April 15.

National Office

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### **NOMINATIONS - DIRECTORS-AT-LARGE**

Nominations are being accepted for the positions of DIRECTORS-AT-LARGE to the FCA Board of Directors by the National Office until June 9, 1986.

All nominations must be made in writing with a letter of acceptance from the nominee, and a short biography not to exceed 250 words, with current year FCA membership numbers of both nominee and nominator. (4 positions are available)

Sandra Deeks,  
Office Manager

\* \* \* \* \*

### **CHANGES - GRAND FITA ROUND**

The February Official Newsletter shows the Grand FITA Round on the final day, at the field reduces to 6 men and 6 women.

**FITA CONGRESS HAS CHANGED THE FIELD TO REDUCE TO 8 MEN AND 8 WOMEN IN THE FINAL ROUNDS.**

Please make sure you correct this information on your records.

Don Loyo,  
President

## INFORMATION GENERALE

Bonjour à tous.

Dans ce numéro, vous trouverez différentes informations et de nouveaux résultats. Ce numéro sera plus spécialement concentré sur les différents aspects de l'entraînement.

Nous espérons que vous apprécierez le contenu et nous vous invitons à nous faire parvenir articles et commentaires. Vos articles devraient nous être parvenus avant le 15 avril.

Le bureau national

\* \* \* \* \*

### NOMINATION - BUREAU DE DIRECTION

Les nominations pour les positions de DIRECTEUR-AT-LARGE au conseil d'administration de la F.C.A. peuvent être présentées au bureau national jusqu'au 9 juin 1986.

Toutes les nominations doivent être soumises par écrit avec une lettre d'acceptation du candidat ainsi qu'une courte biographie n'excédant pas 250 mots. Le candidat ainsi que son proposeur doivent être membre en règle avec la F.C.A. Quatre (4) positions sont ouvertes au conseil d'administration.

Sandra Deeks  
Directrice de bureau

\* \* \* \* \*

### CHANGEMENT - LE GRAND CONCOURS FITA

Dans le numéro du mois de février, une erreur s'est glissée dans la description du Grand Concours FITA.

Dans la ronde finale, le nombre de tireur est de **8 hommes et 8 femmes** et non 6 hommes et 6 femmes.

Assurez-vous de bien noter cette correction.

Don Lovo  
Président

## 1986 CANADIAN REGIONAL INDOOR CHAMPIONSHIPS

UNOFFICIAL RESULTS

	<u>NAME</u>	<u>HOMETOWN</u>	<u>SCORE</u>	<u>10s</u>	<u>9s</u>
<u>FREESTYLE</u>	<b>MEN</b>				
	1. Rick Mallett	Ottawa, ON	567	39	
	2. Michel Laconde	St-Gilbert, PQ	567	33	
	3. Denis Canuel	Ville Lasalle, PQ	561		
	<b>LADIES</b>				
	1. Lisa Buscombe	Brampton, ON	556		
	2. Marthe Cusson	Québec, PQ	549		
	3. Nathalie Descoteaux	Sherbrooke, PQ	547		
	<b>JUNIOR BOY</b>				
	1. Mike Skaftfeld	Winnipeg, MB	548		
	2. Patrick Gill	Ville St-Laurent, PQ	543		
	3. Derek Oakley	Victoria, BC	542		
	<b>JUNIOR GIRL</b>				
	1. Caroline Schiltz	Trois-Rivières, PQ	519	14	
	2. Trena Buttner	Rossland, BC	519	13	
	3. Elizabeth Brown	Don Mills, ON	493		
	<b>CADET BOY</b>				
	1. Don Ganzeveld	Summerland, BC	510		
	2. Darren Hipkin	Sherwood Park, AB	500		
	3. Darren Bolan	Maple Ridge, BC	499		
	<b>CADET GIRL</b>				
	1. Katie Harris	Maple Ridge, BC	397		
	2. Zenia Chrun	Cudworth, Sask.	336		
	3. Kira Nickerson	Truro, NS	310		
<u>BAREBOW</u>	<b>MEN</b>				
	1. Art Crabe	Chilliwack, BC	487		
	2. Lawrie Wilson	Taber, AB	480		
	3. John Plank	Duncan, BC	479		
	<b>LADIES</b>				
	1. Shirley Hobenshield	Kitwanga, BC	453		
	2. Fern Dunn	Sooke, BC	423		
	3. Louise Britton	Wilkie, SK	407		
	<b>JUNIOR BOY</b>				
	1. Mike Kearns	Maple Ridge, BC	443		
	2. ---				
	3. ---				

	<u>NAME</u>	<u>HOMETOWN</u>	<u>SCORE</u>	<u>10s</u>	<u>9s</u>
<u>BAREBOW</u>	JUNIOR GIRL				
	1. ---				
	2. ---				
	3. ---				
	CADET BOY				
	1. Trevis Kuhn	Sherwood Park, AB	446		
	2. Max Vine	Victoria, BC	427		
	3. Grant Beaver	Kamloops, BC	333		
	CADET GIRL				
	1. ---				
	2. ---				
	3. ---				
<u>UNLIMITED</u>	MEN				
	1. Ron Silzer	Indian Head, SK	596		
	2. Don Sargent	Sherwood Park, AB	591	53	
	Bill Boorman	New Westminster, BC	591	51	9
	3. Keith Partridge	Craven, SK	591	51	9
	LADIES				
	1. Maxine Watson	Sherwood Park, AB	578		
	2. Ivy Arbuthnott	Edmonton, AB	576		
	3. Muriel Marrs	Burnaby, BC	571		
<u>OPEN (PRO)</u>	MEN				
	1. Murray Hipkin	Sherwood Park, AB	597		
	2. Guy Moreau	Androssan, AB	591		
	3. Jack Kempf	Sherwood Park, AB	586		
	LADIES				
	1. Rose Ann Jackson	Peterborough, ON	574		
	2. Rena Silzer	Indian Head, SK	572		
	3. ---				
<u>HEAVY TACKLE</u>	MEN				
(SIGHTED)	1. Jim Race	Saint John, NB	559		
	2. George Muir	Chatham, NB	551		
	3. Don Hayden	St. John's, NF	549		
	LADIES				
	1. Paulette Stein	Saskatoon, SK	544		
	2. Madelyn Manderson	Newcastle, NB	537		
	3. Rose Houle	Edmonton, AB	524		

	<u>NAME</u>	<u>HOMETOWN</u>	<u>SCORE</u>	<u>10s</u>	<u>9s</u>
<u>HEAVY TACKLE MEN</u>					
(NON-SIGHTED)	1. Stacey Warren	Taber, AB	495		
	2. Walter Sabadash	Cudworth, SK	490		
	3. Michel Bolduc	St-Agatha, PQ	486		
<u>LADIES</u>					
	1. ---				
	2. ---				
	3. ---				

Nine provinces participated in the 1986 Canadian Regional Indoor Championships with a record number of 558 competitors.

1986 INDOOR MAIL MATCH RESULTS AS OF FEBRUARY 28/86 (Revised, 7/3/86)

Surname		Division	Club #	Scores	Average
BARBOUR	HAROLD	F/S	3580	499, 461, 499, 486, 498,	
BARNHARDT	JIM	H/T	3513	536, 549, 534, 535, 546, 554	542.3
BENEDICT	DOUG	F/S	805	443, 491,	
BRAY	SHIRLEY	F/S	1284	538, 526, 529, 541, 548,	
CAMP	DAVID	F/S	808	526, 504, 510, 507	
CHMIELEWSKI	MARK	H/T/N	1150	409, 416, 401, 426, 394, 388	407.3
CLARK	STEPHEN	UNL	3289	591, 586, 588, 592, 595, 593	590.8
COOPER	JAME	H/T	3197	550, 545, 547, 551,	
CORMIER	PAUL	F/S	3197	504, 517, 531, 522,	
COYNE	BOB	H/T	3209	485, 506, 505	
DEME	PAUL	H/T	1150	535, 538, 531, 531, 529, 533	532.8
DUFFETT	DIANNE	F/S	3580	278, 254, 258, 136, 268,	
SAVELL	PHILIP	F/S	3580	442, 451,	
GIRDLESTONE	TOM	F/S	3513	549, 550, 530, 539, 545, 540	542.1
GOLDSTONE	JIM	F/S	2209	532, 541, 529,	
GUDIN	YVON	H/T		534,	
GUDIN	ROMEO	H/T		528	
HANSEN	KIEN	F/S	2209	554, 552, 553	
HAYDEN	DON	H/T	9144	549, 540, 532, 523, 545, 527	536
HAYMAN	STEPHEN	F/S	805	303, 352, 357, 278,	
HOWLETT	VERONICA	UNL	9144	269, 226, 229, 351, 375, 301	291.8
HUTTON	GLENNYS	F/S	805	369, 430, 392, 397, 409	
JACKSON	TED	H/T	3209	556, 557, 557, 565, 565, 557	559.5
JAECKEL	LOTHAR	F/S	3513	549, 558, 558, 559, 542, 548	552.3
KADDOYAMA	SAM	H/T	1150	475, 458, 440, 460, 479, 459	461.8
KINSELLA	VIC	UNL	3513	544, 557, 548, 557, 548,	
KNICKLE	TERRY	UNL	1658	570, 564, 580, 584, 585,	
KOLIAS	GREG	F/S	805	410, 407, 408, 409, 389, 396	403.1
LECUYER	ROBERT	UNL		571, 571, 581,	
LEE	JULIE	F/S		496, 488	
LEGER	RODRIGUE	H/T		545, 493,	
MACKENNEY	JOHN	F/S	808	513, 495, 490, 494,	
MACLEAN	HARRY	UNL	3197	547, 563, 552, 577,	
MINGO	RON	F/S	805	539, 536, 534	
MONROE	DAWN	F/S	2208	423, 426, 480, 458,	
MOTT	ERIC	UNL		557, 557, 570, 572, 564, 571	565.1
MUIR	GEORGE	H/T	3197	497, 561	
MUIR	RHONA	H/T	3197	477, 459	
NICKERSON	STAN	F/S	805	531, 513, 533,	
NICKERSON	KIRA	F/S	805	254, 306,	
NORMORE	ROBERT	F/S	3580	383, 397, 475,	
NOSEWORTHY	PATSY	UNL	3580	257, 344, 252, 293, 243,	
PARSONS	SCOTT	H/T	3580	373, 400,	
PERRY	PETER	F/S	805	510, 520, 512, 551	
PERRY	LEE ANN	UNL	805	512, 513, 530, 533, 525,	
PHILIE	LOUIS	F/S	806	567, 556, 575, 568,	
PHILIE	FRANCINE	UNL	806	526, 527, 514, 527,	
SAMPSON	MARGARET	F/S	2208	520, 526, 514, 545,	
SAULNIER	KEN	UNL	568	561, 570, 569,	
SCOTT	JOYDE	UNL	568	579, 579, 578, 575, 568, 567	574.3
SEKURA	TOM	F/S	1150	580, 587, 583, 592, 576, 578	582.6
SHEPPARD	SHEILA	UNL	568	537, 533, 533, 525,	
SILZER	RON	UNL	2209	592, 590, 598,	
SILZER	RENA	OFEN	2209	563, 590, 582,	
SMITH	JIM (JAMES A)	UNL	3209	586, 587, 585, 585,	
STARKEY	MARGOT	F/S	3289	487, 513, 516, 495,	
THERIAULT	JEAN CLAUDE	H/T		501,	
TILLER	JERRY	UNL	3580	495, 463, 479, 448, 455, 518	476.3
TIPPETT	ERIC	H/T	3580	356,	
TURNBULL	PIERRE	F/S		565, 569, 563, 547,	
VALLI	SHARRON	UNL	3209	512, 500, 532, 521,	
VINEY	DAVID	F/S	1284	575, 578, 576,	
WARREN	VERLE	H/T	1150	545, 536, 533, 543, 542, 545	540.6
WEBBER	ANDREW	F/S	9144	496, 519, 503, 520, 528, 511	512.8
WHEATON	RUSSELL	F/S	3580	483, 491, 493, 444, 476,	
WILLIAMS	ERWIN	F/S	3197	553, 543, 546,	

FCA'S 1986 OUTDOOR SEASON TOURNAMENT SCHEDULE

<u>DATE</u>	<u>PLACE</u>	<u>EVENT</u>
May 17 - 18	Maple Grove, Man.	Canadian FITA
May 17 - 18	TBA, Ont.	Canadian FITA
May 17 - 18	Vernon, B.C.	Canadian FITA
May 24 - 25	Maple Ridge, B.C.	Canadian FITA
May 31 - June 1	Maple Grove, Man.	Canadian FITA
May 31 - June 1	Regina, Sask.	Canadian FITA
May 31 - June 1	Regina, Sask.	Field Round
June 7 - 8	Victoria, B.C.	FITA Star
June 7 - 8	Caledon, Ont.	Canadian FITA
June 7 - 8	Boucherville, P.Q.	Canadian FITA
June 7 - 8	Calgary, Alta.	FITA Star
June 9	Enfield, N.S.	Canadian FITA
June 14 - 15	Jonquière, P.Q.	FITA Star
June 14 - 15	Jonquière, P.Q.	28 Field
June 14 - 15	Red Hat Archers, Alta.	Canadian FITA
June 14 - 15	Prince Albert, Sask.	Canadian FITA
June 14 - 15	Prince Albert, Sask.	Field Round
June 14 - 15	Maple Grove, Man.	Canadian FITA
June 14 - 15	Caledon, Ont.	FITA Star
June 21 - 22	Charlesbourg, P.Q.	Canadian FITA
June 21 - 22	Fort McMurray, Alta.	FITA Star
June 21 - 22	Regina, Sask.	Canadian FITA
June 21 - 22	Regina, Sask.	Field Round
June 21 - 22	Maple Ridge, B.C.	Canadian FITA
June 22	Chatham, N.B.	Canadian FITA
June 28 - 29	Trois-Rivières, P.Q.	Canadian FITA
June 28 - 29	Edmonton, Alta.	Canadian FITA
June 28 - 29	Burnaby, B.C.	Canadian FITA
June 28 - 29	Caledon, Ont.	FITA Star
July 5 - 6	Enfield, N.S.	FITA Star
July 5 - 6	Maple Grove, Man.	Canadian FITA
July 5 - 6	TBA, Ont.	Canadian FITA
July 5 - 6	Victoria, B.C.	Canadian FITA
July 5 - 6	Calgary, Alta.	Canadian FITA
July 12 - 13	Chinook Archers, Alta.	Canadian FITA
July 12 - 13	Montréal, P.Q.	Canadian FITA
July 21 - 25	Canadian Championships	FITA Star
	Victoria, B.C.	28 Field
		28 Hunter
August 2	St. John's, Nfld.	Canadian FITA
August 2 - 3	St-Louis-de-France, P.Q.	Canadian FITA
August 9 - 10	Maple Grove, Man.	FITA Star
August 10	Saskatoon, Sask.	Canadian FITA
August 16 - 17	Victoria, B.C.	FITA Star
August 16 - 17	Caledon, Ont.	FITA Star
August 16 - 17	Asbestos, P.Q.	Canadian FITA
August 23 - 24	TBA, Ont.	Canadian FITA
August 30	St. John's, Nfld.	Canadian FITA
Aug. 30 - Sept. 1	Joliette, P.Q.	FITA Star
Aug. 30 - Sept. 1	Joliette, P.Q.	28 Field
September 6 - 7	Maple Ridge, B.C.	FITA Star
September 6 - 7	Petawawa, Ont.	Canadian FITA

## NATIONAL TEAM ITINERARY REVISION

### In Chronological Order

<u>Event</u>	<u>Date &amp; Location</u>	<u>Selected Athletes</u>	<u>Staff/Coach/Manager</u>
Victoria Training Camp	April 5 - 13/86 Victoria, B.C.	Gold Team	Vic Kinsella Aime Breault Helena Myllyniemi Charles Drouin Nancy Littke
World Field Championship	August 25-31/86 Radstadt, Austria	1 man, 1 lady T.B.A.	Helena Myllyniemi
U.S. Nationals	August 5-8/86 Oxford, Ohio	Gold Team 4 Juniors	Aime Breault Helena Myllyniemi Gaston Bibeau
World Target Team Trials	September 9-13 1986 T.B.A.	Open to shooters with an average score of 1150	Aime Breault Carol Mallett Helena Myllyniemi Charles Drouin
Asian Games or Alter.	September 22-25 1986 Seoul, Korea	3 Cards	Aime Breault
World Target Championship	March 23-29/87 Australia	6 Athletes T.B.A.	Aime Breault Carol Mallett

# CANADIAN CHAMPIONSHIPS - July 20-26, 1986

VICTORIA BOWMEN  
Box 7533, Depot D  
Victoria, B.C. Canada V9B 5B8 (604) 478-0431

## REGISTRATION FORM

NAME \_\_\_\_\_ ADDRESS \_\_\_\_\_  
\_\_\_\_\_ POSTAL CODE \_\_\_\_\_ SEX M \_\_\_\_\_ F \_\_\_\_\_

FCA MEMBERSHIP NUMBER (CANADIANS ONLY) \_\_\_\_\_ Date of Birth \_\_\_\_\_  
(if under 18)

----- PLEASE CHECK THE EVENT(S) YOU WISH TO COMPETE IN -----

FITA \_\_\_\_\_ CANADIAN 1200 \_\_\_\_\_ 28 FIELD \_\_\_\_\_ 28 HUNTER \_\_\_\_\_ CLOUT \_\_\_\_\_  
HUSBAND & WIFE \_\_\_\_\_ SPOUSE \_\_\_\_\_ (NAME) PROV. TEAM \_\_\_\_\_  
PROFESSIONAL ROUND \_\_\_\_\_ WHEELCHAIR \_\_\_\_\_ MASTER\* \_\_\_\_\_  
AGE\* \_\_\_\_\_ (50 years plus) HEAVY TACKLE \_\_\_\_\_ F/S \_\_\_\_\_ BB \_\_\_\_\_ OPEN \_\_\_\_\_  
UNL \_\_\_\_\_ JR \_\_\_\_\_ CADET \_\_\_\_\_

-all fees should be in Canadian funds - all cheques payable to: VICTORIA BOWMEN

SENIORS \$15.00 per day, \$60.00 per week if paid before June 20, 1986  
\$18.00 per day, \$72.00 per week if paid after June 20, 1986  
JUNIORS \$10.00 per day, \$40.00 per week if paid before June 20, 1986  
\$12.00 per day, \$48.00 per week if paid after June 20, 1986  
CLOUT \$5.00 - PRO ELIMINATION ROUND \$15.00 (Wednesday only)

BANQUET & SALMON BAR B QUE = \$25.00 TOTAL

----- QUESTIONS -----

PLEASE CHECK ANY REQUIRED SERVICES;

INTERPRETER \_\_\_\_\_ DORMITORY \_\_\_\_\_ TRANSPORTATION \_\_\_\_\_  
MORE INFORMATION ON ACCOMODATION \_\_\_\_\_  
TRANSPORTATION \_\_\_\_\_ AIRPORT TO DORMS \_\_\_\_\_ DORMS TO VENUE \_\_\_\_\_  
PLEASE GIVE US YOUR DATE OF ARRIVAL \_\_\_\_\_ DEPARTURE \_\_\_\_\_

- Notes: 1. All Canadian participants must be FCA members, more information available from the National Office.  
2. Whites must be worn on official practise day and during the FITA and Canadian 1200 competition days.



*Federation of Canadian Archers Inc.*  
*Fédération Canadienne des Archers Inc.*

MEMBRE DE LA: — MEMBER OF:  
ASSOCIATION OLYMPIQUE CANADIENNE / CANADIAN OLYMPIC ASSOCIATION  
FÉDÉRATION INTERNATIONALE DE TIR À L'ARC (F.I.T.A.)

FROM THE OFFICE OF THE PRESIDENT  
DONALD M. LOVO, R. R. #5,  
7290 MARK LANE, VICTORIA, B.C.  
CANADA. V8X 4M8 PH.(604) 652-9612

Feb. 19, 1986

From the President - FCA

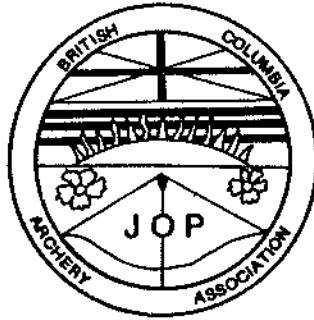
On February 13, 1986 I flew to Ottawa to do a second evaluation on the National Office Staff. During the time I was there, I was fortunate enough to overlap a Canadian Olympic Meeting chaired by Jack Lynch concerning the Team Selection criteria for the 1988 Olympics and the 1987 Pan Am Games. Your January Official News Letter incorporated a copy of the COA report concerning the selection system, but sometimes the bureaucratic language complicates things, so let me explain in a very few words how this affects our Canadian Archers.

- A. If a Canadian Archer is ranked in the top 16 in the World, he will automatically be accepted as a member of the Canadian Olympic Team.
- B. If the FCA can prove potential probability, even though the competitor has not yet reached that level, the COA will actively consider placing this archer on the Team.
- C. The COA recognize the possibility of a promising newcomer who has not had the experience to build the scores required, but shows a rapid and steady growth - this newcomer will also be considered for the Olympic Team based on a strong, substantiating presentation by the FCA.

As a rule of thumb, the COA Team Selection Committee will consider an equal number from these last two items as the number automatically selected by them from the top 16 criteria. That is to say, if we have two people in Canada who rank in the top 16 in the World, the COA will allow us two other competitors who have not yet reached their minimum criteria.

In trying to read and understand their published notice, they mention several times the "top 16" or the "top half of the field". That is confusing but it does not affect Archery. It is designed primarily for Teams such as Luge or some other low participation sport where there are less than 32 entrants. Hopefully, that will never concern Archery.

For the Pan Am Games we have a better deal. The COA's basic break will be on the top 16 in the World or the top half of the expected field, whichever is easier. On that basis, Canadian Archers should always be able to field a full Pan Am Team.



JUNIOR OLYMPIAN PROGRAMME  
Office of the Chairman

Feb., 27, 1986

To all F.C.A. archers and members.

I'm writing on a matter that has me very concerned. It's the fact that Archery is not in the 1989 Canada Summer Games. The Perry's have done a lot of work trying to get archery in the Games. Now it's up to us, there is a saying - if we all pulled together we would tip the world over. So if we all write we can get archery in the Games.

I've been writing and received this address;  
Mr. Tony Dagnone, President,  
1989 Jeux Canada Games Society  
Box 1989  
Saskatoon, Saskatchewan  
S7K 0A2

Please write and send a copy to;  
The Hon. Otto Jelinek  
Minister of State for  
Fitness and Amateur Sport  
Ottawa, Ont.

A petition is OK, but is just a few pieces of paper, which a secretary can file very easily. But, when a secretary has to answer 100's of letters, their bosses start getting the message. It may give a secretary a job, so write lots of letters. Keep writing until we get Archery in the Games.

Yours truly

Cliff Allan  
BCAA. JOP. Director



CANADIAN  
OLYMPIC  
ASSOCIATION

ASSOCIATION  
OLYMPIQUE  
CANADIENNE

333 River Road  
Ottawa, Ontario  
K1L 8H9

(613) 748-5647

Date: March 4th, 1986.

To: Executive Directors

From: Donna White, Program Coordinator

Subject: ROYAL BANK JUNIOR OLYMPICS PROGRAM

Enclosed for your information are the final Participation Reports on the Royal Bank Junior Olympics Program for 1985.

It was our best year for participation since 1979 and we set a record for market penetration, as 10.8% of the school population of Canada took part in a Junior Olympics event.

As predicted, our total participation since the program began surpassed the 5 million mark.

Over 2,000 youngsters entered our Art Contest and the winners will have their artwork displayed in Calgary during the 1988 Olympic Winter Games.

Thank you for all you contributed during the past year and we look forward to working with you in '86.



## ROYAL BANK JUNIOR OLYMPICS

333 River Road, Ottawa, Ont. K1L 8B9

• Telephone (613) 746-5151

JANUARY 1ST TO DECEMBER 31ST 1985  
BREAKDOWN OF NUMBER OF PARTICIPANTS AS PER PROVINCE

1.	Quebec	-	145,979
2.	Ontario	-	130,909
3.	British Columbia	-	51,904
4.	Nova Scotia	-	47,040
5.	Newfoundland	-	35,869
6.	New Brunswick	-	35,808
7.	Alberta	-	25,482
8.	Saskatchewan	-	23,782
9.	Manitoba	-	22,226
10.	Prince Edward Island	-	5,437
11.	Northwest Territories	-	2,516
12.	Yukon Territory	-	930
			<u>527,882</u>
	Clinic participants		2,551
	Art Contest participants		<u>2,025</u>
	Total number of participants	...	<u>532,458</u>

REVISED

January 27, 1986



# ROYAL BANK JUNIOR OLYMPICS

333 River Road, Ottawa, Ont. K1L 8H9

New Telephone No.  
Nouveau No de Téléphone  
748-5647

• Telephone (613) 746-5151

## ROYAL BANK JUNIOR OLYMPICS 1985

	<u># of Participants</u>	<u>% of School Population</u>
Newfoundland	35,869	25.0
Prince Edward Island	5,437	21.8
New Brunswick	35,808	24.7
Nova Scotia	47,040	27.0
Quebec	145,979	12.7
Ontario	130,909	7.1
Manitoba	22,226	10.3
Saskatchewan	23,782	11.2
Alberta	25,482	5.4
British Columbia	51,904	9.8
NWT & Yukon	3,446	19.4
Clinic/Art Contest	4,576	
	<u>532,458</u>	<u>10.8</u>

## NUMBER OF PARTICIPANTS BY SPORT / PROVINCE JANUARY 1ST TO DECEMBER 31ST 1985

Archery	-	135	ON
	-	169	BC
	-	40	SK
	-	8	AB
	-	<u>7</u>	NF

= 359



# F.I.T.A. INFORMATION

1985 - 1989

10/02/86

Nr 139

Re. FITA Information No. 131 and 135 concerning coming FITA events, please note following additions :

(A) XV Central American and Caribbean Games 24th June/5th July 1986  
Santiago (Dominican Republic).

VIII Outdoor Target Championship of the Americas 27th-30th November 1986  
Rio de Janeiro (Brazil)

(B) X Pan American Games August 1987  
Indianapolis (USA).

Réf. FITA Information No. 131 et 135 concernant les prochaines épreuves FITA, veuillez remarquer les additions suivantes :

(A) XV Jeux de l'Amérique Centrale et des Caraïbes 24 Juin/5 Juillet 1986  
Santiago (République Dominicaine).

VIII Championnat de Tir sur Cible à l'Extérieur des Amériques 27-30 Novembre 1986  
Rio de Janeiro (Brésil).

(B) X Jeux Pan Américains Août 1987  
Indianapolis (USA).

## THE COACH'S CLINIC

It recently came to my knowledge that some archers feel this column is for coaches only and they wish something could be written for the ordinary archer. Nothing could be farther from the truth; it is quite alright for any archer to read what I write. The knowledge required by the ordinary archer is basically the same as that for a coach. I must point out that the only reason I have not written just what you want is because you have not written to ask. I answer by personal letter to questions submitted to me; I cannot do that without a return address. When I answer a question via this column it is only because I think it may be of general interest. It may be published months after I receive the question, so most letters to me do not get published.

The following question is part of a private letter and the answer is modified a bit from the original answer. I just thought both the question and answer might be interesting.

QUESTION: I had been shooting a 2014 shaft with a 9/32" Plastinock, and in late June tried the new aluminum-carbon arrows which are thinner, and so I used a 1/4" Plastinock. The shaft diameter is exactly the same as the 1614 or 1616 aluminum arrow. However the A/C arrows did not work out well for me, so I went back to the old arrows.

Incidentally you may have a thought or two on the A/C shafts. If you have not seen one, it is a thin regular arrow with a 0.008" wall thickness, with 2, 3 or 4 carbon filament wrappings. The ones I was using were 1508-3, a 1508 aluminum shaft with 3 carbon wrappings, and is equivalent to about an XX75 2016 shaft in spine. In order to get them to fly well out of my bow I had to make them 1/2" longer than my 2014s. Bare shaft tuning worked well, and in practice the groups were excellent, generally. I also gained about 8% on my sight bar, shooting 70 metres on my 65 metre mark. However, the arrows redefined the term "critical". Under the slightest tournament pressure, the tiniest error on the release would make a big error at the target, so the net result of these arrows was more golds, but more blues and blacks as well, resulting in a slightly lower score.

My question is this: If the spine is the same between two arrows of different materials, or rather, weights, why is it that the lighter one is more critical? Do you have any suggestion on this? I'd appreciate your ideas.

ANSWER: When I went to the Arizona Academy of Archery last summer the coaches or lecturers included Dave Keaggy, Sheri Rhodes, Rick McKinney, Al Henderson, Jim Picering, Michelle Ragsdale, Frank Pearson, Dick Tone and Jack Pate. You may know the reputation of some of them. We had a lecture on the A/C shaft. I saw no great enthusiasm for them. The consensus of the school including some of the students, seemed to be the A/Cs are still in the development stage and had room for improvement.

Regarding the lightweight arrows being more critical: When I first got into archery, the wooden bows and arrows were still around along with much of the empirical knowledge that had been learned in the previous 300 to 500 years. Two of those bits of lore were (1) The Point of Balance should be about 10% of the length of the arrow forward of mid-length; and (2) An arrow should weigh in grains, about 9 times the weight of the bow in pounds. I interpret those rules to indicate the ancients had found there was both a minimum and an optimum weight of arrow to achieve best accuracy.

Possibly the A/C shafts are getting close to the minimum suitable for the modern bow. Also I note that Hoyt/Easton recommends that the POB should be at least 9.5% of the arrow length forward of mid-length. So they have finally come around to knowledge that has been available for centuries. Also a bow shoots quick with a lighter shaft and is therefore more jerky, hence some of the "critical" may lie in a bow too heavy for the arrow rather than the arrow too light for the bow. (Is that a distinction without a difference?)

Spine used to refer, not to the stiffness of the arrow, but to the resiliency or springiness of the arrow material. Only some woods, and now other materials, are suitable for arrows. Yew wood was never good because it is too quick in recovery from the initial bend. I suspect the A/C arrows also do not match all bows -- there is a limited range of sizes available; not like the aluminum shafts with an almost infinite range. Then of course any slight departure from perfection in release of the shot will affect the lighter arrow more than a heavier one simply because it is lighter.

Another point to consider: I think it was Frank Pearson who gave the lecture on tuning a set of arrows to get them all the same weight. I reported it in a previous "Coach's Clinic". A variation of 2 grains in weight would affect lighter arrows more than the same weight variation in a set of heavier arrows, simply because 2 grains is a larger percent of a light arrow. One more detail: if the spine is the same in 2 arrows of different weights, then it follows that the spine is more suitable for one than it is for the other. The lighter arrow will act as though its spine were stiffer. That may explain why you needed  $\frac{1}{2}$ " more length on the A/Cs. That would help to reduce the stiffness of the spine.

Regarding tuning by the bare shaft method: I have bent a lot of arrows trying to find some relationship between bare shafts and fletched shafts. I always come back to my own method of tuning with fletched shafts to readjust bows that have been tuned by the bare shaft way. I have stripped the fletching from shafts that were flying and scoring well. When shot with no fletching they entered the butt at an angle, which indicated to me that a straight flying bare shaft does not necessarily predict a straight flying fletched shaft. I feel that tuning with a bare shaft is similar to tuning up a racing yacht with one set of equipment, and then changing the size of the rudder, the weight of the keel and the size of the main sail before the race. The addition of the fletching changes the weight of the arrow, the point of balance, and the stabilization. It just does not work well enough for me. But maybe I'm too particular. I will stick to my own method, which does produce straight flying arrows and happy archers.

Hank Wiseman  
3961 Wood Avenue  
Port Alberni, B.C.  
V9Y 7S7



Coaching Association of Canada  
Association canadienne des entraîneurs

1 9 8 6 - 1 9 8 7

# Coaching Scholarships for University/Certification Study

The Coaching Association of Canada will make available up to six scholarships of \$2,500 each to enable Canadian coaches to work toward Level 4/5 certification or graduate study with emphasis on coaching at the elite level.

To be eligible, a coach must enroll in an approved Level 4/5 certification program module or full time in a graduate school of a Canadian university in a program suitable for the further education of potential elite coaches, e.g. sport psychology, sport physiology, biomechanics, etc. Consideration will be given to coaches attending foreign universities or courses where the appropriate course of study is not available in Canada. Candidates must have a minimum of three years coaching involvement in their chosen sport and be approved by the National Sport Governing Body.

The NSGB must also arrange with a suitably qualified faculty member or approved coach to act as tutor coach to the applicant during the internship period. The tutor will be expected to work with the scholarship student in the practical coaching environment for approximately 10 hours per week. An honorarium of \$500 will be made available to the tutor coach for his involvement in the coaching instruction of the student. In exceptional cases, particularly where an appropriate tutor coach is not available because the scholarship applicant is already a national level coach, the practical coaching requirement of the Coaching Scholarship could be met by suitable involvement at National Team training camps arranged through the national sport governing body.

Over/

Interested coaches should apply in writing to Coaching Scholarships, Coaching Association of Canada, 333 River Road, Ottawa, Ontario, K1L 8H9, by June 1, 1986.

An application should include a complete academic record, a coaching resumé and an outline of how the candidate view his/her future involvement in sport upon completion of his/her graduate degree or certification module. Supporting letters from the applicant's academic advisor, the proposed tutor coach, provincial and national sport governing bodies and other appropriate persons will assist the Scholarship Selection Committee in making its selections. No application forms are provided.

Successful candidates will be asked to submit their final learning program of the academic program, signed by their academic advisor, and/or their practical coaching program, signed by their tutor coach prior to payment of any expenses. Recipients will be expected to submit progress reports during the period of their study, (and to prepare a coaching article suitable for use in CAC publications. Guidelines for writing a practical coaching article will be provided to all scholarship recipients.)

Consideration will be given to the renewal of a scholarship award for a second year, normally at half value. Interested students must re-apply prior to the June 1 application deadline.



Government of Canada  
Fitness and Amateur Sport

Gouvernement du Canada  
Condition physique et Sport amateur

Une version semblable de cette publication existe aussi en français.

PRINTED IN CANADA



Coaching Association of Canada  
Association canadienne des entraîneurs

B O U R S E S   D ' E N T R A Î N E M E N T

POUR LES ÉTUDES UNIVERSITAIRES

OU DE CERTIFICATION

1986 - 1987

L'Association canadienne des entraîneurs accordera jusqu'à six bourses d'études de 2,500\$ chacune pour permettre à des entraîneurs canadiens d'étudier en vue de l'obtention des niveaux 4/5 du Programme national de certification des entraîneurs ou pour poursuivre des études post graduées portant sur l'entraînement au niveau de l'élite.

Pour être admissible, l'entraîneur doit s'inscrire à un programme reconnu de niveau 4/5 du programme de certification ou doit s'inscrire à temps plein dans une université canadienne, à un programme correspondant à la formation supérieure de futurs entraîneurs d'élite, par exemple: psychologie sportive, physiologie sportive, biomécanique, etc. Seront pris en considération les entraîneurs étudiant dans des universités étrangères au niveau du doctorat ou autres cours, lorsque le même cours n'est pas offert au Canada. Les candidats doivent avoir au moins trois années de participation active à l'entraînement dans leur sport et doivent être approuvés par leur organisme national directeur de sport.

L'organisme national directeur de sport doit également s'entendre avec un membre qualifié de l'université ou un entraîneur reconnu, afin que ce dernier serve de tuteur au candidat pendant la période d'internat. Le tuteur doit travailler avec le boursier environ 10 heures par semaine dans un environnement d'entraînement pratique. Des honoraires de 500\$ seront versés au tuteur pour sa participation à la formation de l'étudiant. Dans des cas exceptionnels, si l'on ne peut trouver un tuteur parce que le candidat à la bourse est déjà entraîneur au niveau national, l'exigence d'entraînement pratique peut être respectée si l'étudiant participe aux camps d'entraînement de l'équipe nationale, par le truchement de l'organisme national directeur du sport concerné.

Les entraîneurs intéressés doivent faire une demande écrite à l'adresse suivante: Bourses d'entraînement, Association canadienne des entraîneurs, 333 River Road, Ottawa (Ontario) K1L 8H9, avant le 1<sup>er</sup> juin 1986.

Les demandes doivent comporter un dossier complet sur les études, un résumé des activités d'entraînement et une description des projets de participation sportive à l'issue de l'obtention du niveau de certification ou du degré de scolarité. Le Comité de sélection des boursiers tiendra compte, dans son choix, des lettres de recommandation émanant: du conseiller d'étude du candidat, du tuteur éventuel, de l'organisme national ou provincial directeur du sport, et de toutes autres personnes concernées. Aucun formulaire d'inscription n'est prévu.

Les candidats acceptés devront soumettre leur programme de formation ou d'étude signé par leur conseiller d'étude, ainsi que leur programme pratique en entraînement, signé par le tuteur, avant qu'aucun versement ne soit effectué. Les bénéficiaires devront soumettre des rapports indiquant leurs progrès pendant toute la période de leurs études et rédiger un article sur l'entraînement que l'ACE pourra utiliser dans ses publications. Les directives concernant la rédaction d'un article sur l'entraînement seront données à tous les boursiers.

Une attention particulière sera accordée au renouvellement des bourses pour une seconde année, le montant étant habituellement inférieur de moitié. Les étudiants intéressés doivent présenter une nouvelle demande avant le 1<sup>er</sup> juin, date limite des inscriptions.



Government of Canada  
Fitness and Amateur Sport

Gouvernement du Canada  
Condition physique et Sport amateur

A similar version of this publication is available in the English language.



*Coaches can increase athlete productivity by setting a positive tone in practice.*

# Stop Wasting Time!

Reprinted from "Coaching Review"

Beware of the signposts that practice time is being wasted, and how to use practices more wisely.

by Jane Crossman

**M**ost athletes spend less than half their practice time behaving in ways that will help them improve athletic performance. This revelation comes from data collected in Ontario from 1983-84 by using interval recording. Twelve sports were covered in the recording of 275 practice sessions.

Serious athletes practise each day, in addition to more time to attend classes, do homework and participate in social and family activities. With such a busy daily schedule, the athlete's time is best spent practising efficiently.

For the above mentioned data,

subjects were randomly selected from each observation practice session. Each session lasted 45-90 minutes. Each time an athlete emitted a behavior directly related to that sport, a cumulative stop watch ran. When the athlete was not involved in productive use of time, the watch was stopped. Examples of productive sports behaviors are: basketball — running, dribbling, shooting, catching; hockey — skating, shooting, passing; volleyball — blocking, setting, serving; wrestling — scrimmaging, take-downs; swimming — swimming one of the four competitive strokes, turns, starts.

Examples of non-productive behaviors are: getting a drink of water (too often), talking to a friend or parent, waiting in line or for a turn (too often or for too long), chasing balls, and setting up equipment.

At the end of each observation session, data was converted to percentages. Table 1 outlines the results for the 275 practices observed. The athletes were all at the intercollegiate, varsity or club level, and 18-25 years old.

From the findings it is apparent athletes spend less than half their practice time emitting behaviors

which may help improve performance. It is worth noting that in such high intensity sports as gymnastics and wrestling, it is impossible to practise continually without taking a rest. Rest allows the athlete to continue without undue fatigue.

The time of the season also influences the results. During the pre-season, team coaches spend more time with chalk-talks, explaining strategy, or developing skills. As the season progresses, less time is spent on instruction and more time on physical practise.

#### Causes

Coaches wishing to run more efficient practices should first isolate potential reasons for wasting time. These reasons include:

1. Lack of practice organization, which may be due to the coach's knowledge or experience.
2. Coaches failing to improve their athletes use of practice time because they are not aware a problem exists.
3. Insufficient funds for an adequate practice facility or insufficient quality of equipment.
4. Lack of motivation by the athletes or the coach to practise intensely and efficiently.
5. Poor role models, who constantly behave unproductively, may be imitated.

#### Solutions

If coaches are unsure whether their athletes are emitting effective behaviours during practices, a small field study may be needed. This study can be done by randomly observing them for at least three practice sessions — after you've established or received a list of productive and unproductive behaviors in the sport.

Each athlete can be observed alternately for four-minute blocks with a cumulative stopwatch. It runs whenever the observed athlete is emitting a productive behavior. At the end of three observation periods, calculate the total number over the number of seconds each athlete was observed. A percentage is calculated by multiplying the numerator by 100 and dividing by the denominator, or as shown below.

$$\frac{105 \text{ seconds} \times 100}{268} = 39.1\%$$

*(time athlete was emitting productive behavior over three practice sessions)*

*Time analysis formula.*

Once the coach is aware of the productivity levels of his or her athletes during practices, measures may help make practices more efficient.

Planning for practice is the first step in this direction. The coach should arrive at practice with a plan for reaching certain objectives. Drills and scrimmages should be organized so standing around is minimized. For example, if a volleyball team is practising blocking, set up two or more drill stations so athletes don't have to wait turns to practise the skill.

The use of helpers or managers can minimize the time athletes spend arranging or adjusting equipment. They often set up equipment at the start of practice, when this could be done beforehand by assistants.

If the quality of the practice facility or equipment is a problem, a

fundraising project may be necessary. Perhaps parents can tackle this task. One can imagine the dilemma of a basketball team practising drills with only three balls or of a gymnastic club that loses use of one (if not its only) set of uneven bars due to poor working order. The motto? Keep your equipment in good condition so athletes don't stand around waiting to use a reduced inventory of equipment.

Other obstacles to efficient practices which can't be allowed are phone calls or overly enthusiastic parents. Both merely disrupt the athlete's attention. Rules for taking breaks and time-outs for water can also deter time-wasting.

Having athlete's record their own practice performance in a log-book or on program boards has also proven effective in increasing the productivity of athletes. Therefore, the time and effort an athlete takes to record practice behavior may be worthwhile if it results in more efficient time usage.

Finally, coaches can increase athlete productivity in practice by setting a positive tone in the practice environment. Positively reinforce those who are working hard and practise on tasks through verbal or visual praise. Perhaps good role models should be allowed to demonstrate skills to the other athletes and be given starting privileges in the next competition. Athletes who noticeably waste lots of time should be ignored or, if necessary, reprimanded before being positively reinforced when appropriate behavior occurs.

#### References

McKenzie, T.L. and Rushall, B.S. Effects of self-recording on attendance and performance in a competitive swimming environment. *Journal of Applied Behavior Analysis*, 1974, 7(2), 199-206.

*Jane Crossman is an assistant professor at Lakehead University's school of physical education and outdoor recreation. Lakehead is located at Thunder Bay, Ontario where Crossman moved after graduating from Ohio State in 1979 with her Ph.D. in physical education and psychology. She is a former swim coach who now teaches undergrads in sport psychology, sport sociology and research methods. Her research interests include psychological factors influencing athletic injury, exercise addiction and attentional focus.*

Sports	Practices Observed	% of Time Emitting Productive Behavior
Volleyball	26	27
Wrestling	20	49
Gymnastics	18	30
Hockey (offence & defence)	55	36
Hockey (goalies)	3	57
Swimming	30	57
Basketball	98	41
Foot ball	61	30
Figure Skating	6	37
Ringette	3	57
Running	4	51

\*rounded off percentages

# Learned Effectiveness: Thinking Like a Winner

by Robert J. Rotella, Ph.D., and Michael D. Margolies, Ed.D.

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Reprinted from "Coaching Review"

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*Bob Rotella is director of the University of Virginia Sport Psychology program. For the past four years, he has worked extensively with the basketball program, including such players as Ralph Sampson of the Houston Rockets and Mark Ivaroni of the Philadelphia 76ers. He is a former All-American lacrosse player, has coached high school and college teams, and was a consultant to the 1984 U.S. Olympic Equestrian team.*

*Michael Margolies has worked with professional, world class, and recreational athletes on mental training programs for eight years. He has written several articles on mental preparation and given numerous lectures and clinics in applied sport psychology. He is currently finishing his doctorate at the University of Virginia.*

One of the missions of sport psychology has been studying the mental aspects of athletic performance for the expressed purpose of helping athletes reach their full potential in sport. Sport psychologists have attempted to realize this goal by studying athletes labeled elite or successful. Even though a great deal of progress has been made in the field of applied sport psychology, there are, perhaps, two main problems with this approach. Firstly, these efforts are mainly directed at

mature, well-developed athletes. This has caused sport psychology inadvertently to overlook many of the psychological strategies and responses to the frustrations, discouragements, and disappointments that are paramount to self-motivation in developing elite athletes. These intentional or unintentional strategies and responses may be important keys to psychological survival and fulfillment in today's highly competitive sports world.

Secondly, it is possible that athletes who were traditionally considered successful (win-loss record) might not be the most appropriate models for study. Although, at this time, it is virtually impossible to accurately assess athletic potential, we must consider the reality that many "successful athletes" blessed with exceptional physical abilities have succeeded in sport without fully developing their physical or mental abilities.

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**Psychologically gifted athletes should become models for developing future strategies in sport psychology.**

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The many possible explanations as to why this may happen are too numerous to be discussed in this article. The pertinent point for present purposes is that the models for developing sport psychology strategies in the future should be psychologically gifted athletes.

It is essential to study successful athletes who have combined the psychological with the physical rather than only physically blessed (yet performance-limited) athletes. Studying athletes who are effectively challenging their maximum potential provides far more valuable information about the psychological variables necessary to optimize athletic performance. Such athletes will prove to be far more useful models for most coaches and athletes. Certainly, there is a need for more research and applied writing in this direction, but the present authors' research and experience suggest that a developing theoretical framework called "A Theory of Learned Effectiveness" may hold promise for an exciting and productive future direction for sport psychology (Rotella, 1981).

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**The learned effective athlete has the ability to make the connection between what the mind thinks and the body does in competitive situations.**

---

Learned effectiveness implies that there is a way to perceive and react to the world of sport that will maximize performance. Athletes who have learned effectiveness read their minds and bodies in a rational and realistic manner. The result is a well-developed mechanism for self-awareness and self-

appraisal as the cornerstone for effective performance. It also suggests the importance of correctly perceiving personal abilities and tasks that are (and are not) capable of being controlled by the athletes. These athletes know the importance of patience and persistence. They persist, even in the face of regular failure. They respond to failure by re-evaluating their practice strategies in a realistic manner, redesigning their approach, and then increasing or redefining the intensity of their efforts.

When difficulties arise and improvement is slow, athletes with learned effectiveness actively seek out events in their environment which justify their continued efforts. They talk to other athletes and read about those who have gone through similar experiences until their continued efforts are finally rewarded. They don't dwell on others who have found success more readily or more easily. When failure does occur, it is simply viewed as a momentary failure. The immediate response is to go through a period of comparing present abilities to task demands. If the task is judged impossible, the athlete may 1. quit and find another endeavor where personal growth and self-motivation may be rewarded, or 2. lower goals to more realistic levels. If the task is viewed as obtainable in the future, a plan for overcoming the present obstacle is implemented.

In order to successfully accomplish the desired task, athletes with learned effectiveness have the ability to recognize the difficulty of the task without doubting their abilities. Where there are weaknesses, they find a way (through new knowledge or strategies) to overcome them. Less effective athletes emphasize that it's not fair when another athlete has more physical talent. Learned effective athletes focus on the fact that they are dedicated and have more self-discipline than more talented athletes. They fully believe that eventually their efforts will pay off and thus are willing to persist. These athletes remain motivated by acknowledging their ability and efforts. By

assuming control of their lives, they can realistically determine which sport will most effectively reward their efforts. Everything possible is done to set themselves up for success rather than failure.

To insure their success, they accept responsibility for their performance. They do not let others destroy them or prevent them from attaining their goals. These athletes keep abreast of the latest scientific developments in sport, using only information that is of direct use to them. As they gain more applicable knowledge and experience, they become effective in reading their minds and bodies. The end result is the maximizing of potential.

#### **Setting Yourself Up for Success**

For athletes, learned effectiveness represents an efficient process to ensure success in sport. By utilizing this process, athletes will begin to 1. feel confident in their abilities, 2. develop pride in themselves for having put forth a persistent effort, 3. feel they are in control of their success, and 4. feel grateful toward those who have helped them become successful.

It is clear that athletes who desire success in sport must be aware of their motivational approach and must plan for success. Differences in motivational plans frequently separate the human potential maximizer from the human potential minimizer. Obviously, there are exceptions. A small percentage of highly talented athletes will find success in sport despite an ill-conceived or non-existent plan. But even these athletes will not come close to performing at their peak performance level. It is certainly not an appropriate model for most athletes to follow.

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#### **Learned effective athletes**

- **participate in sports in which they feel they can succeed**
- **participate in sports where persistence and intensity are rewarded**
- **avoid sports that don't provide challenges**
- **persevere since they**

#### **decided in which sport to participate**

---

Athletes who have learned effectiveness and who strive to maximize their potential purposefully seek out a sport in which they will have a realistic chance of becoming successful. They search for a sport where intense and persistent efforts will be rewarded. They are not interested in sports which present no challenge, any more than they are interested in sports where success would be totally impossible, no matter what their efforts. Because athletes who are learned effective carefully decide to which sport to direct their efforts, they find it much easier to persevere.

Further, athletes who are learned effective know that they are going to improve constantly. They are more concerned with future performance than with present or past performances. When they fail, they treat their failures as momentary. They read their failures as valuable sources of information to guide their future practice sessions. As a result, they approach these sessions with enthusiasm, believing that improvement will inevitably follow.

In preparing for competition, learned effective athletes think much more frequently about their weaknesses than their strengths. However, they think about their weaknesses in a positive manner. They plan practice time to eliminate the identified weaknesses so as to improve performance in the future. Their practices are focused on correcting past mistakes. Within practice sessions, these athletes do not dwell on feelings of incompetence or embarrassment about past failures. Rather, they practice diligently to reduce performance errors while maintaining a positive attitude. Learned effective athletes also read their anxieties and use them to guide the flow of their practices. They attempt to recall when they felt anxious and self-doubt during previous competitions. They try to anticipate under what conditions they might feel anxious in future competitions. Once they are aware of these anxieties and their timing, they implement

a plan to ensure effective response.

To accomplish their ultimate goal of attaining success in sport, they cannot avoid thinking of past weaknesses or anxieties, or of upcoming challenges and threats. These thoughts make all athletes (let alone ineffective ones) somewhat anxious about what might happen if they are not prepared for competition. The difference lies in the learned effective athletes' ability to use this anxiousness to their advantage when confronted with challenges. Learned effective athletes read and become aware of their anxieties long before competition begins. Non-effective athletes

and practise strategies to overcome these anxieties. They have the ability to determine whether these anxieties are associated with actual weaknesses (and thus require attention during practice to make them strengths) or are just worrisome thoughts. Non-effective athletes get lost in the work of worry and, as a result, do not prepare adequately for competitions. They often wait until the time of competition before focusing on positive thoughts. By this time, it is too late. The emotions seemingly emulating from the usually become aware of their anxieties just prior to competition. This difference is quite important. The learned effective athletes have time to devise, plan

stomach and heart overpower the mind with self-doubt, mistrust, and panic. This process ultimately leads to inadequate concentration and performance.

Learned effective athletes recognize that it is one thing to work on weaknesses in practice and quite another thing to do so during a competitive performance. When it is time for competition, effective athletes have confidence in their skills, knowing they have worked on eliminating weaknesses and have prepared themselves to manage their anxieties.

### Helping Non-Effective Athletes Strive For Their Potential

There are many athletes who will not reach (nor even strive to

Table 2  
Self-Perceptions

Non-Effective Self-Destructive Thoughts	Sport Situation	Learned Effective Self-Enhancing Thoughts
"I don't believe we're losing to this team. It's so embarrassing! Why do we always lose when we get behind?"	Basketball team: Behind by 10 pts. at half	"This is exciting!! Coming from behind is always a great victory. We really get to prove what we're made of!"
"Gosh, I stink! I should have stopped those shots. It would have been better not to show up. At this rate they'll score 15."	Hockey Goalie: Allows first 2 shots on goal for score	"Boy, are they lucky! Time for me to really suck it up and concentrate. I know I can shut them down. If I do, that will prove I have a great mental attitude."
"This women's going to make me look like a rookie. She's so good. I wish I had her skill. This is going to be humiliating!! Her skills are so good I don't ever know how I can begin to defend against her."	Soccer: Fullback plays against best forward in the league	"Wow, this player's got great skills. I'm going to learn so much defending them. I always play my best games against a real challenge. I can tell I'm going to play great! I can't wait for the game to start. She may have great skills, but I've got speed, quickness and I'm such a smart player, too. I'll be on her like an extra jacket. This is great!"
"Damn, the water's cold. I never swim well unless it's just right. They did this on purpose. Why didn't coach make sure the water would be the right temperature? Cold water makes me feel so tight. I'll probably pull something."	Swimming: Water too cold	"Water's colder than usual. I'm glad coach thinks ahead and turns the temperature down once in a while. I've had some great workouts in water colder than this. I'll bet those turkeys aren't prepared like I am. No sweat. I'll make sure I stretch out. I'm going to bury these guys."
"That was something. I've done it now. How will I ever be ready now? They really showed me up bad. Losing now is the worst possible thing that could have happened to me."	Gymnast: Lost dual meet week before league championship	"Well, didn't really focus real good today. But I'll be ready next week. Really hit most of my moves right on. I didn't want to peak for this meet anyway. I feel strong and will work on concentrating this week. We'll see who hits their moves next week when things really count."

reach) their true potential in sport. It has been suggested that the reasons for this are 1. reaching one's potential may be a frightening experience, especially since it usually includes failure or, worse for some, success, and 2. rewards are given for competitive success relative to others rather than for personal fulfillment. In order to help non-effective athletes, it helps to understand the difference between these athletes and learned effective athletes (see Tables 1 and 2).

Once these differences are understood, it is the responsibility of the coaches to help non-effective athletes. Since practices are the focal point of sport, coaches must strive to make sure athletes experience pride in response to a good workout. A winning formula is developed in practice and part of this formula is the development of pride. In other words, pride must be instilled daily in practice if it is to carry through into competition.

Coaches can further assist their athletes in becoming more learned-effective by 1. encouraging them to discuss anxieties such as those relating to practice, com-

petitions and/or the future (if there is some hesitation, coaches can relate anxieties they had and how they dealt with them), 2. helping athletes set realistic goals by teaching them how to turn shortcomings into advantages, and 3. picking out other learned effective athletes as models to follow and/or being positive models themselves. If coaches do the necessary planning and maintain a learned effective attitude, then not only will athletes begin to model their coaches' behavior, but the coaches themselves will come closer to realizing their full potential.

Other pathways that can help athletes become learned effective include:

- Scheduling competition that will assure some success
- Having athletes keep a diary and be actively involved in planning the future
- Teaching stress management skills such as:
  - a. Relaxation awareness training to help athletes deal with tension and become aware of mind/body interaction
  - b. Mastery and coping rehearsal

### c. Cognitive restructuring

Each of these methods enables athletes to gain better control of their performance and their lives.

Learned effective athletes and coaches, (the maximizers in the sports world), portray exemplary role models not only for developing athletes but for sport psychology as well. It is important for the future of sport psychology that we begin to understand how to maintain motivation, cope positively with obstacles, and understand the self-actualization process of effective athletes. If sport psychologists focus most of their attention on physically gifted athletes or the psychological strategies of athletes who have already attained success, they may miss much of the most important psychological aspects of performance through the oversimplification of the process. Sport psychology needs to study and interpret athletic potential and performance. This will help promote effective and healthy growth opportunities for all sport participants.

#### For the Coach — Recall and Insight

1. What are the important psychological considerations of learned effectiveness?
2. As a coach, how would you structure opportunities for athletes to become learned effective?
3. Identify several situations which typically occur in sport. Discuss a self-enhancing perception as well as a self-defeating perception. Make up your own situations and apply different self-perceptions

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**Table 1**

Differences Between Learned Effective and Non-Effective Athletes

#### Learned Effective Athletes

- have a high degree of self-perception
- have the ability to focus on self-enhancing, positive aspects of performance
- feel that no matter what the outcome, they were prepared mentally to the best of their ability

#### Non-Effective Athletes

- perceive their actions in a negative, self-defeating manner
- are misdirected due to a lack of awareness of how to set realistic goals
- have feelings of guilt, disappointment and frustration after competition, knowing that mentally they worked against themselves (thus restricting their ability to perform at maximum capacity)



# Coaching and the Laws of Liability

by Douglas Wilton, *University of Windsor*  
Mike McDonald, *New Zealand*

Several years ago, if an athlete received a serious or fatal injury, the victim or the family of the victim would have accepted the injury as an unfortunate accident — a hazard of the sport. The coach, trainer and team physician were seldom held responsible for such mishaps. Today, civil courts are deciding more negligence suits than at any other time in history, and in cases regarding athletics, the coach is often the defendant.

The business of producing winning teams often renders a coach myopic, as they become scoreboard viewers rather than athlete viewers. This has often led to some sort of negligence because the coach did not take the athlete's needs into proper consideration. Growing documentation of sports injury and resulting litigation is being brought to the attention of the medical and physical education professions. The coach is often the primary defendant. The tortfeasor (author of a wrongful act) has at the outset of proceedings been the person closest to the trauma. In athletics this is often the coach. Recent award of large judgments to injured athletes are indicative of changing attitudes of judges and courts. The tendency has been for the courts to expect a greater assumption of responsibility by coaches and other school personnel, and therefore increasingly providing a remedy for the injured (Frazier, 1978: 14).

There are several reasons why people are much more prepared to go to court today than in the past. Frazier (1978) noted some of the reasons more and more athletic suits are appearing in the courts:

1. Players and parents are more aware of their legal rights than they used to be. They expect more from the coach and are less willing to accept incompetence.
2. Publicity about large awards in lawsuits tends to generate more lawsuits.
3. There is a new spirit of advocacy in the law today defending the rights of the "little man" or injured party.
4. People assume that insurance companies have an unending capacity to pay claims, not drawing any connection between claims paid, rates of insurance, and availability of service.
5. The public is less hesitant to take complaints to court.

There once was an aura that surrounded courts leaving the public intimidated by the entire process and system but today the courts are alluring to the general public.

There are several areas of legal liability under which a lawsuit could be brought against a coach when an athlete is injured, but in almost all instances the charge will be negligence. Negligence is employed to describe conduct that has resulted in injury without intention on the part of the coach. Negligence, by definition, is the failure to exercise that degree of care that a prudent person would exercise, under the same or similar circumstances to avoid injury to persons or property and assumes that the injury was accidental without malice aforethought (Frazier, 1978: 14; Weber & Brik, 1978: 119).

Negligence comprises both acts of commission and acts of omission. Foreseeability is a factor that is also important in the determination of negligence, i.e. should the coach have known or reasonably foreseen that his act or omission would or might result in the injury sustained. The ability to see and prevent hazardous situations is determinative of responsibility. A wise and prudent football coach should have the ability to foresee that a player might receive a serious head or neck injury if he is taught to head or butt tackle. If a coach is capable of anticipating that some injury might occur (not that a particular injury will occur), he may be found negligent.

The courts have traditionally held the coach to a higher degree of care than that owed by the ordinary prudent person. For a person to be a coach, expertise in a specific field must be displayed that would not necessarily be characteristic of an ordinary prudent person. The expected degree of care is that degree of care that would be exercised by prudent, trained, experienced coaches under the same or similar circumstances. For example, a football coach in this category would not teach the head tackle, and would go one step further and teach how to tackle properly. The greater and more imminent the danger to be encountered, the more caution that is required. The high degree of care expected of the coach, then, depends to some extent on the degree of risk or danger which is known to be attendant in existing circumstances (Frazier, 1978: 14), i.e., an uneven bar routine in gymnastics creates a great risk to an athlete, and a coach must not only provide proper instruction, but also proper protection.

Negligence is never presumed from the mere happening of an accident and the mere happening is not of itself evidence of negligence and proximate cause. Negligence must be affirmatively proved. To prove negligence, certain conditions must exist. The injured party must prove that:

1. The coach owed him a duty. The courts have held generally that a coach owes three basic duties to his athletes:
  - (1) adequate supervision, (2) proper instruction, and

(3) maintenance of all equipment in a state of reasonable repair.

2. The duty was breached.

3. The athlete suffered the injury as a proximate cause of the breach of duty (Weber & Birk, 1978: 119).

An athlete that can prove that these conditions have been violated probably has grounds for litigation.

The coach charged with negligent conduct is not left defenseless. There are several legal defenses by which a coach can base his innocence:

#### 1. Unavoidable Accident

Where it is shown that the coach did everything in his power to avoid the injury, the issue of unavoidable accident is raised. An unavoidable accident is defined as one that has occurred without negligence on the part of either party. Also, if the real cause of an accident cannot be traced, unavoidable accident can be claimed.

#### 2. Assumption of Risk

Another defense that may be employed by the coach charged with negligence is assumption of risk. An athlete assumes that there is some inherent danger in sports participation. Therefore, injuries occurring under proper and adequate supervision and guidance of the coach are not the result of negligent conduct on the part of the coach.

#### 3. Contributory Negligence

This defense refers to an athlete who is injured due to (or partly due to) his own negligence. A person cannot charge another in damages for negligently injuring him when his own failure to use due care was responsible for the occurrence of the injury. This defense may not completely clear the coach of liability due to negligence, but may just reduce his part in the negligent action (Frazier, 1978: 23).

All coaches, whether voluntary or on salary, by accepting their positions have told the public (and members of the team) that they possess skills and will maintain those skills. They have, therefore, accepted a legal commitment to their athletes. The courts expect coaches to be in command of certain knowledge, such as first aid, and expect them to be aware of potentially dangerous conditions or areas, in their facilities. They are expected to act in a manner comparable to a wise and prudent coach, at all times. If the coach is found to have acted in a manner that is not comparable to the manner of a normally prudent coach, there is a good chance that negligence could be proven. The courts expect coaches to be vigilant all of the time, and may not accept any excuses to explain a moment's laxness.

## Coaching Certification and Liability

One area of coaching that has seldom been dealt with in the courts is that of certification. The Coaching Association of Canada has instituted a certification program for coaches. This certification program requires intensive training of coaches, as they pass from one level of competence through level five. Coaches are trained in theoretical, practical and technical aspects of specific sports in this program. For example, a basketball coach is trained specifically for basketball, and as he gains coaching experiences and goes through the five certification levels, he becomes increasingly more knowledgeable and qualified. In the eyes of the law, does this training place the certified coach in a higher category of prudence than another coach without certification? The certified coach should possess an overall higher level of prudence than a non-certified coach, and thus should be knowledgeable enough to avoid a possible liability situation. However, the fact that he is certified might prompt the court to demand a higher level of care. The certified coach may be expected to act at a level comparable to his level of certification. It has already been stated that a coach is legally responsible for his team. Only in a case where there is reasonable doubt as to the coach's negligence might his certification sway the court one way or another. If the coach could show that he was acting at a level of prudence that would be expected from a certified coach, he could be found innocent. The certified coach who acts at a level not comparable to his level of certification would probably be found negligent. A non-certified coach could be just as competent as a certified coach if he was dedicated and worked hard at coaching. This coach might not be expected to act at the level of competence he had actually attained because he didn't possess a certificate. Could he gain an advantage by pleading non-certification? Probably not, as a wise and prudent coach would seek out certification. This is speculation, yet to be tested in the courts.

In short, the certified coach should possess a higher level of competence, and thus be regarded as a more prudent coach than the non-certified coach. Certification of the coach could prompt the court to expect a higher level of competence. The certified coach could be expected to act at a standard that would be characteristic of a coach with his qualifications.

## The Coaches' Authority and Athletes' Rights

An excessive amount of the litigation that has been brought against coaches concerns the individual rights of athletes and team members. There have been a number of issues that have been constantly appearing on court dockets: (1) length of hair and personal appearance, (2) training rules, (3) transportation policy, (4) libel and slander, and (5) discipline and (6) eligibility. The courts have set some precedents concerning each of these issues, that has greatly reduced the abundance of cases that have been brought to the courts in the past.

### Personal Appearance and Training Rules

An Ohio judge made a ruling that has been adopted by the courts in both Canada and the United States. The ruling stated that: "Varsity sports, unlike intramurals, are a discretionary privilege and not a property right . . . Coaches are the sole executors of justice" (Appenzeller, 1975: 48). Although this ruling appears to give the coach sole judiciary power over his team, there has been litigation involving coaches' rules. The circumstances that have involved such litigation follow.

Perhaps the most controversial issue between a coach and his players concerns length of hair and personal appearance. The main issue appears to be whether the length of hair is a disruptive influence to the operation of an athletic team. Usually the coach will receive support from the courts when they can prove that a particular hairstyle is detrimental to team morale, and/or the safety of the participant. It is, however, important that the coach, school or organization set rules that are explicit to the athletes. If rules are vague or indefinite, the courts may side with the individual even though the coach is the sole executor of justice on the team. Certain guidelines have been set out by the courts for school boards to follow, such as:

1. The restraint imposed by the regulations must rationally relate to the enhancement of the educational function.
2. The public benefits produced must outweigh the consequent impairment of the student's constitutional rights, and
3. There can be no alternatives less subversive of those rights. (Appenzeller, 1975: 58).

The court will side with the coach and school if these rules are met because they relate to safety, discipline, athletics, and good grooming.

The courts side similarly with the coach when faced with litigation that concerns training rules. Many coaches set detailed training rules including policies such as, abstinence from certain drugs such as tobacco and alcohol, night curfews and regulated sleeping and eating rituals. The courts will almost always support the coach if he has set his rules clearly for his players to see and if they are within reason. If a coach tries to impose rules all year round, including the off-season, the courts are likely to side with the athlete as these demands are not within the realm of reality. The rules must also coincide with the guidelines mentioned above in order for the courts to support the coach (Appenzeller, 1975: 58). Coaches that set forth reasonable rules, for the good of the team and each individual athlete, will usually be supported by the courts.

In conclusion, the coach is the sole executor of justice when dealing with his athletes and team. The coach must set reasonable

rules, and abide by them in all cases where each and every athlete is concerned. If the coach acts as a wise and prudent person in prescribing policy, the courts will not likely intervene with the enforcement of these policies.

### Transportation Policy for Coaches

As well as being responsible for the team at athletic events and practices, the coach is also responsible for the safe transport of his team to and from these athletic events. A coach should always deal with a chartered transportation company when dealing with team travel. This shows that he has enlisted professionals to transport the team, and in the case of an accident, the company would be held responsible. School buses and taxis are not a liability threat to the coach because he has employed the best possible means of transportation for his team — professional chartered companies.

The dilemma arises for the coach when he is forced to use private vehicles to transport his team (i.e., parents, other players, himself). While the driver assumes primary liability for any accident, the coach, by interpretation of the law, may be held responsible for placing the athlete in the car. The courts may hold the coach responsible for neglecting to research the driver's record (i.e., accidents, tickets) or heeding the advice of others about the particular driver (Weber, 1978: 120). Borrowing a van or stationwagon from a third party also creates a high risk situation for the coach. The insurance policy on the vehicle is probably limited and may not cover a tragic accident involving a number of athletes and a coach. The resulting suits would name the coach and the owner of the vehicle. Proving that a driver is not competent, or experienced enough to drive a multi-passenger vehicle, is a common courtroom technique (Weber, 1978: 120).

A coach's job does not end with the provision of transportation. An attempt must be made within the limits of normal precautions to provide transportation with responsible drivers and in safe vehicles.

### Libel and Slander

At one stage in the age of athletics, the coach's word was considered gospel, no matter in what context it was used. Nowadays, the coach has to be extra careful in the method in which he addresses people, especially his athletes, otherwise he might be facing legal action, for the remarks he has made.

The world of sports is affected by those principles of law which determine the right of an athlete, or other persons to seek recovery for defamatory statements. A statement will be considered defamatory if it causes damage to one's interest in a good name or reputation, and is false. Thus it is said that a defamatory statement is one that will "diminish the esteem, respect, goodwill or confidence in which the plaintiff is held, or . . . excite adverse, derogatory or

unpleasant feelings or opinions against him" (Prosser, 1971: 739). Generally speaking, libel is considered when the defamatory statement appears in print and slander when it is used in a verbal context. The defamation cases in the sports area have evolved from many different contexts, and their resolution has made quite clear the type of case which the plaintiff must present to justify recovery. The prime case allowing recovery is *Curtis Publishing Co. vs Butts* (388 U.S. 130, 87 S.Ct. 161, Ed. 2d 1094 (1967)) where the athletic director of the University of Georgia brought suit against a national weekly magazine, alleging that he had participated in fixing a college football game. The evidence at trial indicated that the magazine, interested in cultivating a sophisticated muckracker image, had ignored even the most elementary precautions to insure publication of the truth and established that the allegations in the article were not supported by credible evidence.

### **Discipline of Athletes**

The discipline situations most likely to attract the attention of courts are those in which a league or sports association imposes the severe sanction of suspending a participant from competition. While such action might be taken for a variety of reasons, the few cases in this area suggest that allegations that the participant has cheated in competition or has bet on the outcome of his or her performance, are particularly apt to prompt such drastic measures (*Blalock v LPGA*, 359F Supp. 1260 N.D. Ga., 1973).

With regards to disciplinary action, Van Alstyne in Appenzeller (1973: 43) states that the only times that disciplinary action should not be taken:

- Serious disciplinary action may not be taken in the absence of published rules which:
- (a) are not so vague that men of common intelligence must necessarily guess at its meaning and differ as to its application and
  - (b) do not depend upon the qualified discretion of a particular administrator for their application.

The first step in considering the rights of amateur athletics is to determine the status of the athlete's interest in his or her sport.

Athletic participation is often credited with instilling in the athlete the aspiration for excellence, the life experience that is necessary for the building of character, and the internalization of the norms of teamwork, cooperation, and motivation.

Others, however, suggest that athletics is the antithesis of education. At best, these persons would say, athletic participation is simple physical diversion, devoid of intellectual requirements. And at worst, it is anti-social to the extent that it is a simple manifestation

of societal exploitation and an exposure of the young athlete to all of the immoral and unethical practices that are so often attributed, rightly or wrongly, to the athletic establishment.

Although these various positions have not been authoritatively resolved, several courts have reached the conclusion that athletic participation is indeed an integral part of the student's education and is, as such, entitled to the same protection as are other aspects of the educational experience (*Thompson v. Barnes*, 1972). Thus, it has been stated that "the right to attend school includes the right to participate in extra-curricular activities", that "discrimination in interscholastic athletics constitutes discrimination in education" (*Moran v School District No. 7*, 1966).

The amateur athlete's interest in participation can, therefore, be viewed as having substantial value as a part of the educational process, and, in the case of those few athletes who are gifted with exceptional prowess, of potentially unlimited economic values in facilitating eventual participation in professional athletics.



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## ***Cities Bidding for 1992 Games:***

Just as politicians await the results of their electoral efforts with great expectations, bid committee members in more than a dozen cities are sitting on the edges of their chairs in anticipation. Vying for a chance to host either the Olympic or Olympic Winter Games in 1992, 14 cities (seven for each Games) have made official bids to the International Olympic Committee (IOC).

In October, 1986, the IOC will decide which cities will be awarded the Games. Included in the race are:

### **For the Olympic Games:**

- Amsterdam, NETHERLANDS
- Barcelona, SPAIN
- Belgrade, YUGOSLAVIA
- Birmingham, GREAT BRITAIN
- Brisbane, AUSTRALIA
- New Delhi, INDIA
- Paris, FRANCE

### **For the Olympic Winter Games:**

- Albertville, FRANCE
- Anchorage, USA
- Berchtesgaden, WEST GERMANY
- Cortina d'Ampezzo, ITALY
- Falun, SWEDEN
- Lillehammer, NORWAY
- Sofia, BULGARIA

## ***Journalist on Olympic Beat***

Maclean's Magazine has assigned journalist Danielle Keefler to the Olympic beat full time. Maclean's plans extensive coverage leading up to the Calgary Olympics and will publish a special preview issue in late 1987. She can be reached at:

Danielle Keefler  
Managing Editor  
Olympics 1988 Research  
Maclean's  
Maclean Hunter Building  
777 Bay Street  
Toronto, Ont.,  
M5W 1A7  
(416) 596-5386

## ***Villes candidates pour les jeux de 1992***

Les membres des comités de mise en candidature de plus d'une douzaine de villes trépignent sans doute d'impatience, à l'image des politiciens qui attendent avec anxiété les résultats de leur campagne électorale. Rivalisant pour avoir la chance d'organiser les Jeux olympiques d'été ou d'hiver de 1992, 14 villes (sept pour chacun des Jeux) ont soumis leur candidature officielle au Comité international olympique (C.I.O.).

En octobre 1986, le C.I.O. désignera les prochaines villes hôtes des Jeux. Voici les villes qui sont dans la course :

### **Pour les Jeux olympiques :**

- Amsterdam, HOLLANDE
- Barcelone, ESPAGNE
- Belgrade, YUGOSLAVIE
- Birmingham, GRANDE-BRETAGNE
- Brisbane, AUSTRALIE
- New Delhi, INDE
- Paris, FRANCE

### **Pour les Jeux olympiques d'hiver**

- Albertville, FRANCE
- Anchorage, ÉTATS-UNIS
- Berchtesgaden, ALLEMAGNE DE L'OUEST
- Cortina d'Ampezzo, ITALIE
- Falun, SUÈDE
- Lillehammer, NORVÈGE
- Sofia, BULGARIE

## ***Une journaliste au rythme olympique***

La journaliste Danielle Keefler a été désignée par le magazine MacLean's pour se consacrer à plein temps à l'olympisme. MacLean's se propose de couvrir tous les événements qui mèneront aux Jeux de Calgary et de publier un numéro spécial sur le sujet à la fin de 1987. On peut rejoindre Danielle Keefler à :

Danielle Keefler  
Directrice générale  
Recherche sur les Jeux olympiques de Calgary  
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Immeuble MacLean Hunter  
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N.B. Un stage peut être annullé s'il n'y a pas 20 inscriptions payés  
A clinic can be cancelled if there is not 20 payed inscriptions.

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FORMULE D'INSCRIPTION Inscription Form  
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Dates du stage \_\_\_\_\_ Endroit du stage \_\_\_\_\_  
Dates of course \_\_\_\_\_ Place of Course \_\_\_\_\_

Nome \_\_\_\_\_ Sport \_\_\_\_\_

Adresse \_\_\_\_\_  
\_\_\_\_\_ tel.: (\_\_\_\_) \_\_\_\_\_  
(\_\_\_\_) \_\_\_\_\_



## SHARPEN YOUR SKILLS

Skills Program is a federal-provincial initiative designed to provide resource materials handled in a workshop setting. This unique national program has developed content specific to the needs of policy making volunteers in recreation, fitness and sport.

Participant workbooks capsulize the subject area, making it easy to read, jargon-free and practical for local, provincial and national level board volunteers.

Skills Program information can be obtained by contacting your provincial/territorial contact list below. They will help arrange materials and a Skills Program instructor to host a workshop to approximate 1.5, 3 or 6 hours, depending upon the amount of time you have available. Don't waste any more time, contact one of these people today!

Other Skills Program workshops for policy volunteers:

<u>Topics</u>	<u>Available</u>
Marketing	NOW
Time Management	NOW
Long and Short Term Planning	NOW
Motivating Other Volunteers	September 1986
Leadership and Group Dynamics	September 1986

Provincial/Territorial Contacts for receiving your Skills Program workshop and materials:

BRITISH COLUMBIA

John Hasell  
Asst. Dir., Recreation  
Recreation and Sport Branch  
333 Quebec St.  
Victoria, B.C. V8V 1X4  
(604) 387-1011

ALBERTA

Toby Rabinovitz  
Skills Program Coordinator  
Volunteer Leadership Section  
Recreation and Parks  
Rm. 903, Standard Life Centre  
10405 Jasper Avenue  
Edmonton, Alta. T5J 3N4  
(403) 427-6562

SASKATCHEWAN

Nelson Bryksa  
Culture and Recreation  
1942 Hamilton Street  
Regina, Sask., S4P 3V7  
(306) 787-5736

MANITOBA

Janine Tougas  
Skills Program Coord.  
Dept. Culture, Heritage & Rec.  
8th Floor, 177 Lombard Avenue  
Winnipeg, Manitoba R3B 0W5  
(204) 945-4400

ONTARIO

Betsy Heately  
Head, Leadership Services  
Ministry Tourism & Recreation  
77 Bloor St. W., 8th Floor  
Toronto, Ontario M7A 2R9  
(416) 965-5665

QUEBEC

Michel Gagné  
Coaching Assoc. of Canada  
333 River Road, B-10  
Vanier, Ontario K1L 8H9  
(613) 748-5624

NEW BRUNSWICK

Gary Bard  
Saint John Valley Recreation  
P.O. Box 966  
Perth Andover, N.B. E0J 1V0  
(506) 273-3871

NOVA SCOTIA

Dick Hayden  
Coord. Municipal & Special Serv.  
515 Prince Street  
Truro, N.S. B2N 1E8  
(902) 895-7949

PRINCE EDWARD ISLAND

Don LeClair  
Amateur Sport Consultant  
Dept. Community & Cultural  
Affairs  
Box 2000  
Charlottetown, P.E.I. C1A 7N8  
(902) 892-0311

NEWFOUNDLAND

Jane Fitzgerald  
Comm. Recreation, Sport  
and Fitness  
P.O. Box 4750  
St. John's, Nfld. A1C 5T7  
(709) 576-2780

NORTHWEST TERRITORIES

Roland Gosselin  
Sport & Recreation Div.  
Dept. Local Government  
Gov't of N.W.T.  
Yellowknife, N.W.T. X1A 2L9  
(403) 873-7756

YUKON

Lynda Ehrlich  
Arts/Recreation Consultant  
Sports, Arts & Recreation  
Dept. Comm. & Transportation  
Services  
Box 2703  
Whitehorse, Yukon Y1A 2C6  
(403) 667-5264

## PERFECTIONNEZ VOS QUALITES DE CHEF

Le Programme de formation a été lancé par les gouvernements fédéral et provinciaux afin de fournir de la documentation dans le cadre d'un atelier. Les responsables de ce programme national unique en son genre ont élaboré un contenu répondant aux besoins particuliers des bénévoles responsables de l'établissement des politiques relatives aux loisirs, à la condition et à l'activité physiques.

Les manuels de participants donnent un aperçu du sujet traité; ils sont faciles à lire, ne contiennent pas de termes spécialisés, et sont pratiques pour les bénévoles travaillant au sein de conseils d'administration aux niveaux provincial et national.

Pour obtenir de plus amples renseignements sur le Programme de formation, nous n'avez qu'à communiquer avec la personne-ressource de votre province ou territoire dont le nom figure sur la liste ci-dessous. Ces personnes s'occuperont d'obtenir la documentation nécessaire et l'animateur qui donnera l'atelier soit d'une heure et demie, de trois heures ou de six heures environ, dépendant du temps que vous avez à consacrer.

<u>Autre sujets</u>	<u>Date</u>
Marketing	MAINTENANT
Gestion du temps	MAINTENANT
Planification à long et à court termes	MAINTENANT
Direction et dynamique de groupe	Septembre 1986
Motivation des autres bénévoles	Septembre 1986

Si vous êtes intéressé à participer à un atelier, communiquez avec l'une des personnes-ressources provinciales et territoriales suivantes:

### COLOMBIE-BRITANNIQUE

John Hasell  
 Directeur-Adjoint-Loisirs  
 Section des loisirs et sports  
 333 rue Québec  
 Victoria (C.-B.) V8V 1X4  
 (604) 387-1011

### ALBERTA

Toby Rabinovitz  
 Section des programmes de loisir  
 Parcs et loisirs Alberta  
 10405, ave. Jasper, 9<sup>e</sup> étage  
 Edmonton (Alberta) T5J 3N4  
 (403) 427-6562

### SASKATCHEWAN

Nelson Bryksa  
 Culture et loisirs Saskatchewan  
 1942 rue Hamilton  
 Regina (Saskatchewan) S4P 3V7  
 (306) 787-5736

### MANITOBA

Janine Tougas  
 Ministère de la culture, du  
 patrimoine et des loisirs  
 177 Lombard, 8<sup>e</sup> étage  
 Winnipeg (Manitoba) R3B 0W5  
 (204) 945-4400

### ONTARIO

Betsy Heatly  
 Services en leadership  
 Ministère du tourisme et des loisirs  
 77, rue Bloor ouest, 8<sup>e</sup> étage  
 Toronto (Ontario) M7A 2R9  
 (416) 965-5665

### QUÉBEC

Michel Gagné  
 Assoc. Canadienne des Entraîneurs  
 333, chemin River, B-10  
 Vanier (Ontario) K1L 8H9  
 (613) 748-5624

### NOUVEAU-BRUNSWICK

Gary Bard  
 B.P. 966  
 Perth Andover (N.-B.) E0J 1V0  
 (506) 273-3871

### NOUVELLE-ÉCOSSE

Dick Hayden  
 Services special et municipal  
 515 rue prince  
 Truro (Nouvelle-Écosse) B2N 1E8  
 (902) 895-7949

### ILE-DU-PRINCE-EDOUARD

Don LeClair  
 Ministère des affaires communautaires  
 et culturelles  
 B.P. 2000  
 Charlottetown (I.-P.-E.) C1A 7N8  
 (902) 892-0311

### TERRE-NEUVE

Jane Fitzgerald  
 Ministère de la culture, des  
 loisirs et de la jeunesse  
 B.P. 4750  
 St-Jean (Terre-Neuve) A1C 5T7  
 (709) 576-2780

### TERRITOIRES DU NORD-OUEST

Roland Gosselin  
 Section sport et loisirs  
 Service du gouvernement local  
 Gouvernement des Territoires du Nord-Ouest  
 Yellowknife (T.N.-O.) X1A 2L9  
 (403) 873-7756

### YUKON

Lynda Ehrlich  
 Sports, arts et loisirs  
 Ministère des services communautaires  
 et transport  
 B.P. 2703  
 Whitehorse (Yukon) Y1A 2C6  
 (403) 667-5264

**Skills Program**  **Programme de formation**  
FOR MANAGEMENT VOLUNTEERS À L'INTENTION DES BÉNÉVOLES

**INTRODUCING...  
LONG AND SHORT TERM PLANNING  
AND  
FINANCIAL MANAGEMENT**

Skills Program for Management Volunteers is pleased to announce the availability of their two newest workshops. Specially designed to enhance the administrative skills of Board members in recreation, fitness and sport organizations. The workshops will fit into any meeting or conference agendas. This national program can be obtained by any local club, provincial or national organization. The costs are minimal, the trainers highly qualified and the arrangements easy to handle. Board members also receive a workbook which they will retain for future, ongoing reference.

In addition to the PLANNING and FINANCIAL MANAGEMENT workshops, the Skills Program offers TIME MANAGEMENT and MARKETING. In September 1986, Skills Program will introduce the LEADERSHIP and MOTIVATING VOLUNTEERS workshops.

For further information on the Skills Program workshops and how to schedule your workshop, please contact:

**Skills Program**  
333 River Road  
Vanier, Ontario  
K1L 8H9  
Tel.: (613) 748-5866

The programs of this organization are funded in part by Fitness Canada



Government of Canada  
Fitness and Amateur Sport

Les programmes de cette organisation sont financés en partie par Condition physique Canada

Gouvernement du Canada  
Condition physique et Sport amateur

**Skills Program**  **Programme de formation**

PRÉSENTE...

**PLANIFICATION À LONG ET À COURT TERME  
ET  
GESTION FINANCIÈRE**

Le programme de formation pour les administrateurs bénévoles a le plaisir de vous annoncer la mise sur pied de deux de leurs plus nouveaux ateliers, conçus spécialement pour améliorer les aptitudes administratives des membres de conseils des organismes de loisirs, de condition physique et de sports. Les ateliers peuvent être ajoutés à l'ordre du jour d'une réunion ou d'une conférence. Ce programme national est mis à la disponibilité de tous les clubs locaux et organismes provinciaux et nationaux. Le coût est minime, les entraîneurs sont hautement qualifiés et les dispositions sont faciles à suivre. Les membres de conseil reçoivent aussi un cahier d'exercices qu'ils peuvent garder à titre de référence.

En plus des ateliers sur la PLANIFICATION et la GESTION FINANCIÈRE, le Programme de formation offre un atelier sur la GESTION DU TEMPS et le MARKETING. Dès septembre 1986, le Programme de formation présentera des ateliers sur le LEADERSHIP et la MOTIVATION DES BÉNÉVOLES.

Pour obtenir plus de renseignements sur les ateliers du Programme de formation et les dispositions à prendre pour organiser votre atelier, veuillez communiquer avec:

Programme de formation  
333, chemin River  
Vanier (Ontario)  
K1L 8H9  
Tél.: (613) 748-5666

Les programmes de cette  
organisation sont financés en partie  
par Condition physique Canada



Gouvernement du Canada  
Condition physique et Sport amateur

The programs of this  
organization are funded in part  
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Government of Canada  
Fitness and Amateur Sport



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Royal Bank Junior Olympics Program  
Canadian Olympic Association  
333 River Road  
OTTAWA, Ontario K1L 8H9

- Please send me:  English  French
- Application Form
  - School Program brochure (for school track & field meets)
  - Festival Program booklet
  - Activities Handbook (sports, age divisions and events)
  - Media Officers' Handbook

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Telephone No. \_\_\_\_\_