

Candidature for a position as World Archery official

Completed forms sent to World Archery by 4 March 2019 (postmark) will be sent in full with the official congress papers and will also be published on the World Archery website, except items 5 and 6. After 4 March 2019, completed forms are receivable until 13 May 2019, but they won't be publicly disclosed by World Archery.

It is reminded: a person can not be candidate for more than 2 positions.

This document needs to be signed by 3 persons:

- The candidate (page 6)
- The president or secretary general of the member association presenting the candidate (page 1)
- The president or secretary general of the member association of which the candidate is a member, could be same person as previous (page 6)

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This candidature is presented by the member association:

Archery New Zealand

Member association stamp:



Signature of president or secretary general:



Name of the person signing:

Cushla Matheson
(Secretary)

Date:

15-Jun-2021

1. Position	Target Archery Committee Member
2. Candidates last name, first name	Matheson, Lexie
3. Date and place of birth	17 April 1945
4. Member association of which the candidate is a member (*)	Archery New Zealand

(*) This member association must fill out the statement #16 on page 6 of this document

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EXPERIENCE AND CURRENT COMMITMENTS OF THE CANDIDATE

<p>7. Professional activities</p>	<p>Senior Lecturer Academic Equity Leader Faculty of Culture and Society Auckland University of Technology</p> <p>COURSES: Leadership Principles, Perspectives and Practice Work Integrated Learning The Event Design Experience An Introduction to Event Management</p> <p>Foundation member of the AUT University Diversity Caucus Member of AUT Women on Campus Chief Instructor: King's Okinawa Goju Ryu Karate Kaikan Member: Mountain Green Archery Club</p>
<p>8. Function in member association</p>	<p>Chair of the Archery NZ Board * Chair of the Archery NZ High Performance Subcommittee * Co-chair of the Archery NZ Equity and Inclusion Subcommittee * Member of the Archery NZ Governance Subcommittee * Member of the Archery NZ Finance and Risk Subcommittee</p> <p>Member: Mountain Green Archery Club</p> <p>Archery NZ Foundation coach</p>
<p>9. Function in other sports organisation(s)</p>	<p>Chief Instructor: King's Okinawa Goju Ryu Karate Kaikan (12 years) Member: Mountain Green Archery Club</p> <p>Recent past: Senior Member of NZ Karate Team at 2017 World Championships in Bucharest, Romania (bronze medal in Kata - Grandmaster Division)</p> <p>Board Member: Karate Auckland (3 years)</p> <p>Okinawa Goju Ryu Karate Kaikan Senior Leadership Team (6 Years)</p> <p>Tournament Organiser: 3rd WGKF World Karate Championships in Auckland, 2015</p>

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10. International sports experience or background as an official	<p>Archery NZ Team Official: World Archery Hyundai World Cup #2 in Shanghai, China in 2019</p> <p>Archery NZ Assistant Team Manager: 2019 World Archery Hyundai World Cup #3 in Antalya, Turkey</p> <p>Appointed Manager of Archery NZ Senior Team for 2020 (events cancelled)</p> <p>Senior Member: NZ Karate team to 2017 World Championships in Bucharest, Romania (won bronze in Grandmaster Division Kata)</p> <p>Tournament Organiser: 2015 3rd WGKF World Karate Championships in Auckland, New Zealand.</p>		
11. Experience as an archer	Are you competing or have you been competing in archery?	YES <input type="radio"/>	NO <input checked="" type="radio"/>
	For how many years?	Six years	
	Which type of bow?	Recurve	
	Which discipline? (Indoor, outdoor, field, 3D, other)	Indoor	

LANGUAGE SKILLS OF THE CANDIDATE

		Spoken	Written	CEFR*
12. Language skills F = fluent A = average B = beginner	English (official working language Of World Archery)	F	F	C2
	French	B	B	A2
	Spanish	B	B	A1
	Russian	B	A1	A1
	Other	-	-	-
	Other	-	-	-
	Other	-	-	-

(*) Concerning language evaluation please refer to the note at the end of this form, to give a more precise evaluation following the "Common European Framework of Reference for Languages" (CEFR)

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DECLARE THE POTENTIAL CONFLICT OF INTERESTS

<p>13. Declare related interests of candidate or a person connected to the candidate.</p> <p>Include interests occurring within the last two years or that may arise during the term.</p> <p>Connected persons include but are not limited to spouse, child, siblings, parents and spouses of children or siblings.</p>	Name of the person (could be the candidate itself)	Nature of relation to the candidate	Organisation and that persons role/position	Explanation if needed
	Cushla Matheso	Spouse	World Archery C	Contractor
	Lexie Matheson	Myself	Archery NZ	Chair
	Finn Matheson (Son	Athlete	NZ International
<p>14. If you are successful in this position, please describe the ideas, projects and activities you plan to implement for World Archery</p>	<p>I am deeply invested in equity and inclusion, particularly for gender diverse persons like myself (I am a transgender woman) but also right across the spectrum of difference. Good work has been done in this area but there so much more to do.</p> <p>Working in partnership with World Archery on behalf of Archery NZ to establish a World Archery Centre of Excellence for Oceania at Bruce Pullman Park in South Auckland, New Zealand. Bruce Pullman Park will be the central sports hub of the South Pacific within 5 years. The park is enthusiastic about archery and equally passionate about creating the Excellence Centre. The AUT University Sport and Recreation Department and the AUT School of Business and Law are also partnered in the Pullman Park Project. AUT University is a sponsor of the NZ Olympic Committee.</p> <p>I have been an event organiser for over 30 years having managed some of the biggest festivals and events in Australasia during that time. Having created world championship level sporting events (karate) in New Zealand, I will work to bring quality World Championship, World Cup and other archery events to the Oceania region.</p> <p>I will be a voice for the Oceania region. I'm a relationship and networking champion and will bring this skillset, and 40 years experience in governance, at a senior level, to the table.</p> <p>I am an event management expert who has been acknowledged by the NZ Government having been made an Officer of the New Zealand Order of Merit (ONZM) in 2016 for services to human rights, education and the arts as well as having been a finalist in the prestigious 'New Zealander of the Year Awards' five times since 2015, I will bring the skills that have seen me so honoured to the role.</p>			


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Continue (if necessary)	<p>I have been married to Cushla for 20 years, and we co-parent 18 year old Finn. My pronouns are she/her. Before my 15 years at AUT I was Business Manager at The University of Auckland for eight years.</p> <p>All three members of my family have represented New Zealand and proudly worn the fern in karate at World Championship level. Finn, a double international, has also represented New Zealand at two World Archery World Cups and the 2019 Archery Youth World Championships. I have also acted as an official at a number of world archery events.</p> <p>I have been a member of the Archery NZ board for three years, and chair for the past two years. I have an extensive record in governance having been elected to consecutive Auckland Council Advisory Panels, chaired the Auckland Pride Festival for six years, sat on arts funding bodies for over a decade and been on both karate and cricket boards.</p> <p>I am an event specialist having organised everything from world championship sporting events, huge music festivals down to Teddy Bear's Picnics for kids.</p> <p>I have a Master's degree with honours from the University of Auckland, am a Senior Fellow of the Higher Education Academy (London), have a DipEd (Massey University), a DipTchg and Trained Teacher's Certificate from The University of Canterbury.</p> <p>I have received the AUT Vice Chancellor's Excellence in Teaching Award, the AUT Vice Chancellor's Inaugural Diversity Award. and the AUT Faculty of Culture and Society Excellence in Teaching Award.</p> <p>I would be honoured to serve archers and World Archery and believe I have the correct balance of skills to do so.</p> <p>Thank you.</p>
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15. Statement by the candidate:

I, Matheson, Lexie hereby sign that I am willing to accept the position of
Target Archery Committee Member if I am elected.

Signature:



16. Statement by the candidate's member association

I, Cushla Matheson (Secretary)..... hereby sign that the candidate is member of our
 member association (Archery New Zealand.....).

Member association stamp:

Signature of president or secretary general:



Acting Secretary

Date:

15-Jun-2021

Clear Form

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Note :

	A1	A2	B1	B2	C1	C2
Listening	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I have no difficulty in understanding any kind of spoken language, whether in live or broadcast, even when delivered at fast native speed, provided I have so me time to get familiar with the accent.
Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and time tables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.
Spoken interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
Spoken production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-the mes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.
UNDERS TANDING						
SP EAKING						
WRITING						