

Key Features of the ISCF

Introduction

In response to the increased global significance of sport coaching, the International Council for Coaching Excellence (ICCE), in conjunction with the Association of Summer Olympic International Federations (ASOIF), has brought together a project group containing a wide representation of international sport coaching stakeholders, organisations and experts to develop the International Sport Coaching Framework (ISCF).

The Project Group is led by the Joint Chairs Marisol Casado (President of the International Triathlon Union, ASOIF Council Member and member of the International Olympic Committee) and Pat Duffy (Professor of Sport Coaching at Leeds Metropolitan University; Vice President (Europe) of ICCE and Chairman of the European Coaching Council).

Purpose

The purpose of the Framework is to provide an internationally recognised reference point for the education, development and recognition of coaches

It will do so by defining the key building blocks of any national and/or international coaching system: i.e. defining coaching, coaching occupations and domains, coaching roles, coaching status categories, and the systemic elements around them that support full development and sustainability.

Fig. 1 The purpose of the ISCF

The ISCF builds on the achievements of the European Framework for the Recognition of Coaching Competences and Qualifications published by the European Coaching Council in 2007. Consultation meetings have taken place in Köln (April 2011); Paris (September 2011); Madrid (February 2012); Beijing (April 2012) and Sofia (May 2012) ensuring that the process to develop the document has had a wide international reach. As a result, the ISCF version 1.1 was launched at ICCE's Global Coaches House on 1st August 2012 in London during the Olympic Games. A further process of wider consultation with coaching stakeholders world-wide will ensue from August 2012 until March 2013 leading to publication of version 1.2 and the signing of an International Convention on the Development and Recognition of Coaches at the Global Coaching Conference in South Africa in September 2013.

Benefits

The ISCF aims to support the creation of relevant, sustainable and high quality coach education, development and deployment systems world-wide. The adoption, contextualisation and implementation of the principles contained in the ISCF will support the development of expertise in the coaching frontline as well as offering the following additional benefits:

- Preparation and Performance Benchmarks
- Political and Legal Grounding
- Defined Research and Evaluation areas
- Progressive Systemic Improvement
- Borderless Cooperation and Exchange

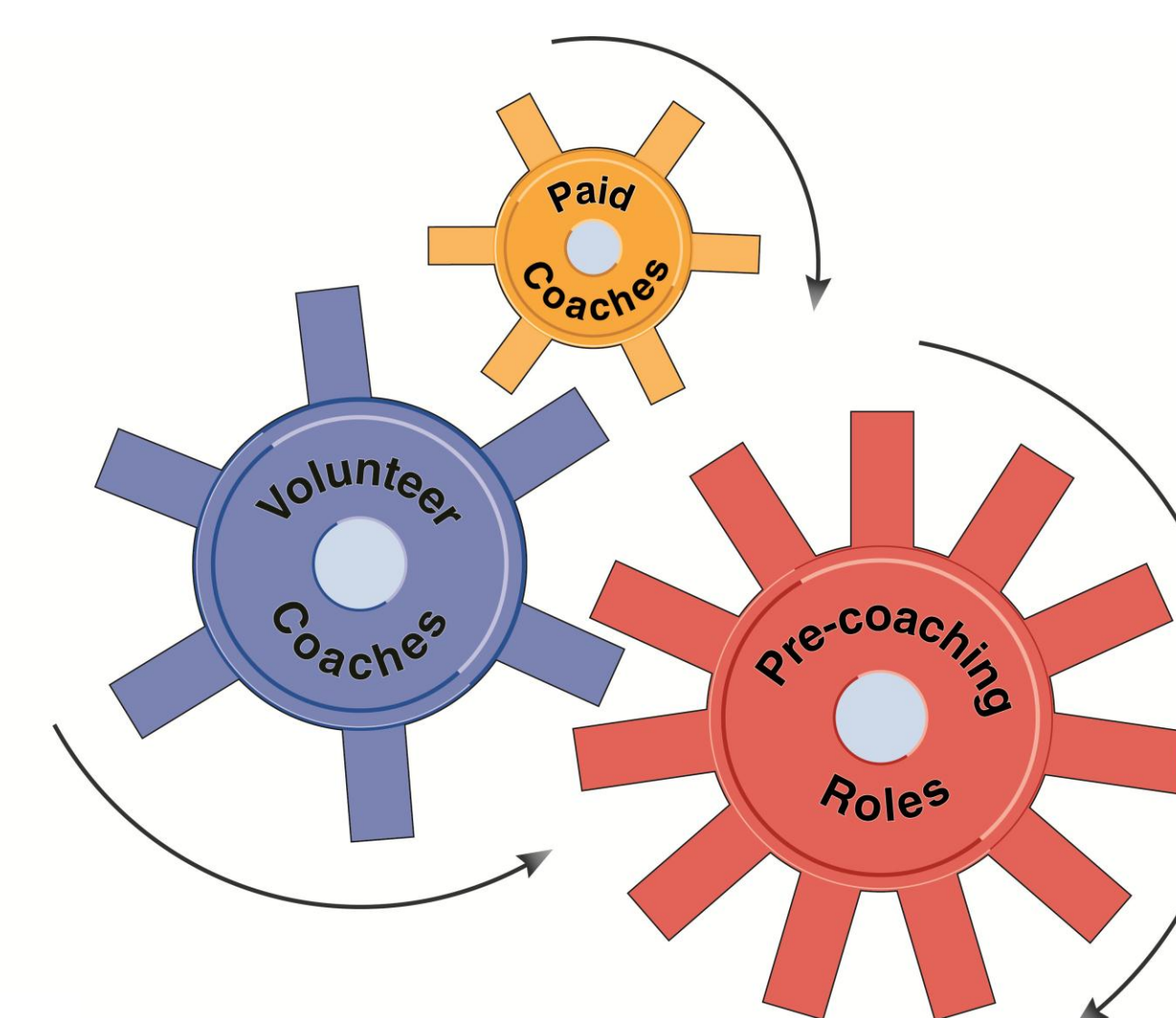


Fig. 2 Coaching Status Categories

Sport Coaching Defined

The ISCF defines sport coaching as a process of guided improvement and development in a single sport and at identifiable stages of athlete development.

Coaching as a Blended Professional Area:

The complexion of the coaching workforce across the globe is characterised by a blend of volunteer, part-time paid and full-time paid professional coaches. In addition, many people engage in supporting the coaching process through pre-coaching roles (such as parents and players). The ISCF recognises and values this blend as figure 2 shows..

Participation and Performance Coaching

Two main categories of sport participants have been identified, namely, Participation and Performance. The ISCF describes two coach occupations that are linked to the two main participation categories of Participation and Performance and six coaching domains as shown in figure 3. Coaches will need different capabilities to meet the varying participant needs in different domains.

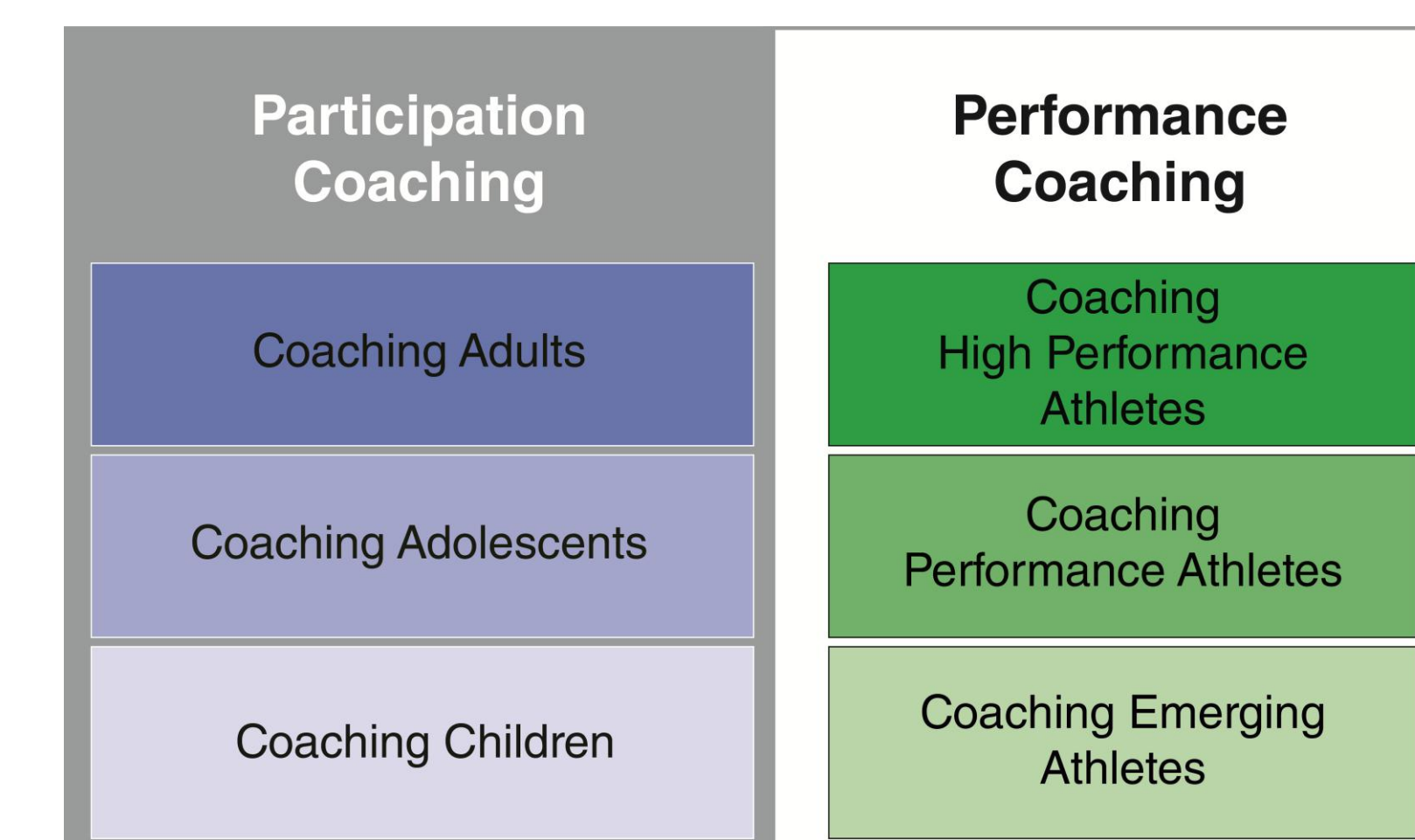


Fig. 3 Coaching Occupations and Domains

Master/Head Coach

Advanced/Senior Coach

Coach

Coaching Assistant

Fig. 4 Coaching Role Titles

Coaching Role Descriptors

In coaching within one or more domains, coaches take on roles and responsibilities that require varying levels of experience and capability. Four main coaching role titles and descriptors are proposed in the ISCF (Figure 4). The classification is based on a progression from simpler to more complex job requirements and increasing levels of responsibility.

Core Functional Areas of the Coach and Associated Capability

The core purpose of guiding improvement and development is underpinned by six core functions as shown in figure 5. Coaches will need to have the necessary capability (values, knowledge and competencies) to fulfil their duties in each of those areas.

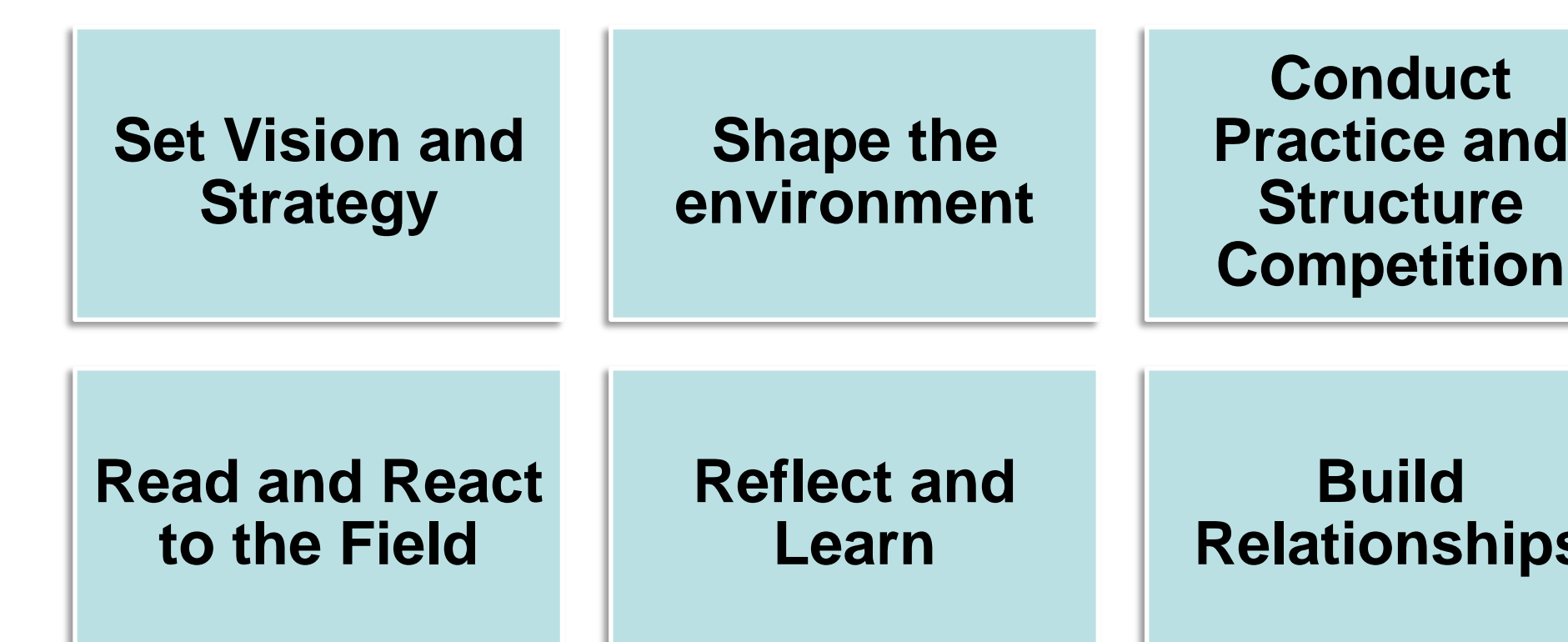


Fig. 5 Core Functional Areas of the Coach

Coach Education and Development

The ISCF recognises the importance of developing a robust system for the education and development of coaches. Effective coach development should offer a blended learning package comprising and promoting all learning situations (including on-the-job learning). The ISCF also acknowledges the development of an optimal coach developer workforce as pivotal to achieving the aim of having skilled and qualified coaches working at any level of participation.