

International *SPORT* *COACHING* *Framework*

Version 1.1



ICCE

International Council for
Coaching Excellence



Association of
Summer Olympic
International Federations

International Sport Coaching Framework

Copyright © 2012 by the International Council for
Coaching Excellence and the Association of
Summer Olympic International Federations

Published by Human Kinetics
Champaign, Illinois, United States

ISBN-10: 1-4504-4387-7 (print)
ISBN-13: 978-1-4504-4387-6 (print)

JOIN US IN OUR MISSION

The publication of version 1.1 of the International Sport Coaching Framework marks a watershed in the development of coaching globally. The International Council for Coaching Excellence (ICCE) and the Association for Summer Olympic International Federations (ASOIF) have prepared the document following a process of development and consultation that commenced in April 2011. This initiative signals a new and collaborative effort to recognise and support the role of coaches at all levels of sport across the globe.

Under the joint chairs, Marisol Casado (ASOIF) and Pat Duffy (ICCE), the Working Group on the International Sport Coaching Framework (ISCF) has developed a comprehensive document that provides the basis for initial implementation and further worldwide development and consultation.

We encourage you to join us in the mission of providing clear reference points for the development of coaching and the support, education and qualification of coaches.

John Bales
President, ICCE

Andrew Ryan
Director, ASOIF

ACKNOWLEDGEMENTS

The International Council for Coaching Excellence and the Association for Summer Olympic International Federations wish to acknowledge various individuals and organisations for the production of this document. Contributors to consultation meetings in Köln (April 2011), Paris (September 2011), Madrid (February 2012), Beijing (April 2012) and Sofia (May 2012) have ensured that the process for developing the document has had a wide international reach. The primary authors, Pat Duffy and Sergio Lara Bercial, have done excellent work capturing input during the consultation process.

We wish to thank the members of the Working Group for their efforts to date:

Joint chairs: Pat Duffy (ICCE) and Marisol Casado (ASOIF)

ICCE Working Group members: José Curado, Frank Dick, Lutz Nordmann, Frederic Sadys, Desiree Vardhan, Bingshu Zhong

ASOIF Working Group members: Jacqueline Braissant, Miguel Crespo, Kelly Fairweather (and deputised by Tayyab Ikram), Ivo Ferriani (and deputised by Georg Werth), Elio Locatelli

International Olympic Committee Entourage Commission: Clive Woodward

Olympic Solidarity: Yassine Youssfi

World Anti-Doping Agency: Rob Koehler (and Lea Cleret)

UK Sport: Ollie Dudfield and Priya Samuel

Technical, administrative and research support

ICCE: John Bales, Adrian Bürgi, Penny Crisfield (lead author to chapter 6), Sergio Lara Bercial (Technical Officer to the Project), Karen Mockett, Ladislav Petrovic

International Federations: Dan Jaspers, Kyle Phillpots, Rosie Mayglothling, John Mills

Research: Jean Côté, Cliff Mallet, Julian North, Pierre Trudel

European Commission: Bart Ooijen

We also wish to acknowledge the newly formed Education and Development Group within ASOIF for their initial comments.

Our gratitude is also extended to Leeds Metropolitan University, now the host of the Global Coaching Office and a lead partner of ICCE.

The publication has resulted from a new partnership between ICCE and Human Kinetics in support of coaching and coach education around the world. We are particularly indebted to Ted Miller for his skilled guidance and input.

We also wish to thank Morrisons PLC for their support of the process, which has led to the engagement of the Technical Officer for the project.

CONTENTS

	Sport Coaching in the 21st Century	4
<u>1</u>	Coaching Framework Foundations	6
<u>2</u>	Coaching in Context	9
<u>3</u>	Coaching Recipients and Impact	14
<u>4</u>	Coaching Roles	19
<u>5</u>	Coaching Competence	23
<u>6</u>	Coach Education and Development	29
<u>7</u>	Coach Certification and Recognition	34
<u>8</u>	Coaching Framework Benefits	37

About the Authors 40

Sport Coaching in the 21st Century

Coaches play a central role in promoting sport participation and enhancing the performance of athletes and teams. In accordance with internationally recognised and domestic sporting codes, coaches guide the participation of children, players and athletes. In nearly 200 countries millions of volunteer and paid coaches deliver an array of sporting opportunities to hundreds of millions of participants.¹

In addition to their core role, coaches contribute to the development of athletes as people, teams as cohesive units and communities with a shared interest. Coaching also can contribute to social aims by promoting activity and health; coalescing citizens behind a common entity; and generating economic activity through employment, education, purchase of equipment, use of facilities and attendance at events.

Coaching is in its most dynamic era in history. Coaches work with increasingly diverse populations and face heightening demands from their athletes, their athletes' parents, administrators and fans. Coaches are required to fulfil a variety of roles that may include educator, guide, sport psychologist and business manager. The professional area has placed a new emphasis on positive interaction and overall development of athletes rather than simply the win-loss record. There is greater accessibility to information and visibility to a larger community in the digital age. All of these factors make coaching both more exciting and taxing than ever before.

In this context, coaches have a responsibility to improve and expand their own capabilities on an ongoing basis to fully meet the needs of the athletes they serve. The organisations that employ them owe it to coaches to ensure they have sufficient educational footing, philosophical orientation and resources to fulfil the duties expected of them.

KEY PARTNERS IN COACH DEVELOPMENT

Governmental bodies and sport organisations have invested in a range of programmes to enhance the quality of coaching and increase the number of coaches to meet present and future needs. The International Olympic Committee (IOC) has recognised the significance of coaching through its Olympic Solidarity Programmes and the recent creation of the Entourage Commission. The World Anti-Doping Agency (WADA) has identified coaches as key agents in the fight against doping.

National and international federations play a lead role in developing coaches through established sport-specific codes and delivery networks. However, imple-

mentation and funding of coach development can be challenging. Fortunately, in many cases, a wider network of educational institutions, public authorities, businesses, organisations and individuals also provide invaluable resources and serve as key partners in this critical endeavour.



NEED FOR A FRAMEWORK

With growing appreciation of coaching and the challenges that accompany the role, the sport community and its partners recognise the need for a common set of criteria to inform the development and qualification of coaches. That effort will begin with a global, authoritative reference point: the International Sport Coaching Framework.

Given the advances in communication technologies and convenient means of travel, many of the obstacles that may have once blocked the flow of knowledge, information and research about coaching have been addressed to varying degrees in various sports and nations. Thus, there is an opportunity to create a vibrant global dialogue and professional language among organisations interested in developing coaches in a more systematic and sustained manner.

The International Sport Coaching Framework will provide a common ground for developing and evaluating coaching qualifications, encouraging coach education and training, working across international boundaries and establishing ethical guidelines and standards of practice. This work was crafted from the input of experienced coaches, administrators, researchers, coach developers and others around the globe.

The International Council for Coaching Excellence (ICCE) and the Association of Summer Olympic International Federations (ASOIF) provided the mechanisms for bringing the framework to fruition. Through a widely representative project group, this initial document was formulated. See page 39 for the complete plan for the framework development process.

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

¹For example, in the UK, 1.1 million coaches deliver sport to over 10 million participants every year, while the sport of football alone has as many as 268 million players worldwide.

Coaching Framework Foundations



Coaches play a central role in guiding the development of athletes as part of the sport programmes of clubs, schools, federations and other organisations. The welfare of athletes is the foremost concern to coaches in designing, implementing and evaluating appropriate practices and competitions.

While many commonalities exist throughout the global coaching community, unique characteristics in coaching prevail in every sport and country. National and international sport federations define and regulate the more universal coaching codes. Sport-specific and local organisations set and enforce more customised coaching guidelines to address particular objectives and issues. Coaching and sport are best served when the principles and policies of the worldwide and national federations work in harmony with the needs and experiences of athletes in local communities and the organisations facilitating their participation.

GLOBAL PERSPECTIVE AND LOCAL NEED

The framework provides a reference point that will have global applications. This poses a significant challenge, given the diversity of sports, countries and contexts in which coaching is delivered. It is an attempt to establish a seamless connection for the support and management of coaches from the global to the local levels through the use of common tools:

> **TERMINOLOGY.** One of the key purposes of the framework is to establish shared language and understandings in coaching. Through agreement on key terms and meanings, the possibility of enhancing collaboration for the benefit of coaches and coaching is enhanced. A common language, whilst recognising linguistic and cultural differences, will also open up greater possibilities for the recognition of coaching qualifications and the mobility of coaches.

> **ROLE DEFINITION.** The framework seeks to provide a clear architecture in which the roles assumed by coaches are more clearly defined according to levels of competence and responsibility, target populations they serve and the coaches' status (i.e., paid, part-time paid and volunteer). Expected codes of conduct in meeting those responsibilities are also addressed.

> **COACHING PERFORMANCE STANDARDS.** The framework is an enabling tool for all those involved in coaching and the development of coaches. However, the process has clearly demonstrated that there is a strong desire to map the capabilities associated with various coaching roles. In this respect, the framework will provide a mechanism to assist in defining minimum standards for training, certifying and evaluating coaches, as well as enhancing the effectiveness of coaching in various contexts.

GRASSROOTS IMPACT

A central feature of the framework is the recognition that coaching occurs through the application of sporting codes at the front line. Day in and day out, coaches and athletes engage in practice in the form of training sessions and competitions. The International Sport Coaching Framework recognises this and has considered four key spheres in which the development of coaches and coaching should be considered, as outlined in figure 1.1.

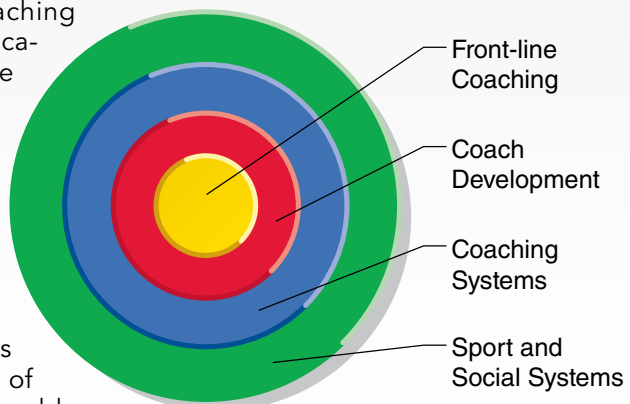


FIGURE 1.1 Coaching spheres.

- > **FRONT-LINE COACHING** refers to the ongoing practice of coaching. The capability of the coach is critical to coaching effectiveness and to achievement and progress.
- > **COACH DEVELOPMENT** refers to the range of mediated and unmediated education and professional enhancement activities available to coaches.
- > **COACHING SYSTEM** refers to the structures existing in any given sport or nation to support the development of coaches and the delivery of coaching.
- > **SPORT AND SOCIAL SYSTEM** refers to the wider sporting, cultural, social, economic and political systems in which coaching is delivered.

The framework provides a tool for mapping coach education and development programmes to national and international reference points. This process will vary depending on the stage of development of the systems in various sports and countries. In all cases it should be informed by front-line need as depicted in figure 1.2.

Figure 1.2 specifies coaching capabilities and coaching roles that apply to sports and nations and that are required for meeting diverse needs of athletes. It also highlights the significance of sport and context specific delivery, with feedback loops to further inform programme design. Through this process, the roles of international and national federations and government-based organisations will be more clearly defined, enhancing the reach of effective coach education and development programmes across sports and nations.

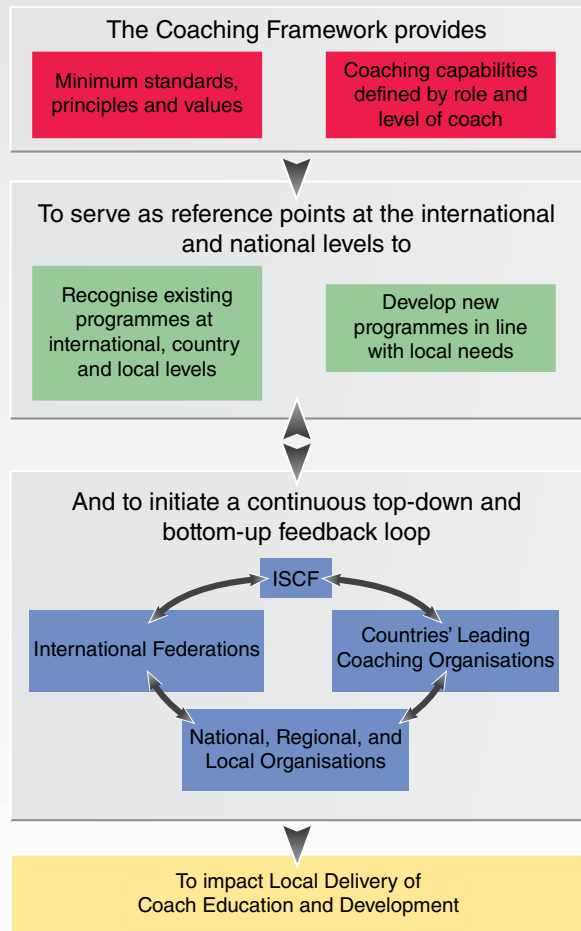


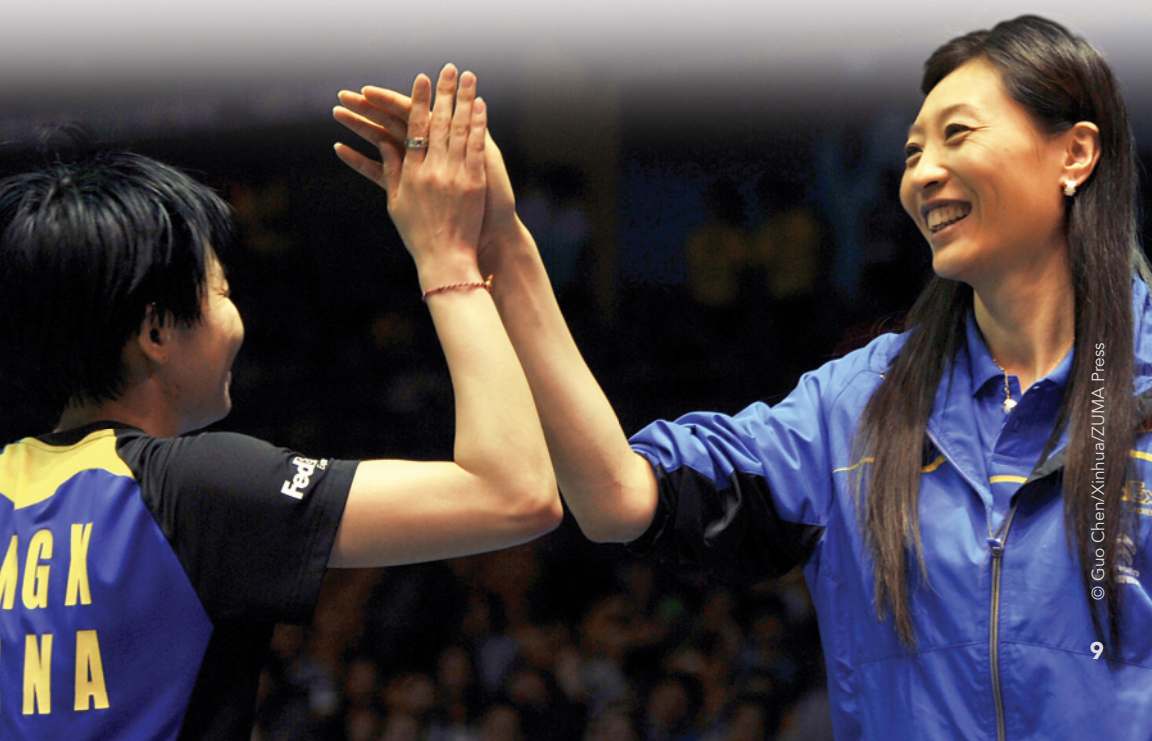
FIGURE 1.2 Application of the International Sport Coaching Framework.

Coaching in Context

Coaching is a relational, not isolated, activity. Coaches perform their role in social and organisational environments. It is their responsibility to understand, interact with and influence others in the settings in which they work. This requires building functional relationships with athletes and others and implementing effective and ethical practice and competition programmes. Coaches' voices should also be heard in organisational decisions, especially those affecting the development of their athletes.

SPORT COACHING DEFINED

Central to coaching in all contexts is the creation of practice and competition opportunities that result in desired outcomes for athletes. Building on the earlier work of the European Coaching Council, the definition of sport coaching proposed here emphasises the coach's role in the guided improvement and long-term development of athletes.



To execute these duties proficiently, coaches must be suitably informed, skilled and qualified. Coaching effectiveness is gauged by the consistency with which positive outcomes for athletes and teams are achieved, reflected only in part by competitive success. Indeed, a coach who instils a sense of discipline or who unifies a group for a common purpose is every bit as successful as the league title-winning coach.

The challenge to maximise effectiveness with various groups of athletes and changing circumstances is part of the allure and richness of coaching. Because of the diversity of the role and contexts, the delivery of coaching and what is deemed successful will always be situation-specific.

Coaching is a process of guided improvement and development in a single sport at identifiable stages of athlete development.

SPORT-SPECIFIC ORIENTATION

The recognition of the sport-specific nature of coaching is central to the identity of the coach as well as the social and organisational context in which coaching occurs. National federations regulate and structure sport in individual countries just as international federations govern sport on a global basis. Coaches, therefore, work with rules, game formats and competition structures that are inextricably linked to their chosen sports.

National, regional and local authorities also use coaching to achieve objectives regarding participation and performance. In turn, coaches in schools, clubs and communities identify and focus on what they and their athletes wish to achieve. Thus, coaches should develop programmes to both meet the needs of their athletes and contribute to the goals of their organisations.

To appreciate this coaching milieu, examine the layers of engagement for coaches in figure 2.1.

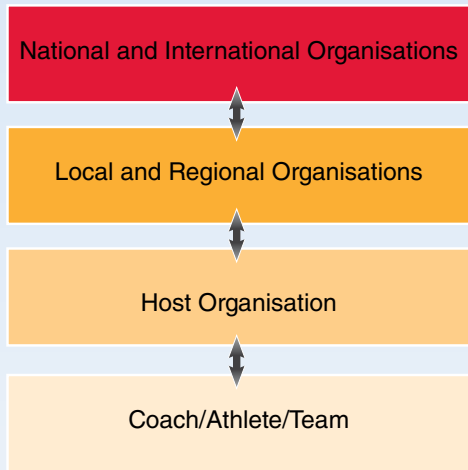


FIGURE 2.1 Layers of engagement.
Adapted from Bronfenbrenner¹ and Carlson.²

PAID OR VOLUNTEER STATUS

The coaching community consists of volunteer, part-time paid and full-time paid coaches. The ratio of these categories of coaching status varies according to the structure and resources of each sport and each nation. For this reason, coaching should be considered a blended professional area.³

Coaching differs from other professions due to its high proportion of volunteers.⁴ Many of those volunteers are parents and older athletes who support their local sport programmes by filling immediate coaching needs. In many cases, these volunteers fulfil pre-coaching roles in which a formal decision to coach or gain qualifications has not yet been made. Sport also benefits immensely from more experienced coaches, some of whom are paid professionals. These coaching veterans serve many roles, but perhaps none more important than supporting and managing the work of other coaches, including volunteer coaches and pre-coaches.

Drawing on the South African Coaching Framework, figure 2.2 depicts the categories of coaching status and the relationships among them.⁴

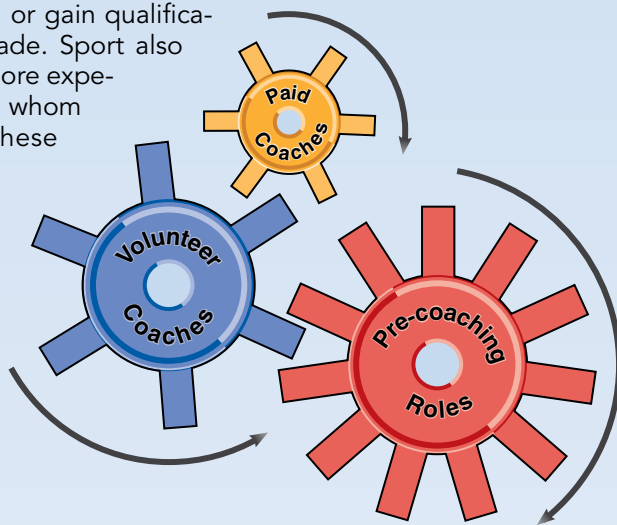


FIGURE 2.2 Categories of coaching status.

PRIMARY FUNCTIONS

To this point the focus has been on the broader aims, expectations and roles of coaches. Now it's time to look at what coaches do and what purposes their actions serve.

The primary functions of coaches have been extensively researched and written about in recent years. Several functional and competence-based frameworks have been developed at national and international levels. The International Sport Coaching Framework specifies six primary functions, all helping to fulfil the core purpose of guiding improvement and development:

SET THE VISION AND STRATEGY

The coach creates a vision and a strategy based on the needs and stage of development of the athletes and the organisational and social context of the programme.

SHAPE THE ENVIRONMENT

The coach recruits and contracts to work with a group of athletes and takes responsibility for setting out plans for specified periods. The coach also seeks to maximise the environment in which the programme occurs through personnel, facilities, resources, working practices and the management of other coaches and support personnel.

BUILD RELATIONSHIPS

The coach builds positive and effective relationships with athletes and others associated with the programme. This includes personnel at the club, school, federation and other levels. The coach is responsible for engaging in, contributing to and influencing the organisational context.

CONDUCT PRACTICES AND STRUCTURE COMPETITIONS

The coach organises suitable and challenging practices and targets competitions for the athletes. Such ongoing experiences are required for continued development and improvement.

READ AND REACT TO THE 'FIELD'

The coach observes and responds to events appropriately, including all on- and off-field matters. Effective decision making is essential to fulfilling this function.

LEARN AND REFLECT

The coach evaluates the programme as a whole as well as each practice and competition. Evaluation and reflection underpin a process of ongoing learning and professional development. The coach also supports efforts to educate and develop other coaches.

These primary functions describe how coaches accomplish their aims in general terms. Substantial variation may exist depending on the nature of specific coaching roles and circumstances. Also, experienced coaches typically are more engaged in all of the functions than are early-stage coaches. But all coaches should be aware of and strive to fulfil these primary functions regardless of experience. The six functions are examined in further detail in chapter 5.

The primary functions are interrelated and occur within



© Edbockstock/Dreamstime

a cyclical process of continuous improvement that includes planning, implementation, review and adjustment as outlined in figure 2.3.

The process also recognises that coaches operate in cycles of varying duration and intensity. These cycles may range in duration from just one practice session to a portion of a season, an entire season, a quadrennium, or the major part athlete's career.

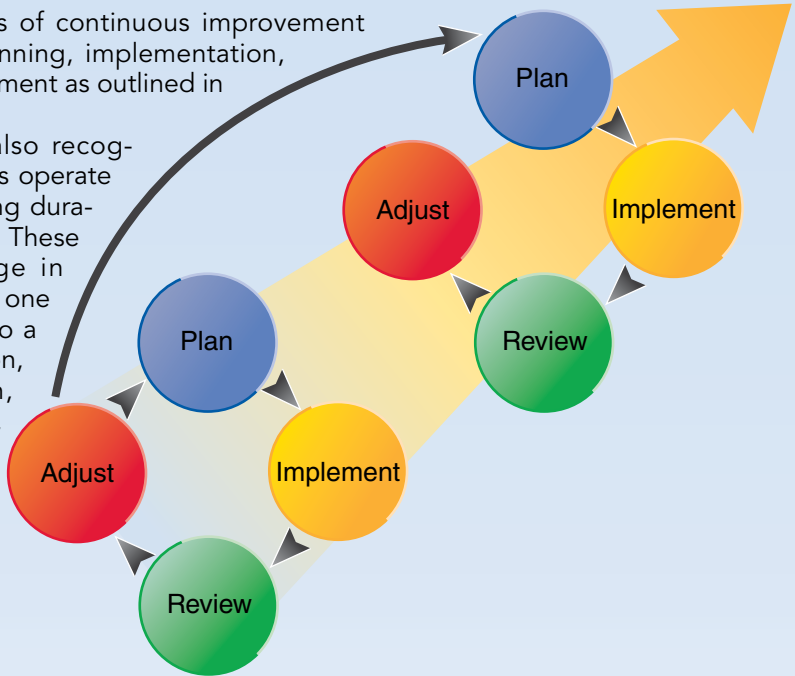


FIGURE 2.3 The Cycle of Coaching and Continuous Improvement.

PROFESSIONAL AND ETHICAL RESPONSIBILITIES

Coaching functions focus on enhancing athlete performance and personal development. The premise of an athlete-centred approach is the protection of and respect for the integrity and individuality of those with whom coaches work. Coaches must abide by the international and national rules relating to anti-doping as defined by WADA in the CoachTrue programme (coachtrue.wada-ama.org). The clear expectation is that coaches will perform their duties in an ethically responsible way, play by the rules at all times and protect the integrity of sport.

¹Bronfenbrenner, U. (1979). *The ecology of human development*. Cambridge, MA: Harvard University Press.

²Carlson, R. (1993). The path to the national level in sports in Sweden. *Scandinavian Journal of Medicine and Science in Sports*, 3, 170-177.

³Duffy, P., Hartley, H., Bales, J., Crespo, M., Dick, F., Vardhan, D., Nordmann, L., Curado, J. (2011). Coaching as a 'profession': Challenges and future directions. *International Journal of Sport Science and Coaching*, 5 (2), 93-124.

⁴South African Sports Confederation and Olympic Committee. (2011). *The South African Coaching Framework*. Johannesburg: SASCOC.

Coaching Recipients and Impact

To guide improvement on a sustained basis, coaches must understand the needs and progress of the athletes with whom they work. In turn, programmes to support the development of coaches should enhance the competences and underpinning knowledge required for working with specific categories of athletes.

This chapter outlines the relationship between the needs of athletes and the classification of coaching occupations and domains.



Photo courtesy of SASCOCC.

SPORT PARTICIPATION SPECTRUM

Based on research and evidence from the field,¹ two primary types of sport participation have been identified:

PARTICIPATION SPORT. Taking part and achieving self-referenced outcomes (such as having fun, developing skills and engaging in a healthy lifestyle) are the main priority.

PERFORMANCE SPORT. Development of capabilities referenced against normative standards and evidenced in competition is the main goal.

Within each of these two categories are three subcategories:

- > Participation
 - > Children
 - > Adolescents
 - > Adults
- > Performance
 - > Emerging athletes
 - > Performance athletes
 - > Elite athletes

These participant segments are outlined in figure 3.1 as part of an overall sport participation spectrum.

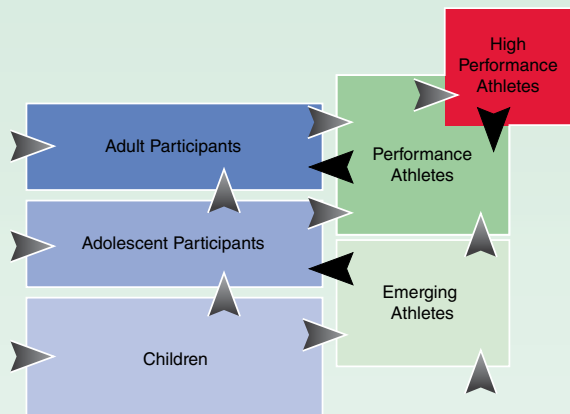


FIGURE 3.1 Sport participation spectrum and pathway.

Participants

The composition of the segments within participation sport can be described as follows:

CHILDREN. Generally up to 12-year-olds, who receive their initial exposure to multiple sports and the development of the core capabilities as the basis for their individual choices and pathways.

ADOLESCENTS. Teenagers whose participation is focused on recreation, social interaction and enjoyment. This involvement may bring a range of positive outcomes such as healthy lifestyle, connection and social inclusion and the development of life skills. Some of these youths continue this type of involvement through adulthood, giving rise to adult participation. Others may drop out at the adolescent stage but re-enter as **ADULTS** to participate in recreational, health-related activities.

Performance Athletes

Whilst many of those who take part in sport have a more participation-oriented motivation, many others wish to compete and excel and enter the performance arena as emerging athletes.

EMERGING ATHLETES. Typically characterised by a commitment in the early teenage years to one sport and an increase in the time, frequency and intensity dedicated to practice and competition. The focus is on building the technical, tactical, physical, cognitive, social and personal foundation needed for performance at the current and next level of competition. Specialisation occurs in some sports at a very young age, and there is a need to recognise that the young athletes are children first and their holistic development should be taken into account in practice and competition programmes.

PERFORMANCE ATHLETES. This group consists mainly of adults and is driven by an overriding emphasis on competition and the development of the capabilities that contribute to enhanced performance. Also included in this category are emerging athletes in transition, a process that requires careful management.

HIGH PERFORMANCE ATHLETES. This group represents a small percentage of athletes and consists of world-class athletes competing in world championships and major events and high-level leagues. To reach this level, athletes need a strong commitment to excellence over many years.

The sport participant segments are interconnected, as shown in figure 3.1, as individuals in any one of them may move through and between the various segments. Likewise, participants can come to be associated with each of the segments through different avenues, not necessarily following a linear progression. Sporting pathways are therefore seen as individual, context-specific and non-linear in nature.

ATHLETE DEVELOPMENT MODELS

The previously mentioned participation segments have been established through the examination of existing models and front-line evidence; at least seven models are described in the existing research. One of the most popular models describing phased engagement in sport, long-term athlete development (LTAD), was developed by Istvan Balyi² and is outlined in figure 3.2.

The LTAD model outlines an ideal sequential developmental pathway from the time children get into sport to the point at which they reach the peak of their sporting experience.

Another approach, the developmental model of sport participation (DMSP), identifies recreation and performance trajectories in sport. This model, originated by Jean Côté,³ identifies three key phases in young people's sport participation:

SAMPLING PHASE (AGES 6 TO 12). Children take part in different activities and develop all-round foundational movement skills in an environment characterised by fun and enjoyment.

SPECIALISING PHASE (AGES 13 TO 15). Children begin to focus on fewer sports, possibly favouring one in particular.

INVESTMENT PHASE (AGES 16 AND OLDER). Young athletes commit to achieving a high level of performance in a specific sport.

For the recreation trajectory, the sampling phase is instead followed by recreational years (ages 12 and older), in which children or adolescents continue to take part in sport for social interaction, healthy lifestyle and sheer enjoyment.

The clarity of these two models of athlete and participant development make them useful reference points as we consider how and why people participate in sport and their developmental needs at specific stages. One benefit of creating clear models for development is that they provide a basis for identifying the key areas for coaches to focus on at the different stages for progressive, sustained improvement.

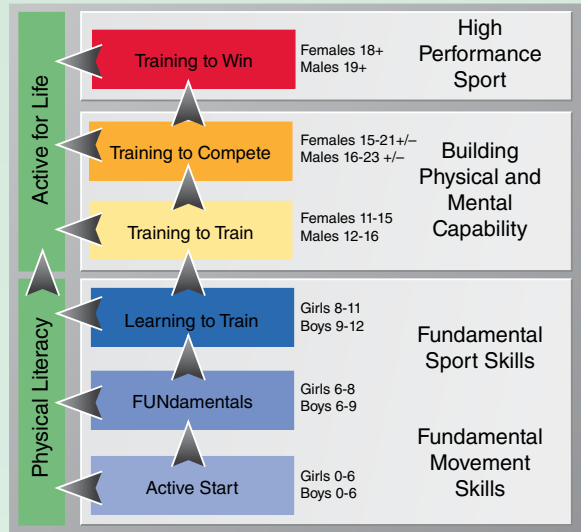


FIGURE 3.2 Long-term athlete development.

COACHING OCCUPATIONS AND DOMAINS

The European Framework for Coaching Competence and Qualifications (EFRCCQ) established the classification of participation and performance coaching as two standard occupations in the professional area of sport coaching. The current document supports and further refines this classification.⁴

In the standard occupations, the term 'domain' is used to identify specific groups of athletes who may seek coaching across sports, countries and social contexts. Six coaching domains are proposed across the two coaching occupations; these are shown in figure 3.3.

The number and makeup of the coaching domains may vary among nations and sports, but those identified here offer a useful starting point. It is important to recognise that coaches may work simultaneously across the two main occupations and within different domains depending on the nature of their role.

The description of two coaching occupations marks a change from the traditional view of coaching roles and expertise. While retaining a focus on performance and elite coaching, the model suggests that participation coaches play a distinct role. On this basis, the need to tailor coach education and qualifications

to both participation and performance coaching is recognised.

Finally, it is also recognised that in order to support athletes' achievement of their goals and objectives in each of the domains, coaches will require both core and specific capabilities. A consequence is that the developmental journey of the coach should reflect the domains the coach will work in. This point is elaborated in chapter 4.

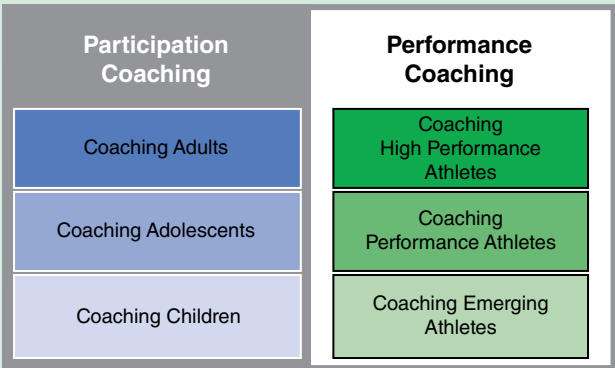


FIGURE 3.3 Coach occupations and coaching domains.

¹Lyle, J. (2002). *Sport coaching concepts: A framework for coaches' behaviour*. London: Routledge.

²Balyi, I., & Hamilton, A. (1995). The concept of long term athlete development. *Strength and Conditioning Coach*, 3(2), 5-6.

³Côté, J. (1999). The influence of the family in the development of talent in sport. *The Sport Psychologist*, 13, 395-417.

⁴EFRCCQ was developed by the European Coaching Council and published in 2007.

Coaching Roles



Chapter 3 made the case for the existence of two coaching occupations and six coaching domains contextualised according to the needs of each country and sport. When coaching in one or more domains, coaches take on roles that require varying levels of experience and capability.

Just like athletes, coaches build up their expertise over time, and a significant part of their learning occurs on the job. Increased experience and capability are often accompanied by higher levels of responsibility and more complex roles. Clarifying the key roles that coaches may be asked to play across all domains is a critical aim of this document, providing the basis for adoption and adaptation in specific sports and nations.

PARTICIPATION AND PERFORMANCE COACHING

Clarification of coaching roles allows for the definition of core capabilities and competences needed to fulfil them. This will, in turn, assist in charting coaches' development and employment pathways and provide a basis on which coaching roles are described and compared. Clear descriptors of coaching roles will also help employers identify suitable candidates and potential training needs. Likewise, such clarity will support training providers, be they federations or educational institutions, in developing qualifications with a strong focus on the acquisition of job-related competences.

Four main coaching role descriptors are proposed: Coaching Assistant, Coach, Advanced/Senior Coach and Master/Head Coach (see table 4.1). Each of the four role descriptors applies to coaching for participation and coaching for performance.

Each of these coaching roles consists of core functions, the nature of which will vary according to sport, country, and context in which the coach is engaged. Due to considerable variances across cultural and sport contexts, the labels of Advanced/Senior Coach and Master/Head Coach merit further consideration.

The progression from Coaching Assistant to Master/Head Coach is hardly automatic. For many reasons coaches may wish to remain in one of the three other roles specified. Some coaches, though extremely knowledgeable and experienced, prefer certain duties for which they may be or seem overqualified.

TABLE 4.1 Coaching Roles

Coaching Assistant	Assists in the delivery of sessions*
Coach	Delivers sessions over a season, often as part of a wider programme
Advanced/ Senior Coach	Oversees and contributes to the delivery of programmes over seasons and in specific contexts Involved in the management and development of other coaches
Master/Head Coach	Oversees and contributes to the delivery of programmes over seasons, in medium- to large-scale contexts, underpinned by innovation and research Involved in designing and overseeing management structures and development programmes for other coaches

*Sessions include both practices and competitions

JOB-RELATED FOCUS OF ROLES

These proposed classifications of coaching roles are tied directly to on-the-job activities of coaches. They do not necessarily reflect four levels of coaching qualifications. However, sport federations are strongly encouraged to align their educational and qualification systems with these roles.

Of course, completion of an educational qualification in no way guarantees that a coach is able to fully discharge the role-defined duties at a high level. Coaching courses that embed on-the-job training in which core competences must be demonstrated on a consistent basis provide greater assurance that the proper link between qualifications and role will be made.

A competency-based set of role descriptors (see table 4.2), therefore, represents a departure from a focus on traditional levelled qualifications which emphasise generic knowledge and are often not related to the requirements of the job. Such qualification systems have, in the main, tended to associate the lower levels with the coaching of children and young participants and the higher tiers with coaching in the performance context.

APPLICATION OF COACHING ROLE DESCRIPTORS

The International Sport Coaching Framework advocates the use of these four descriptors of coaching roles in each coaching occupation and domain. It does so while acknowledging that any given domain may or may not have coaches fulfilling each of the roles. The extent to which the roles of Master/Head Coach, Advanced/Senior Coach, Coach and Coaching Assistant exist will depend on the athlete profile and demographic within the sport and the extent to which the sport or country has begun to more clearly focus on the coaching domains required for delivering participation and performance goals.

In addition to the descriptors of coaching roles, several related roles are recognised. One of these is classified as pre-coaching, as described in chapter 2. A further area of related role descriptors falls at the upper end of the expertise continuum. In high-performance coaching, for example, advanced and head coaches frequently are responsible for a range of other coaches and support personnel. Indeed, in some sports, coaches operating at the highest level of performance sport are called managers. Increasingly, such roles are also linked to performance management-type functions that may or may not be taken on by the coach.

A similar issue exists in the coaching of children, albeit in a very different context. There is a need for expert coaches to work with children due to the complexity of the developmental process. In addition, many novice and volunteer coaches work for relatively short periods in this domain, and there is a need to guide, coordinate, support and monitor this input. Thus, while the head children's coach may not be a performance manager, he or she will play a key role in managing the environment and developmentally appropriate programmes.

TABLE 4.2 Coaching Roles and Competences

	Coaching Assistant	Coach	Advanced/Senior Coach	Master/Head Coach
Main Roles	Conducts basic coaching sessions, sometimes under supervision	Plans, leads and evaluates coaching sessions and blocks of sessions	Plans, leads and evaluates coaching sessions and seasons independently	Plans, leads and evaluates sessions, seasons and multi-annual programmes with input from experts and others
		Leads own sessions, but will often work under supervision as part of a programme's coaching staff	Works independently and plays a leading role within the structure of the programme	Works independently and oversees the entire structure of the programme
	Encourages the engagement of pre-coaches	Supports Coaching Assistants and pre-coaches in their development	Supports the management and development of less experienced coaches	Oversees and supports the development of other coaches
Competences	Basic knowledge	Extended knowledge	Extended and integrated knowledge	Extremely broad, current and integrated knowledge
	Cognitive and practical competences required to perform basic coaching functions, with guidance	Cognitive and practical competences to perform basic coaching functions independently within an open yet structured environment	Specialised practical competences to perform advanced coaching functions independently within a changing environment	Wide spectrum of competences to perform coaching functions to an advanced level within a changing environment
	Ability to carry out a basic evaluation of results leading to low level correlations	Ability to carry out a basic evaluation of results leading to simple changes in practice	Ability to carry out an advanced evaluation of results, consider alternative courses of action leading to comprehensive and, at times, innovative changes and solutions	Ability to carry out an all-encompassing evaluation of results, considering research, varying criteria, circumstances and leading to comprehensive and innovative solutions

Coaching Competence

To deliver an effective and sustained programme that meets athletes' needs, coaches are responsible for developing their capabilities in a range of areas. To do so, they should seek additional experience, extend their repertoire to new facets of the job and engage in formal and informal educational offerings.

CORE CAPABILITIES

Coaching capability refers to the ability of a coach to operate effectively in his or her chosen domains and roles. Coaching capability involves competency—demonstrated capability in a given context—and underpinning knowledge. It is shaped by the values of the coach. These values are reflected in everything coaches do; they include identity, mind-set, philosophy and ethical perspective. Figure 5.1 illustrates the connection between all of these elements.

The challenging task for coaches in developing and updating capability is made easier with support from other coaches and from organisations and federations governing the competitive structure or setting in which they operate.



Functional Competency

Coaches in participation and performance occupations carry out their duties in the primary functional areas identified in chapter 2. These functions are the means for achieving sustained, guided improvement and development. The functions also serve as bases for evaluating coach performance on an ongoing basis. Competency becomes more complex and challenging as coaches take on more responsibility.

Functional coaching simply refers to adopting an effective approach for a given social and organisational context. It acknowledges that coaching is a complex and dynamic activity that spans beyond the track or the pitch and the mere transfer of knowledge and skills from coach to athlete. Essentially, coaches must be equipped to understand, interact with and shape their environments.

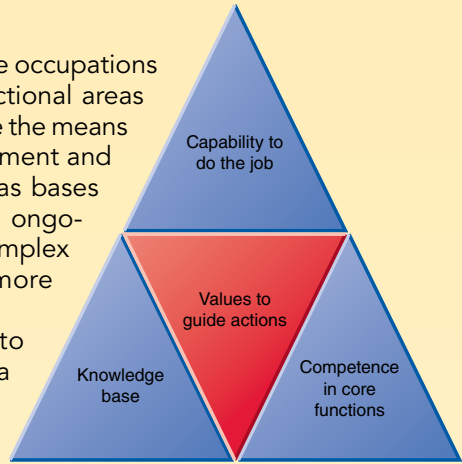


FIGURE 5.1 Capability, competence, knowledge and values of coaches.

Task-Related Competences

In performing their primary functions, coaches carry out a range of tasks that require demonstration of a variety of competences. These can be classified according to the six primary functional areas:

▶ Set the vision and strategy

Appreciate the big picture. Be aware of and fully understand the context and the implications for the coaching programmes.

Grasp the position's alignment and governance (i.e., chain of command). Gain a good working knowledge of the formal structures in which the programme operates and align the programme's rules, standards and operating procedures accordingly.

Conduct a needs analysis. Develop a clear picture of what the coaching programme needs to look like, based on the needs of the athletes and the social and organisational context.

Establish a vision. Develop and effectively communicate values and goals, the direction to be taken and the way of working with and for those whom they coach.

Devise a strategy. Develop a sound strategy to realise the vision. This includes the short-term, mid-term and long-term planning of sessions, seasons and programmes.

► Shape the environment

Develop an action plan. Create sound operational plans for implementing the strategy.

Identify and recruit personnel. Bring into the programme athletes and staff who are willing and able to help achieve the vision.

Organise the setting and personnel. Prepare an efficient, safe and effective environment for maximising learning and improvement.

Safeguard and protect athletes. Employ all reasonable measures to keep athletes from harm.

Develop progress markers. Specify desired individual and team standards throughout the season.

► Build relationships

Lead and influence. Shape wider organisational priorities and promote the support of personnel to share those objectives.

Manage personnel positively. Foster a well-functioning team composed of enthusiastic athletes, coaches, support staff and other people related to the programme.

Nurture individual relationships. Build and maintain healthy connections with athletes, other coaches, the support team and others in the organisational context.

Be an educator. Teach others (athletes, coaches, parents and administrators) in and around the programme what is essential for achieving the specific outcomes sought by the programme.

► Conduct practices and structure competitions

Guide practice. Promote improvement through appropriate practice and learning opportunities.

Structure competitive experiences. Identify and manage suitable competition opportunities to contribute to athletes' ongoing development.

► Read and react to the field

Observe, analyse and provide feedback. Closely watch the performance of the athletes and team in practice and competition and offer feedback and instruction.

Record and evaluate. Gather and examine data to gauge progress.

Make decisions and adjustments. Make good decisions on next steps and adjust practice and competition experiences accordingly.

Respond with sensitivity to wider events. Read and respond to the wider social and environmental context in which coaching occurs.

► Learn and reflect

Develop professionally. Seek out relevant formal and informal opportunities to grow as a coach and educator.

Innovate. Be creative, find new solutions and improvise to add beneficial features to the programme.

Evaluate the programme. Consider all aspects of the programme and identify strengths to build on and weaknesses to address.

Self-reflect. Systematically reflect on all aspects of coaching—from philosophy to practice schedules—to identify ways to accelerate and maximise learning.

Whilst coaches can develop their competency on the job, the competency and knowledge areas identified in this chapter should be embedded within basic qualifications for coaches. Table 5.1 indicates the match of levels of competency with coaching roles.

TABLE 5.1 Levels of Competency and Responsibility in Coaching

Functional Areas	COACHING ROLES				
	Competency Area	Coaching Assistant	Coach	Advanced/Senior Coach	Master/Head Coach
Set the Vision and Strategy	Understand big picture	*	**	***	****
	Align and govern	*	**	***	****
	Analyse needs	*	**	***	****
	Set the vision		*	***	****
	Develop strategy		*	***	****
Shape the Environment	Create action plan		*	***	****
	Organise setting and personnel	*	***	***	****
	Identify and recruit athletes, staff and resources	*	**	***	****
	Safeguard participants	***	***	****	****
	Develop progress markers		*	***	****
Build Relationships	Lead and influence		*	***	****
	Manage		**	****	****
	Manage relationships	*	**	***	****
	Be an educator		*	***	****

Functional Areas	COACHING ROLES				
	Competency Area	Coaching Assistant	Coach	Advanced/ Senior Coach	Master/ Head Coach
Conduct Practices and Structure Competitions	Guide practice	*	**	***	****
	Structure competition	*	**	***	****
Read and React to the Field	Observe	*	**	****	****
	Make decisions and adjust	*	**	****	****
	Record and evaluate	*	**	****	****
Learn and Reflect	Evaluate session and programme	*	**	***	****
	Self-reflect and self-monitor	*	**	***	****
	Engage in professional development	*	**	***	****
	Innovate		*	**	****

Level of competence and responsibility: * denotes level on a scale of 0 (lowest) to 4 (highest).

Ongoing research is attempting to specify realistic learning outcomes related to coaches' knowledge, competence and values. The alignment of qualifications among national federations, government organisations and international federations will assist in providing clear options, pathways and recognition for coaches. The education, development and certification of coaches are addressed in chapters 6 and 7.

KNOWLEDGE AREAS

As well as displaying functional competence, coaches need to have underpinning knowledge and insights to guide their decisions and actions. Jean Côté and Wade Gilbert¹ identify three interrelated categories of coaching knowledge (see figure 5.2).

The current framework uses a modified version of this classification to put forward key knowledge bases coaches need to draw from to fulfil the tasks and related competences relevant to their coaching roles.

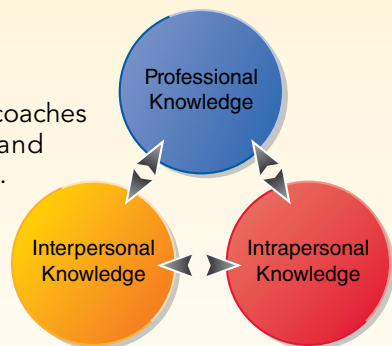


FIGURE 5.2 Areas of coaching knowledge.

Professional Knowledge

Sport

- > Governance, rules and regulations
- > Facilities and equipment
- > Techniques and tactics

Athletes

- > Athletes' capabilities and stages of development
- > Athletes' motivation

Sport Science

- > Growth and development
- > Medicine, nutrition, first aid and injury prevention
- > Anti-doping (to include CoachTrue)
- > Psychology and sociology
- > Biomechanics
- > Physiology
- > Lifestyle
- > The business of sport

Foundational Skills

- > Language (oral, written and reading)
- > Basic math, science and technology

Interpersonal Knowledge

Social Context

- > Macro- and micro-coaching culture
- > Ethics and participants' welfare
- > Parents and entourage
- > Fellow coaches
- > Officials, referees and agents
- > Clubs, schools and federations
- > Macro-institutions (i.e., government)
- > Media

Relationships

- > Communication
- > Empathy and sympathy
- > Active listening and questioning
- > Appropriate personal conduct
- > Athlete and group management
- > Athlete and group education

Coaching Methodology²

- > Learning theory and methodology
- > Planning, organisation and delivery
- > Creating a positive learning climate
- > Observation, evaluation and feedback
- > Demonstration and explanation
- > Instructing and facilitating

Intrapersonal Knowledge

Coaching Philosophy

- > Identity
- > Values
- > Beliefs
- > Leadership styles

Lifelong Learning

- > Learning competency
- > Autonomy and responsibility
- > Mind-set
- > Self-reflection
- > Critical thinking and synthesis
- > Innovation and generation of knowledge

¹Côté, J., & Gilbert, W. (2009). An integrative definition of coaching effectiveness and expertise. *International Journal of Sports Science and Coaching*, 4 (3) 307-323.

²Coaching methodology is included in the interpersonal category as the conduit between coach and athlete. It emphasises that coaching, development and improvement happen in the context of the coach-athlete relationship.

Coach Education and Development



© Daiju Kitamura/AFO/Icon SMI

Through the first five chapters of this framework, two points have been emphasised: A coach's primary mission is to help athletes develop and improve, and to fulfil that aim coaches require a set of functional competences. So it stands to reason that coach education and development must entail the establishment of effective behaviours, skills and attitudes, and not merely the accumulation of knowledge.¹

Becoming a fully educated and developed coach, therefore, requires sufficient time, motivation, application and practice. Like athletes, coaches grow through exposure to learning situations and opportunities. The most common of these is on-the-job experience, often preceded by participation as an athlete.

LEARNING SITUATIONS

The present framework proposes a classification of learning situations adopted from the work of Jennifer Moon. This classification distinguishes between two main types of learning situations: mediated and unmediated (see figure 6.1).

Unmediated learning, according to Moon, refers to when coaches initiate their learning, choose what they want to learn and decide how they wish to learn it. Much of this learning is done on the job. Examples of unmediated learning are reading a book, watching a DVD and reflecting on prior experiences.

Mediated learning refers to learning that is aided directly by another person or through the use of a medium that simplifies the material of teaching. Mediated learning is achieved through two modes of education: formal and non-formal:

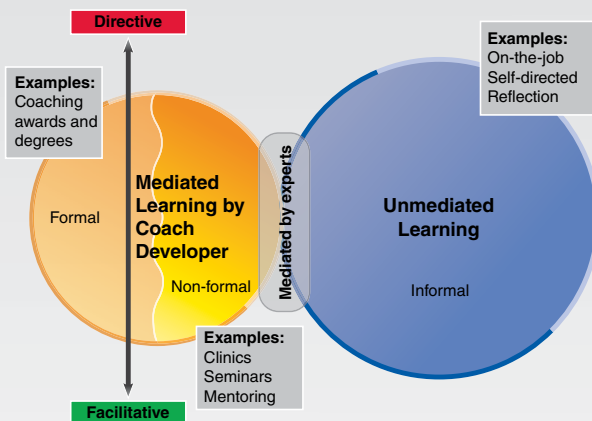


FIGURE 6.1 Types of learning situations.

> Formal education “takes place in an institutionalized, chronologically graded, and hierarchically structured educational system.”² Content, format and timing are imposed on the learner.

> Non-formal education is any “systematic educational activity conducted outside the framework of the formal system to provide select types of learning to particular subgroups in the population.”² In coaching, the context might include clinics, seminars and mentoring.

Research³ suggests that coaches learn best when

- > their prior experiences and abilities are recognised and they are helped to reflect on and build on them;
- > they are motivated to learn and find the relevant learning materials;
- > they are encouraged to take responsibility for their learning;
- > the climate is positive and supportive to minimise anxiety, encourages experimentation and challenges them appropriately;
- > the way they like to learn is taken into account;
- > they have plenty of opportunities to practise and apply the information to their own context;
- > they are involved and engaged in their own learning; and
- > they experience some success and gain feedback that builds their self-confidence.

Coaches' educational and developmental experiences should mirror the complex and changing environment in which they operate. Effective coach development should therefore offer a blended learning package composed of mediated and unmediated learning situations and significant job-related components. Together these will promote learning and behavioural change and encourage coaches to seek additional self-directed learning opportunities.

EXPERIENTIAL LEARNING OPTIONS

Traditionally, coach education has provided mediated, predominantly formal learning situations. The engagement of coaches in unmediated learning situations has been largely left to chance. Very often, coach education, both formal and non-formal, is classroom-based, assessment-focused and qualification-driven. However, research suggests that coaches learn better from practical experience and interaction with other coaches,⁴ pointing to the need to balance formal coach education in the classroom with an equal or greater number of learning experiences on the field, court and track and in the pool and gym.

Experiential learning, however, is very different to learning from experience. It is intentional and can be mediated or unmediated. It involves coaches' experiencing real situations, solving problems and reflecting on the strategies used to do so. Through exposure to a broader range of situations, experiential learning provides coaches with a chance to discover what knowledge and skills they already have and to enhance their decision-making capabilities across a broader spectrum of coaching circumstances.

Experiential learning requires a great degree of self-awareness and self-reflection on the part of the coach. Awareness and reflection are teachable skills and as such should be a central part of a balanced coach development system.

An effective on-the-job learning option is the use of trained mentors and communities of practice⁵ integrated into coaching delivery. Coaching organisations must also value, recognise, respect, trust and encourage the contribution that experienced coaches can offer in guiding, educating, mentoring and developing less seasoned colleagues.

Coaches can also gain much knowledge from experts, such as highly acclaimed coaches, strength and conditioning experts, biomechanists, sport psychologists and nutritionists. The value of these exchanges is increased when the knowledge is conveyed systematically, gauged at the proper level of complexity and combined with plenty of relevant examples and applications.



The very best coaches and coach developers are able to operate along the continuum of coaching and teaching methodologies, from a directed, instruction-based approach to a more facilitative, collaborative means of learning. They have a well-developed ability to choose the most effective means of delivery to meet learners' unique needs in a specific situation.

COACH DEVELOPERS

Coach developers must have a genuine interest and passion for their task. It is therefore paramount that they be carefully selected and recruited, have a suitable support system and be evaluated regularly so that their competence and growth in the role can be assessed.

Coach developers also play a vital role in the delivery of non-formal learning situations and the promotion of coaches' engagement in unmediated, on-the-job learning. Coaches with sufficient experience and a real desire to develop other coaches' skills may wish to train to become coach developers.

Each sport and nation should establish a long-term career pathway for coach developers, clearly linked with and aligned to the coaching occupations, domains and roles described in this document. Figure 6.2 provides an overview of just how this pathway works.

Senior and master coach developers have an inherent responsibility in supporting the development of less experienced developers. Coach developer trainers (CDTs) play a significant leadership role in facilitating learning and mentoring.

The following four steps will help to develop a sustainable, high-quality coach developer programme:

1. Analyse current and forecasted coach developers (numbers, skills and experience), taking into account the needs of the coaching workforce and the availability of more experienced coaches to support the development of other coaches.
2. Based on step 1, formulate a strategic plan.
3. Using established criteria, select from coach developer applicants.
4. In accordance with predetermined guidelines, induct, train, develop and support developers through the pathway.

In summary, countries and sport organisations should invest time and resources in creating a fit-for-purpose coach developer workforce. This will enhance their ability to develop existing coaches as well as increase the number of new coaches coming into the system in those areas where they are needed.

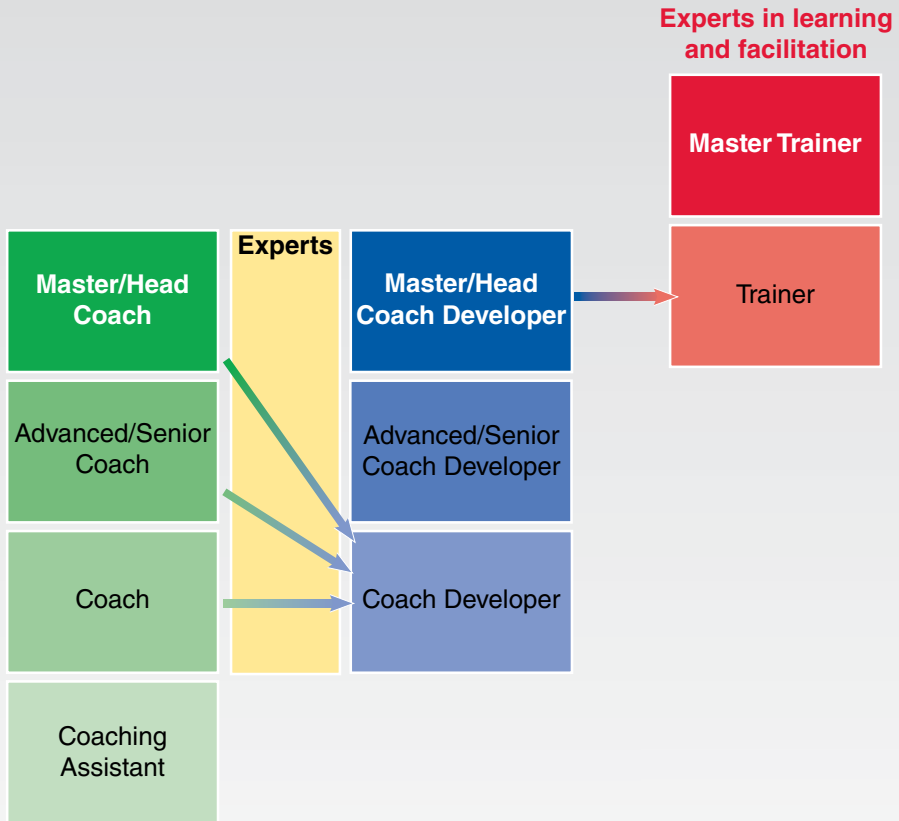


FIGURE 6.2 Long-term career pathway for coach developers.

¹Moon, J.A. (2004). *A Handbook of Reflective and Experiential Learning: Theory and Practice*. London: Routledge-Falmer.

²Coombs, P., & Ahmed, M. (1974). *Attacking rural poverty: How non-formal education can help*. Baltimore, MD: Johns Hopkins Press, 8.

³Knowles, M.S., E.F. Holton, III, and R.A. Swanson. 1998. *The Adult Learner, 5th ed.* Woburn, MA: Butterworth-Heinemann.

⁴Carter, A., & Bloom, G. (2009). Coaching Knowledge and Success: Going Beyond Athletic Experiences. *Journal Of Sport Behavior*, 32 (4), 419-437. SPORTDiscus with Full Text, EBSCOhost, accessed 5 July 2012.

⁵Lave, J., & Wenger, E. (1998). Situated learning: Legitimate peripheral participation. In *Communities of practice*. Wenger, E. New York: Cambridge University Press.

Coach Certification and Recognition

Ideally, coaching roles, coaching qualifications and coaching competences would be closely correlated. These three key facets of coaching often are not aligned, however, and the result can range from mere disappointment to full-blown tragedy. Therefore, the first point of emphasis must be to ensure that all coaches have the wherewithal to fulfil their basic duties.

The potential harm done by an individual who is unprepared or otherwise incapable of fulfilling the responsibility of a coaching position is reason alone to insist on preparatory measures. Depending on their quality, comprehensiveness and rigour, coach education, certification and licensing programmes can ensure that all participating coaches have an acceptable level of competency. A certifi-



© Wickedgood/Dreamstime

cate or licence from an approved coach education programme ensures quality in the coach development process. Properly structured educational coursework and demonstrated on-the-job mastery of that material to merit the award of a certificate or licence benefit everyone in sport.

CURRICULUM DESIGN AND IMPLEMENTATION

The design of coach certification programmes varies according to sport, nation and institutional context. Federations at the national and international levels take the lead in developing sport-specific certification courses. Institutions of higher education tend to focus their curricula on more universal topics such as sport science, coaching methods and theory, with varying degrees of sport specificity.

Coach education, certification, and licensing programmes serve everyone best when labour market requirements, vocational competence and available coaching expertise shape their design and implementation. In some countries, there is strong input from the state, either through designated coaching organisations or through higher education. In such cases, relationships with national and international federations vary.

National and international federations often determine certification requirements at designated coaching levels of their sports. Sometimes they align their sport-specific programmes with broader systems of certification at the state or higher education levels. Figure 7.1 outlines a process of curriculum design to maximise this alignment.



FIGURE 7.1 Curriculum design process.

MANDATORY CERTIFICATION

Coaches all over the world devote vast amounts of time and energy to developing athletes. The majority of these coaches are volunteers, yet they are joined in the same blended profession by paid coaches in leadership roles.

But when it comes to certification and what it should represent, coaches in all four roles—Master/Head Coach, Advanced/Senior Coach, Coach, and Coaching Assistant—are equals. Except for pre-coaches, all active coaches should be

appropriately certified for their organisation, sport and nation. In the case of pre-coaches, their roles need to be more clearly defined and the time scales and expectations for progression to more formal coaching roles should be outlined.

Sport governing bodies should clearly specify the qualifications required for particular coaching roles. This should be done at the federation level by the adoption of certification and licensing policies whilst formal policies or legislation should be considered by governments.

STANDARDS AND AWARDS

Coaches deserve to receive appropriate recognition nationally and internationally for their expertise and qualifications. Coaching qualifications should be referenced against appropriate national and international benchmarks in education and vocational training.

Figure 7.2 presents a model showing how certification programmes of national and international federations might align with coaching roles and with other forms of educational advancement. An increasing number of countries may require coaching preparation, certification, and continuing education programmes to align with national qualification frameworks.

Formal coaching certification systems should also factor in the prior learning and experience of coaches. This is particularly important given the demonstrated benefits of experiential learning in coaching. Also, in sports and countries with relatively new certification programmes, recognition of previous coaching experience is a means of opening the pathway to higher levels in the system until those seeking to advance complete their coursework.

As the relationship between formal coaching curricula and on-the-job training is clarified, systems for licensing coaches can be introduced. Coaching licences, which attest to competency and right to practise, are particularly relevant for all coaches earning income from their work and for volunteer coaches operating in Master/Head and Advanced/Senior coaching roles.

Coaching Roles	Achievement Standards		
	National and International Federation Levels	University/Higher Education Awards	Other Coach Education Institution and Agency Awards
Master/Head Coach	Level 4	University Degree or Postgraduate Degree	
Advanced/Senior Coach	Level 3	University Diploma or Degree	
Coach	Level 2		Coaching Certificate
Coaching Assistant	Level 1		Coach Introductory Course Award

FIGURE 7.2 Alignment of achievement standards with coaching roles.

Coaching Framework Benefits

This first published version of the International Sport Coaching Framework is the initial step of many in creating relevant, sustainable and high-quality coach education, development and deployment systems worldwide. Adoption and implementation of the principles contained in the ISCF offer multiple benefits.

PREPARATION AND PERFORMANCE STANDARDS

The ISCF provides coaching organisations, those institutions who train coaches and those who employ and deploy them with a clear and transparent benchmarking tool. This tool can be used in a number of circumstances:

- > Coach education and development programme providers can compare their own qualifications with an internationally recognised framework regarding learning outcomes. This may be particularly relevant in the connection between the systems that operate worldwide as well as between federation and higher education qualifications



© Sportgraphic/Dreamstime

- > Coaching organisations and those employing and deploying coaches can more effectively assess the competences of coaches coming from different sports or nations and in specific roles. This will assist in the recognition of coaching qualifications and prior learning as well as in the identification of gaps in competency.
- > Nations or federations looking to develop new systems or qualifications can use the ISCF to help determine standards of coach qualification for each level and the necessary content to fulfil the associated requirements.
- > Those who train and employ coaches can use the competences defined in the ISCF as an assessment and development tool for their coaches, leading to the identification of training needs.

PROGRESSIVE AND SYSTEMIC IMPROVEMENT

The ISCF provides a common prism through which to identify and promote best practices in coach education and development. It highlights the key factors and building blocks that affect the quality, efficiency and effectiveness of coach development. Furthermore, it offers a set of concepts and tools that can be applied to specific contexts across sports and nations.

By analysing the ISCF blueprint and comparing it to their own programme design, and taking into account their specific context, sport administrators may be better able to prioritise and allocate resources in a manner that maximises their return on investment. The ISCF thus provides a strong internationally recognised reference point for countries and federations to self-assess the overall functioning of their coaching programmes and the subcomponents of these programmes.

POLITICAL AND LEGAL GROUNDING

The ISCF offers a starting point for the development of coaching strategies and policies. Whether at a national federation, governmental or international federation level, a set of cogent coaching strategies and policies will enhance the impact of coaching on participation, performance and other wider objectives. The framework may also provide the basis for the passing of regulations and laws to underpin the quality, sustainability and blended professional nature of sport coaching.

BORDERLESS COOPERATION AND EXCHANGE

For the first time in sport coaching, the ISCF provides an internationally recognised reference point to which all sports and nations of the global coaching family can relate. The establishment of a common language will facilitate the exchange of information and knowledge between partners, and even competitors, within and across countries and sports. This will in turn enhance understanding between them at all levels and open new avenues for cooperation.

DEFINED RESEARCH AND EVALUATION AREAS

The ISCF offers clarity regarding both the desired competences of coaches to maximise participation and performance as well as the key components of systems that support coach education and development. This creates a potential index of areas for future research and evaluation, which will advance the profession towards new degrees of expertise and effectiveness.

The key areas reflecting the ISCF's impact are represented in figure 8.1.

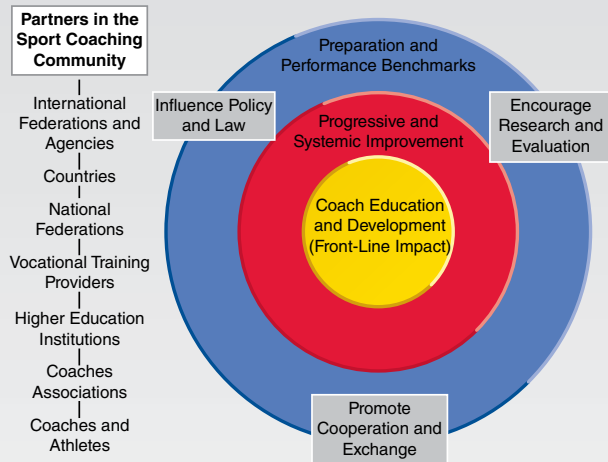


FIGURE 8.1 Impact of framework.

FUTURE OF THE FRAMEWORK

Version 1.1 of the ISCF, upon its release at the Global Coaches House in London during the Olympic and Paralympic Games, will spur further research and consultation. Through open dialogue, the Project Group will further refine the framework to produce version 1.2 for the Global Coach Conference in South Africa in September 2013. At that point, the intention is to seek the support of partners for the adoption of an International Convention on Sport Coaching. Thereafter, the framework will be refined on a quadrennial basis.

In advancing an athlete-centred approach, this document will foster coaching plans, decisions, systems and actions that enhance the sport experience for all. Sport organisations, coaches and athletes will be the most apparent beneficiaries, but the positive ramifications of this and subsequent iterations of the framework will be felt worldwide.



FIGURE 8.2 Framework development process.

ABOUT THE AUTHORS

The *International Sport Coaching Framework* is a joint endeavour led by the International Council for Coaching Excellence (ICCE) and the Association of Summer Olympic International Federations (ASOIF).

ICCE

Formerly the International Council for Coach Education, the ICCE was established in September 1997 as a not-for-profit international organisation with the aim of promoting coaching as an internationally accepted profession. ICCE members seek to enhance the quality of coaching at every level of sport.

More specifically, the ICCE mission is to lead and support the global development of coaching as a profession and to enhance the quality of coaching at every level in sport, guided by the needs of members, federations, nations and key partners.

The ICCE's strategic objectives are to fortify its organisational infrastructure, develop an international sport coaching framework, build a community of coaches globally and strengthen the position of coaching as a profession. ICCE partners and markets include national representative bodies responsible for coach development, international federations, institutions that deliver coach education or represent coaches, individuals who design and deliver coach education, coaches and the international sport community at large.

www.icce.ws

ASOIF

On May 30, 1983, the 21 international federations governing the sports included on the programme of the 1984 Summer Olympic Games decided to form the Association of Summer Olympic International Federations. This alliance sought to address in the most competent, articulate and professional manner issues of common interest in the Summer Olympic Games and the Olympic Movement and on any other matter deemed necessary by the international federations.

More formally, ASOIF's mission today is to unite, promote and support the international summer Olympic federations and to preserve their autonomy while coordinating their common interests and goals.

The international federations have the responsibility and duty to manage and monitor the daily functioning of the world's various sports disciplines, including the practical organisation of events during the Games and the supervision of the development of athletes practising these sports at every level. Each international federation governs its sport throughout the world and ensures its promotion and development. ASOIF's members now total 28.

www.asoif.com

Toward a Common Language for Coaching

Universal access to media and ease of worldwide travel have encouraged the exchange of ideas and international competitions in modern sport. Still missing from the global landscape, however, is a single source all nations can refer to for one of the most important roles in sport: Coaching.

Version 1.1 of the *International Sport Coaching Framework* is an attempt to fill that void and to establish a current, shared coaching reference point covering these areas:

- **Roles and responsibilities assumed by coaches and the tools they need in order to fulfil them**
- **Coaching certification and the development of more relevant qualifications**
- **Developments in coaching that meet the needs of athletes and sporting organisations**
- **Information to guide decisions on policy and legislation regarding coaching**

The International Council for Coaching Excellence and the Association of Summer Olympic International Federations have launched this initiative and enthusiastically welcome all interested organisations and individuals to join in. We expect that national and international sport federations responsible for coach education, government departments, educational institutions and agencies offering coach education, coaches and coach developers will embrace this opportunity.