Long Term Coach Development:
The International Sport Coaching Framework and the work of the
International Council for Coaching Excellence (ICCE)

Professor Pat Duffy
Leeds Metropolitan University, UK
Vice President (Europe) International Council for Coaching Excellence (ICCE)
Chairman, European Coaching Council

Sergio Lara-Bercial
Senior Research Fellow
Leeds Metropolitan University
International Council for Coaching Excellence

John Bales
President
International Council for Coaching Excellence
Overview

1. Introductions
2. The International Sport Coaching Framework: what and why
3. Seven Building Blocks of a Coach Development System
4. The International Council for Coaching Excellence (ICCE)
5. Questions
1. About the International Council for Coaching Excellence

- A coalition of national and international organizations (50+) and individuals responsible for the development of coaches in their respective nations and/or sports
- Founded in 1997
- Based at Leeds Metropolitan University, UK

MISSION: To lead and support the global development of sport coaching
John Bales
ICCE President; CEO Coaching Association of Canada 1996-2013;
Olympic canoe and club head coach.
Biggest influencers of my life after my parents have been coaches: Jack Donohue, Jack Daniels, Art Jordan, …

Who was your best coach? What did they do/how did they influence you?
Coaches: teaching people (children) to move, to develop skills, to compete, to excel + life skills
1. What can we do to help develop more of these “best coaches”?

- Global Level: the importance of coaching leadership
- National Level: coaching development systems – provide the education and tools to be a “best coach”;
- Local Level: standards and guidelines for coaches
- For coaches: enhance the “voice of the coach” – coaching input into decisions; professionalism
2. The International Sport Coaching Framework (ISCF)

- An internationally recognised reference point for the development of coaching and coaches world-wide
The International Sport Coaching Framework
Version 1.2

Pat Duffy, co-chair

Published by

Marisol Casado, co-chair
The Network and Working Group

ICCE-ASOIF Chair

ICCE x 5 continents

Olympic Solidarity

ASOIF x 5 IFs

 IOC Entourage Commission

WADA

Advisory and technical support

Olympic Solidarity

IOC

International Olympic Committee

WADA

World Anti-Doping Agency

ASOIF

International Olympic Committee

IFs

International Olympic Committee

European Commission

WADA

World Anti-Doping Agency

ASOIF

International Olympic Committee

IFs
2. The International Sport Coaching Framework (ISCF): a reference point for the development of coaches and coaching

Existing programs:
Benchmark against these minimum standards, principles and values

New Programs:
Provide a foundation to accelerate development
3. Seven Building Blocks of a Coach Development System

1. A Definition of Coaching
2. Participant Focus: coaching occupations and domains
3. Coaching Roles
4. Coaching Status
5. Core Functional Areas of Coaching and related competences
6. Coach Developers
7. Quality Assurance
A Definition of Sport Coaching

Sport coaching is a process of **guided improvement** and development in a **single sport** and at **identifiable stages** of athlete development.
IN your sport, do you have participants in all of these categories?

WHAT ARE some differences in coaching these different groups?
ARE there differences in coaching these different groups?

Similarities AND Differences

Implications to the design of coach education programs
Participant Focus: Understanding the athlete pathway

Irish Long-Term Athlete / Player Development

The six phases of LTPAD:
1. Fundamental: Build overall motor skills
2. Learn to Play & Practice: Learn all fundamental sport skills
3. Training to Train: Build 'the engine' and consolidate sport-specific skills
4. Training to Compete: Fine-tune 'the engine', skills and performance
5. Training to Win: Maximize performance, skills and 'engine'
6. Retirement / Retention: Adjustment retention players/athletes for coaching/administration
Canada’s NCCP

Long-Term Athlete Development

[Diagram showing the stages of athlete development from Active Start to Active for Life, with subcategories for Community Sport, Competition, and Instruction, and levels from Beginners to Advanced.]
# Coaching Roles

<table>
<thead>
<tr>
<th>Participation Coaching</th>
<th>Performance Coaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coaching Adults</td>
<td>Coaching High Performance Athletes</td>
</tr>
<tr>
<td>Coaching Adolescents</td>
<td>Coaching Performance Athletes</td>
</tr>
<tr>
<td>Coaching Children</td>
<td>Coaching Emerging Athletes</td>
</tr>
</tbody>
</table>

- **Master (or Head) Coach**
- **Advanced (or Senior) Coach**
- **Coach**
- **Coaching Assistant**
# Coaching Roles

<table>
<thead>
<tr>
<th>Role Descriptor</th>
<th>Knowledge and competence (eg)</th>
</tr>
</thead>
</table>
| Coaching Assistant        | Assists in the delivery of sessions  
Plans, delivers and reviews basic coaching sessions  
Basic level of knowledge, competence and decision-making |
| Coach                     | .....                                                                                                                                                        |
| Advanced / Senior Coach   | .....                                                                                                                                                        |
| Master / Head Coach       | Overseas and contributes to delivery, review and evaluation of programs, underpinned by innovation and research  
Specialist and integrated knowledge  
Management of other coaches |
The UK 4x4 Model

Long Term Coach Development Model

<table>
<thead>
<tr>
<th>COACH CATEGORY</th>
<th>Children's Coach</th>
<th>Participant Coach</th>
<th>Performance Coach inc Talent Dev</th>
<th>Elite Performance Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master Coach</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Level 4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior Coach</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Level 3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coach</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Level 2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apprentice Coach</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Level 1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Stage of Development, Coach Label and Coach Level

Pre-Coaching Activity & Experience

Entry into Sports Coaching
Coach Pathways: expert coaches for athletes at all stages of development

Frank Dick: Winning Differences

Art
Science

Beginners  Developers  Performers

ATHLETES
Coach Pathways: expert coaches for athletes at all stages of development

“Parity of Esteem”: valuing the contribution of the coach of children as much as the coach of the national champion.

“No country values its coaches of developing athletes (eg high school) as much as the USA”

Do you agree or disagree? What improvements can be made to better recognize the contribution of coaches throughout the system?
A definition of coaching: “in a single sport” “at identifiable stages of athlete development”

Participant Focus: who are you coaching / who are you designing your coaching program for? What are the characteristics of the athletes you/they are coaching?

Coaching Roles: where are you on the coaching development pathway, in terms of roles and responsibilities, and knowledge and competence?
Coaching Status

Coaching as a Blended Professional Area

Sport coaching as a ‘profession’: challenges and future directions, (Duffy, P. et al., IJCS, 2011)
Coaching Workforce UK
(North, J. 2009)

- Volunteer: 841,716
- Part-time: 230,765
- Full-time: 36,537
Coaching Workforce Netherlands

Population: 16,400,000
People active in sports: 10,200,000
Number of volunteers: 1,200,000
Number of coaches: 250,000
Professional coaches: 38,000
Full time: 11,000
Coaching Status

What is the ratio of paid to volunteer coaches in your sport?

What are the implications to your coach development system?
Coaching as a Profession

A dilemma?

Volunteer coaches, lower cost, higher access

Paid coaches, higher cost, reduced access

Exclusive right to practice?
-the coaching environment is different from other professions: blend of paid and unpaid, widely varying backgrounds and education
Coaching Status: valuing volunteer and paid coaches

**Canada:** barrier to professionalization of coaching (standard is level 3 or 4 NCCP rather than a bachelor’s degree)

**Finland:** Finnish Coaches Association and Professional Coaches Union work closely together
Core Functional Areas of Coaching

Coaches...

- Create the Vision and Strategy
- Shape the Environment
- Conduct Practice and Competition
- Read and React to the Field
- Reflect and Learn
- Build Relationships and Influence
Personal Action Plan

Rate yourself from 1 to 10 in each of the 6 Core Functional Areas.

Philippine Academy of Sport, 2014
Building the Coaching Curriculum: core functional areas and underlying knowledge and skills

- Professional knowledge (sport specific and scientific content and how to teach it)
- Interpersonal knowledge (connecting with people)
- Values, philosophy and goals to guide action
- Intrapersonal knowledge (self-awareness and reflection)
Coach Developers

‘those trained to develop, support and challenge coaches to go on honing and improving their knowledge and skills in order to provide positive and effective sport experiences for all participants’
Coach Developer Roles

- Facilitator
- Assessor
- Mentor
- Moderator
- Program Designer
Quality in Sport Coaching Model (QSCM)

A diagnostic, developmental and quality assurance tool for coaching organisations
Building Blocks: Review

A definition of coaching
Participant Focus
Coaching Roles

Coaching Status: volunteer and paid
Core Functional Areas: curriculum development
Coach Developers: facilitate, assess, mentor, moderate and design

Quality Assurance: assessment tool
The International Sport Coaching Framework (ISCF) in action
The International Sport Coaching Framework (ISCF)

- Reflect on how you have incorporated these building blocks in your coaching system
- Are there adjustments to consider?
ISCF
Implications and Benefits

Coaching as a tool for developing people and communities not only athletes

Developing a common-language and a tool for sharing and system development

Coaching Mobility

Coaching as more than delivering sessions

Coaching as domain and context-specific

Coaching as participant-centred

Coaching as a competency-based blended professional area
The International Council for Coaching Excellence...  

.....leading the development of coaching as a blended profession across the globe

- Women-in-Coaching
- Global Events
- Lead partners (Innovation Group)
ICCE and Women in Coaching: The London 2012 Olympics Report Card

Total number of accredited coaches attending the London 2012 Olympics Games

<table>
<thead>
<tr>
<th>Total number of accredited coaches</th>
<th>Number of accredited male coaches</th>
<th>Number of accredited female coaches</th>
</tr>
</thead>
<tbody>
<tr>
<td>3225</td>
<td>2867 (89%)</td>
<td>358 (11%)</td>
</tr>
</tbody>
</table>
ICCE Women-in-Coaching:
Promoting Women Coaches

Fortune Magazine
April 2014

Mel Davidson - Canada

Sharon Hannan - Australia
Global Coach Conference and Research Fair
Vierumäki, Finland
23-25 August 2015

Global Coaches Houses

London 2012

Glasgow 2014
The Innovation Group of Leading Agencies (IGLA)
Summary

1. Developing more “best coaches”
2. The International Sport Coaching Framework: reference point
3. Seven Building Blocks of a Coach Development System
4. ICCE: Women in Coaching, Lead Partners, Global Events
Long Term Coach Development:
The International Sport Coaching Framework and the work of the International Council for Coaching Excellence (ICCE)

John Bales
President
International Council for Coaching Excellence

J.Bales@icce.ws

www.icce.ws