



WORLD UNDERWATER FEDERATION

# COACHING FRAMEWORK



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# CMAS COACHING FRAMEWORK

The CMAS Coaching Framework aims to provide all National Federations a common ground for developing and evaluating coaching qualifications, encouraging coach education and training, working across international boundaries and establishing ethical guidelines and

models for standards of international best practice.

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



## BENEFITS OF A NATIONAL FRAMEWORK

- National Federations can map their own qualifications with an internationally recognized framework regarding learning outcomes at identifiable levels.
- National Federations employing and deploying coaches can more effectively assess the competencies of coaches coming from other national sports federations or overseas nations. Education Qualifications Frameworks (eg. degree, master, PhD)
- The CMAS Coaching Framework will help National Federations align the coaching workforce with the needs of National participants/athletes.
- National Federations can use CMAS Coaching Framework to help determine standards of Underwater Hockey qualifications for each "level" and fulfill the associated national requirements.
- Those National Federations that already train and employ coaches can use the competencies defined in the CMAS Coaching Framework as a tool for their coaches, leading to the identification of training needs.

# BACKGROUND TO THE CREATION OF CMAS COACHING FRAMEWORK

The International Sport Coaching Framework (ISCF)<sup>1</sup> is an internationally recognized reference point for the development of coaches. It is responsive to the needs of different sports, countries, organizations and institutions and provides benchmarks for the recognition and certification of coaches.

The ISCF has been prepared in partnership by the International Council for Coaching Excellence (ICCE) and the Association of Summer Olympic International Federations (ASOIF), Leeds Metropolitan University (LMU) as well as the World Anti-doping Agency (WADA), IOC Entourage Commission (EC) and IOC Olympic Solidarity (OS).

This initiative signals a new and collaborative effort to recognize and support the role of coaches at all levels of sport across the globe, providing the basis for initial implementation and further worldwide development and consultation from those parties involved.

As an International Sport Federation CMAS has identified that with a growing appreciation of coaching and the challenges that accompany the role of the coach, the Underwater Hockey community and all of our key stakeholders now recognize the need for a common set of criteria to inform the development and subsequent certification / qualification of coaches within Underwater Hockey at both national and international level.



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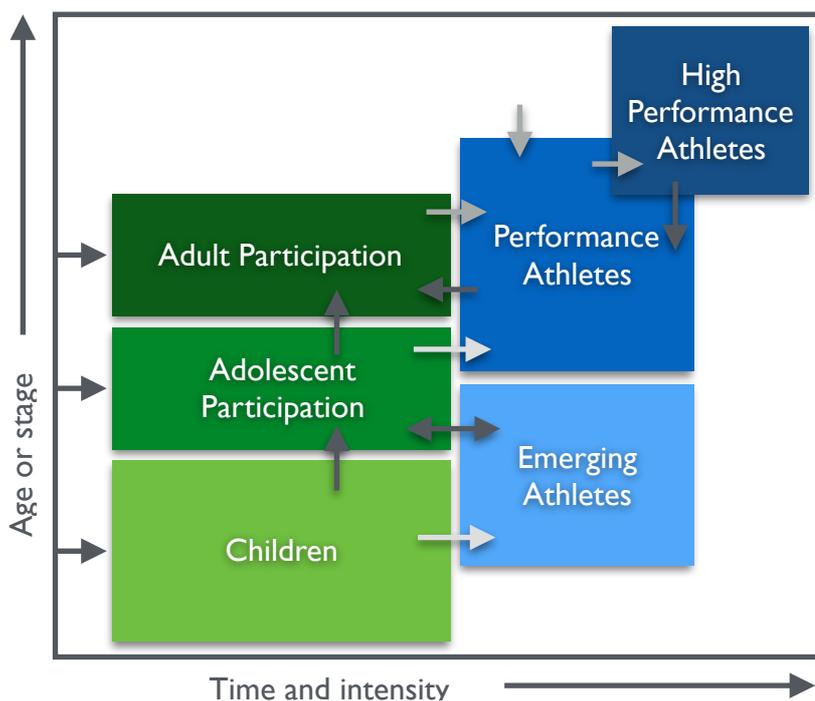
<sup>1</sup>The history of the ISCF can be found by visiting their website [www.icce.ws](http://www.icce.ws)

# FOUNDATIONS OF THE CMAS COACHING FRAMEWORK

Coaches, like everyone, direct their attention and actions towards the things they value. A prerequisite of coaching should be a strong interest and commitment to the positive sport experience and development of each athlete. Coaches should develop an ethically grounded coaching philosophy, supported by objectives that are athlete focused and take account of the context in which coaching occurs.

To guide improvement on a sustained basis, coaches must be attuned to the needs and progress of the athletes. In turn, coach development programs should enhance the competences and knowledge required for working with specific categories of athletes.

Research and evidence from field, have identified two types of engagement in sport: participation sport and performance sport. The former emphasizes involvement and enjoyment; the latter accentuates competition and achievement.



Within each of these types of sport engagements are three subdivisions:

## Participation

1. Children
2. Adolescents
3. Adults

## Performance

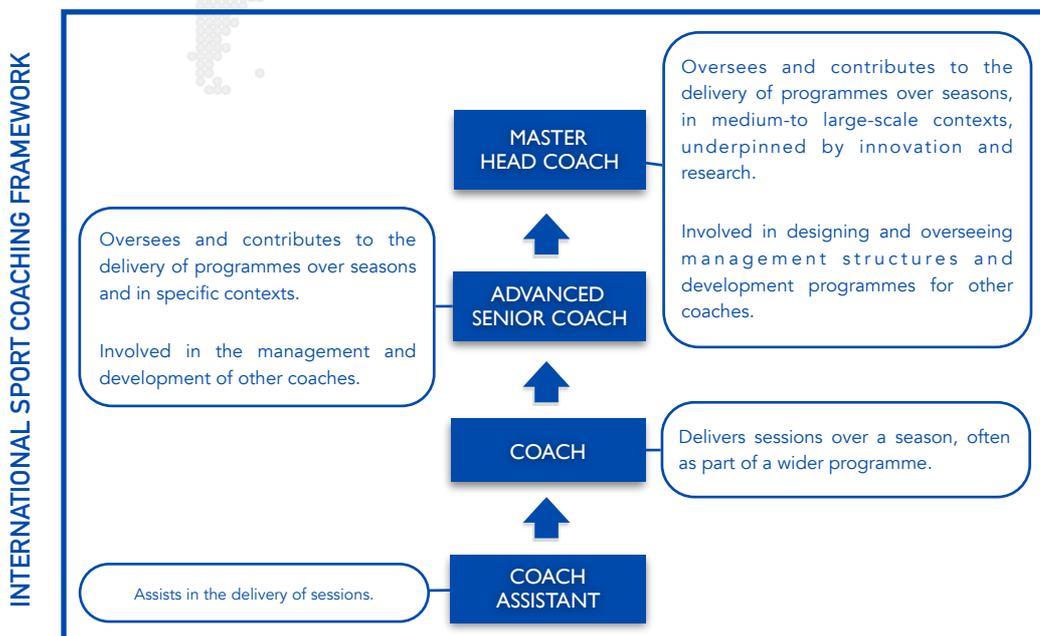
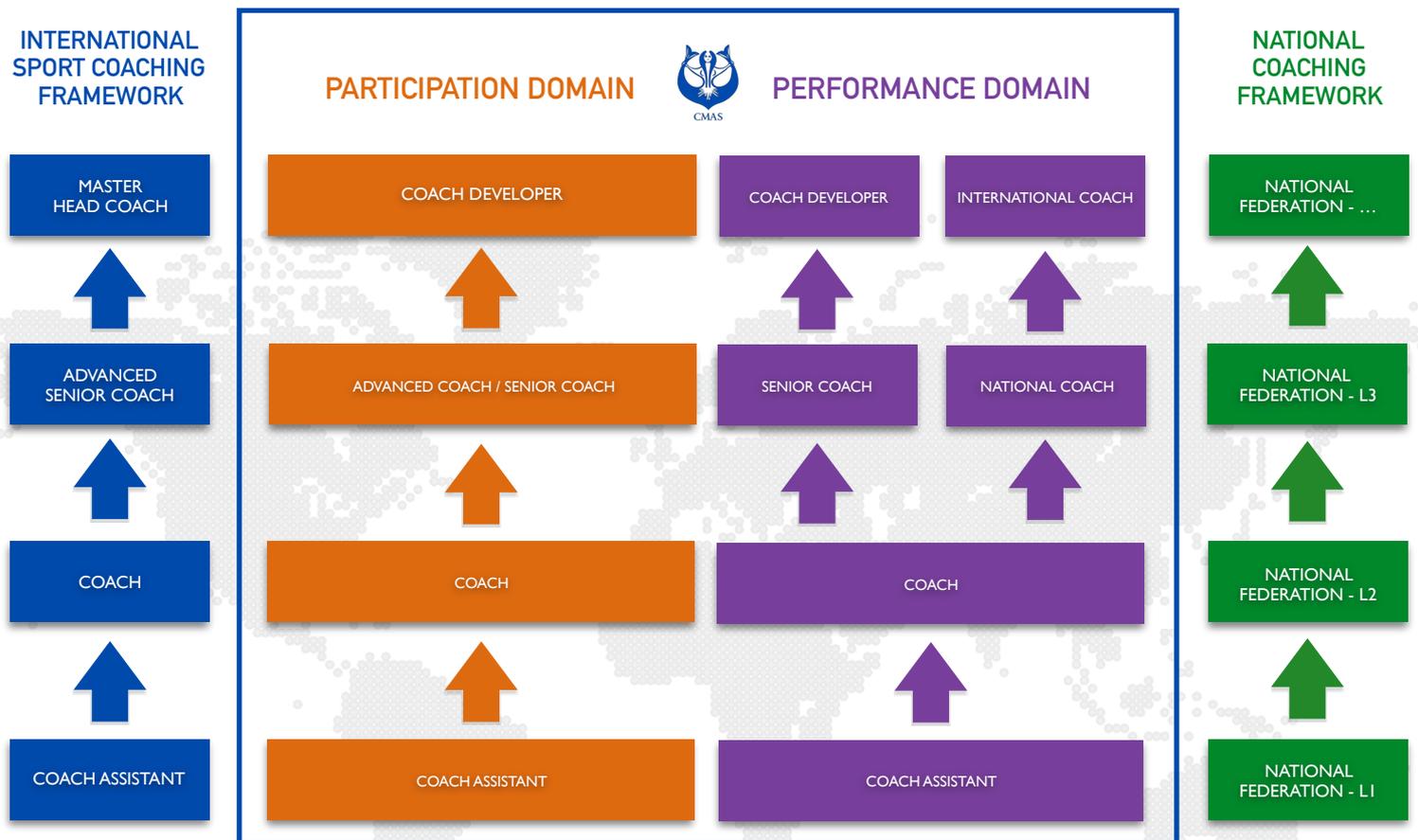
1. Emerging athletes
2. Performance athletes
3. High-Performance Athletes

The definition of these segments and the nature of the sport participation map need to be defined based on the needs of each country.

The CMAS Coaching Framework provides a reference point that will have global applications and wide reaching positive effects on the way that underwater sports are delivered. The process of mapping all of the coaching training programs that already exist as those seeking to align who have yet to develop frameworks similar to the guidelines within the CMAS Coaching Framework, will provide a detailed overview to CMAS.

# CMAS COACHING FRAMEWORK - PATHWAYS

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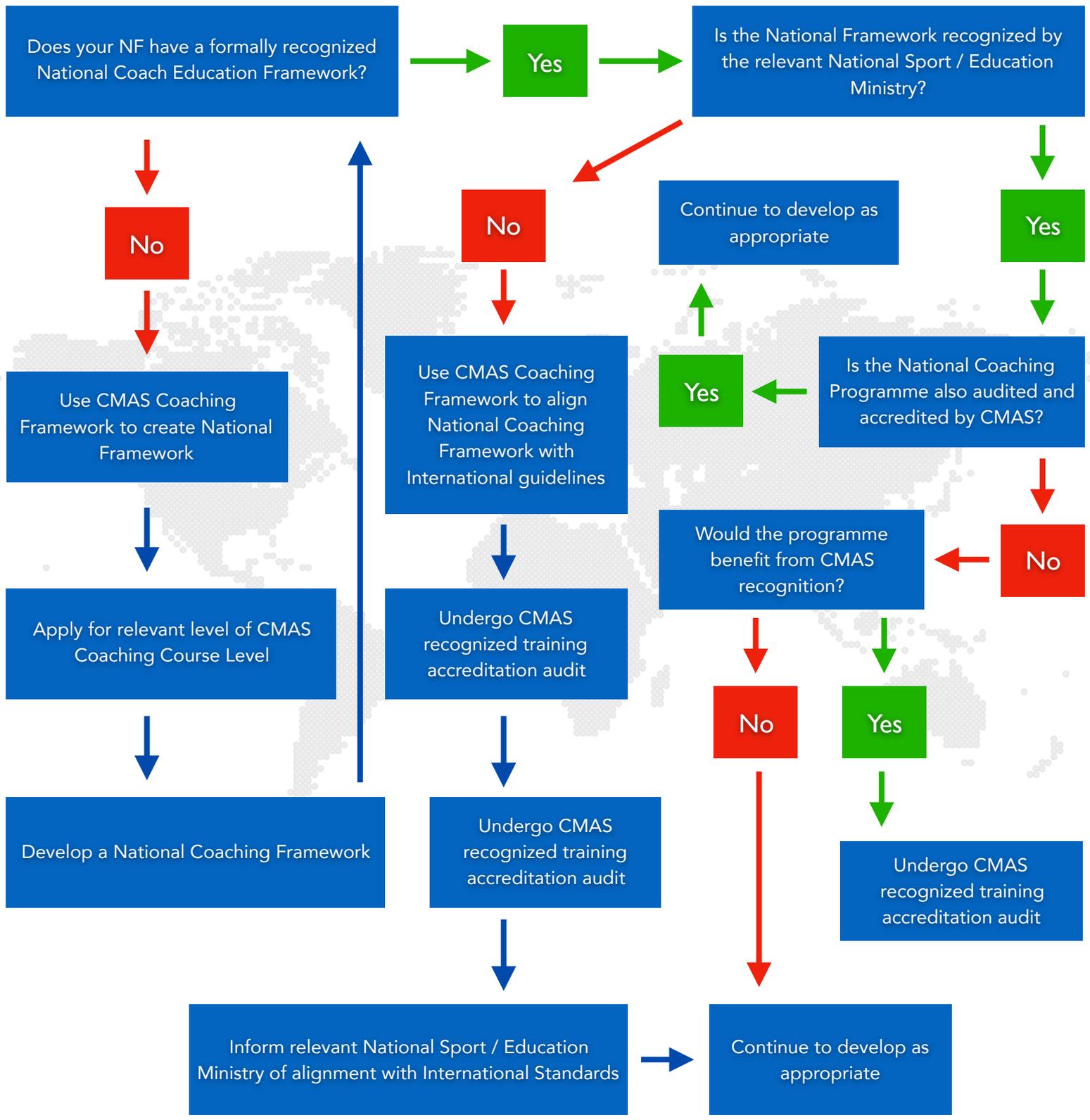
# CMAS COACHING FRAMEWORK

	COACH ASSISTANT	COACH	ADVANCED / SENIOR COACH	MASTER / HEAD COACH
MAIN ROLE	Assist more qualified coaches, delivering aspects of coaching sessions, normally 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.
COACHING EXPERIENCE	Basic knowledge. This coach has little or no experience in coaching.	Extended knowledge. This coach has a relative limited experience in coaching.	Extended and integrated knowledge. This coach has considerable experience in coaching.	Extremely broad, current and integrated knowledge. This coach has expert level experience in coaching and managing other coaches.
POSITIONING	The Coach Assistant reports directly to the Coach.	This Coach directs Assistant Coaches and reports to the Senior Coach or Head Coach.	This Coach directs Assistant Coaches and reports to the Head Coach.	This coach trains and develops all coaches and reports to the National Programme Training Manager.
RESPONSABILITY	This coach has limited responsibility in the coaching process.	This coach has independent responsibility in the coaching process.	This coach has full or managerial responsibility in the coaching process.	This coach has full or total responsibility in the coaching process.
COMPETENCES	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.

# CMAS COACHING FRAMEWORK

Functions	Competences	Coach Assistant	Coach	Advanced Senior Coach	Master Head Coach
Set the vision and strategy	Knowledge of national coaching structure.	Yellow	Green	Blue	Red
	Understanding of training schemes, syllabus and operating procedures.	Yellow	Green	Blue	Red
	Producing a structure training session.	Yellow	Green	Blue	Red
	Analyses the learning needs and desired outcomes for the participant.	White	Yellow	Blue	Red
	Develop structured session plans with clear aims and objectives for short - medium - long term training.	White	Yellow	Blue	Red
Shape of environment	Create a session plan	White	Yellow	Blue	Red
	Use of appropriate qualified personnel	Yellow	Blue	Blue	Red
	Identify and recruit athletes, staff and resources	Yellow	Green	Blue	Red
	Safeguard participants	Blue	Blue	Red	Red
	Develop progress markers	White	Yellow	Blue	Red
Build relationships conduct practices and structure competitions	Influence performance coach development	White	Yellow	Blue	Red
	Manage coaches	White	Green	Red	Red
	Empathy with coaches and athletes	Yellow	Green	Blue	Red
	Be an educator	White	Yellow	Blue	Red
Conduct practices and structure competitions	Guide practice	Yellow	Green	Blue	Red
	Employ suitable pedagogy or andragogy	Yellow	Green	Blue	Red
	Identify and manage suitable competitions	Yellow	Green	Blue	Red
Read and react to the field	Observe, analyse and feedback	Yellow	Green	Red	Red
	Make decisions and adjust	Yellow	Green	Red	Red
	Record and evaluate	Yellow	Green	Red	Red
Learn and reflect	Evaluate session and programme	Yellow	Green	Blue	Red
	Self-reflect and self-monitor	Yellow	Green	Blue	Red
	Engage in professional development	Yellow	Green	Blue	Red
	Innovate	White	Yellow	Blue	Red

# PROCESS FOR DEVELOPMENT OF NATIONAL COACHING PROGRAMME





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VIALE TIZIANO, 74  
00196 ROMA  
ITALY

T: +39 06 3211.0594 / 3  
W: [CMAS.ORG](http://CMAS.ORG)