



WEIGHTLIFTING IRELAND

Coach Development Pathway

Vision

Coach development is intended to help coaches gain the confidence to physically prepare athletes in their charge in a safe and enjoyable manner for Olympic weightlifting exercises

The Framework

The purpose of the framework is to provide a recognised reference point for the education, development and recognition of coaches

Role of Coaches

Coaches play a central role in promoting participation and enhancing performance of athletes and teams. Many coaches work within volunteer and paid coaching structures. Coaching of weightlifting movements and exercises can also contribute to social aims by promoting activity and health. Weightlifting coaches work with increasingly diverse populations and face heightening demands from their athletes, athletes' parents, sports and administrators.

The professional area has placed a new emphasis on positive interaction and overall development rather than simply the win-loss record. Coaches are required to fulfil a variety of roles that may include educator, guide, sport psychologist and business manager. All these factors make coaching both more exciting and taxing than ever before

Participation and Performance Coaching

Clarification of coaching roles allows for the definition of core capabilities and competencies to fulfil these. This will, in turn assist in charting coach's development and employment pathways and provide a basis on which weightlifting coaching roles are described and compared. Likewise, such clarity will support training providers, be they federations or educational institutions in developing weightlifting qualifications with a strong focus on the acquisition of job-related competencies. Each of these coaching roles consists of core functions.

Coaching Pathway

Athlete Training Age	Weightlifting Skill Classification	Coach Development Pathway
0	Physical Literacy	Level 1 Club Coach
1-2	Novice	Level 1 Club Coach
3-5	Provincial / National	Level 2 Club Coach
5-8	European Championships	Level 3 High Performance Coach
8-12	World Championships	Level 4 High Performance Coach

Coaching Roles

1. Coach Assistant Club Coach Level 1	Assist in the delivery of sessions Introduce basic exercises and assists in the delivery of sessions*
2. Club Coach Level 2	Deliver sessions over a twelve-month period, often as part of a wider programme
3. Advanced / Senior Coach Level 3	Oversees and contributes to the delivery of programmes over a quadrennial cycle and in specific contexts Involves in the management and development of other coaches
4. Master / Head Coach Level 4	Oversees and contributes to the delivery of programmes over a series of Olympic cycles, 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

Application of Coaching Role Descriptors

Main Roles

Assistant Coach Club Coach - Level 1	Club Coach Level 2	Senior Coach Level 3	Master Coach Level 4
Assistant: Conduct 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
Level 1: Conducts sessions in-line with the IWF Club Coach and EWF Coaching Pathway	Conducts sessions in-line with the IWF National Coach pathway. Works as part of a coaching team. Sometimes under supervision	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 participation of pre-coaches	Supports Level 1 coaches and pre-coaches in their development	Supports the management and development of less experienced coaches	Oversees and supports the development of other coaches

Knowledge

Assistant Coach / Coach Level 1	Club Coach Level 2	Senior Coach Level 3	Master Coach Level 4
Basic Knowledge	Extended Knowledge	Extended and integrated knowledge	Extremely broad, current and integrated knowledge
Cognitive and practical competencies to perform basic coaching functions, with guidance	Cognitive and practical and practical competencies to perform basic coaching functions independently within an open yet structured environment	Specialised practical competencies to perform advanced coaching functions independently within a changing environment	Wide spectrum of competencies to perform coaching functions to an advanced level within a changing environment
Ability to carry out a basic evaluation of the results leading to low level correlations	Ability to carry out a basic evaluation of the results leading to basic changes in practice	Ability to carry out 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

Levels of Competencies and Responsibilities in Coaching

Functional Areas	Competency Area	Club Coach Level 1	Club Coach Level 2	Senior Coach Level 3	Master Coach Level 4
Set the vision and strategy	Understand the big picture	*	**	***	****
	Align and govern	*	**	***	****
	Analyse needs	*	**	***	****
	Set the vision		*	***	****
	Develop strategy	*	**	***	****
Shape the environment	Create an action plan	*	**	***	****
	Organise setting and personnel	*	**	***	****
	Identify and recruit athletes, staff and resources	*	**	***	****
	Safeguard participants	***	***	****	****
	Develop progress markets		*	***	****
Build Relationships	Lead and influence		*	***	****
	Manage		**	***	****
	Manage relationships	*	**	***	****
	Be an educator		*	***	****
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 program	*	**	***	****
	Self-reflect and self-monitor	*	**	***	****
	Engage in professional development	*	**	***	****
	Innovate	*	**	**	****

Coaching Competency and Responsibility

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

Set the vision and strategy

Appreciate the big picture – Be aware and fully understand the context and the implications for 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