



IBU
ACADEMY

IBU COACHING FRAMEWORK



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IBU COACHING FRAMEWORK

1. INTRODUCTION

Coaches play an essential role in promoting biathlon participation and the development of athletes and teams.

According to the International Council for Coaching Excellence (ICCE) reviews, coaching is in its most dynamic era in history. Coaches work with increasingly diverse populations and face heightened demands from athletes, their athletes' parents, the administration, and fans. Coaches are required to fulfill various roles, including educator, guide, sports psychologist, and business manager. Coaches are asked to emphasize positive interaction and athletes' overall development at a higher level of competition than simply win-loss records¹. Coaches have a responsibility to improve and expand their capabilities on an ongoing basis to fully meet the needs of the athletes they serve and work with.

As an international federation, we understand the need to strengthen coaches' long-term development and the responsibility for delivering coaching education in cooperation with NFs and educational partners. We believe that the global flow of knowledge, information, and research about biathlon coaching allows us to preserve and develop more systematically and sustainably.

The IBU Coaching Framework (IBUCF) supports developing and professionalizing biathlon coaches in different countries and should assist in coaching recognition and certification.

The IBUCF is also a work in progress and will evolve, as does the coaching profession following athletes' needs and our discipline demands.

2. COMMITMENT

IBU Academy vision

The IBU's Academy strategic plan provides the mandate to pursue an IBU Coaching Framework program with the vision to provide internationally recognised opportunities for learning, discovery, and engagement to a diverse population of athletes, coaches, delegates, referees, and managers in a real-world setting.

The goal set by the IBU Academy for coaching education is to implement educational programs that join theory and practice provided by international experts, encourage creativity and scholarship and foster a lifelong desire to learn and actively contribute global biathlon family at different professional levels from recreation to high-performance

¹ ICCE, International Sport Coaching Framework, Version 1.2, Human Kinetics, Champaign, Illinois, United States, 2013

The objectives:

By 2021

IBU created a Coaching Framework together with national federations that provide biathlon coaches with the necessary tools to optimize their coaching quality and improve the performance of international biathlon in the future.

IBU created a pathway for talented and experienced biathlon coaches and developed them as IBU educators/lecturers.

By 2022

IBU defined the Academy's program portfolio to support athletes, coaches, and others who play roles in NFs. IBU built an interactive platform for knowledge exchange between NFs and IBU. IBU defined and implemented programs and related support.

By 2024

Build an IBU network and formalize partners' engagement as part of the collaborative approach.

By 2026

Establish a centralized, tailored system to develop, train, and educate the global biathlon family members at the highest level.

Approach to the IBU Coaching Framework

The IBUCF has been developed following the guidelines of the International Coaching Framework, version 1.2. (ICF) designed by International Council for Coaching Excellence (ICCE), the Association of Summer Olympic International Federations (ASOIF) and Leeds Metropolitan University, and guidelines of the European Sport Coaching Framework (ESCF) developed by CoachLearn organisation supported by European Commission. We focused on creating a competency-based coaching framework and focus on six core coaches' functions that occur within a cyclical process of continuous improvement that includes planning, implementation, review and adjustment, as follows (adapted from ISCF):

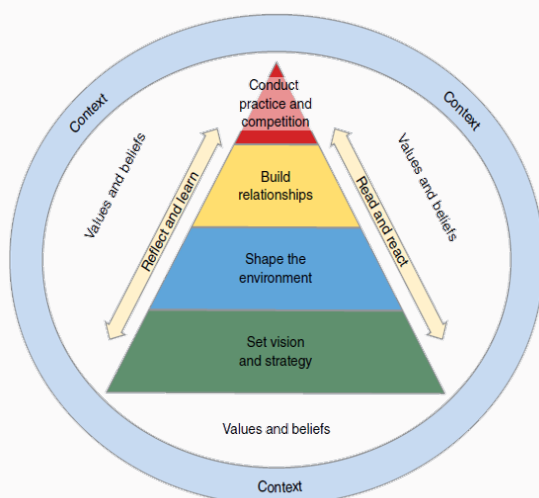


Figure 1. The primary functions of the Coach (ESCF, 2017)

² CoachLearn, European Sport Coaching Framework, Human Kinetics, Champaign, Illinois, United States, 2017

1. Set the vision and strategy.

In partnership with athletes and teams, the coach creates a vision and a system based on the needs and stage of development of the athletes and the programme's organisational and social context. The coach develops a specific plan that outlines the steps required to bring the strategy to life and realise the vision.

2. Shape the environment.

The coach works with a group of athletes and takes responsibility for the individual objectives and the institution's goals. To do so, the coach seeks to optimize the environment in which the program occurs through the procurement and maximization of personnel, facilities, resources, and working practices and through the management of other coaches and support personnel.

3. Build relationships.

The coach builds a positive and effective relationship with athletes and others associated with the program. This includes personnel at the club, school, federation, and other levels. The coach is responsible for engaging in, contributing to, and influencing the organizational context by creating respectful and effective working relationships with those he/she is accountable to (e.g., performance managers, and the board of directors).

4. Conduct practices and prepare and manage competitions.

The coach organises suitable and challenging methods using effective pedagogy and methodology to promote learning and improvement. The coach prepares for targeted and appropriate competitions and also oversees and manages the athletes in these competitions. The coach creates additional and relevant internal and external competi-

Task-related competences

The coach is able to

- Understand the big picture and align methods with local, regional and national policy and objectives
- Develop a suitable vision for the program relevant to the athletes in it and also to institutional priorities
- Set up a relevant strategy that supports the fulfilment of the vision
- Make effective and informed decisions relating to the planning, implementation, monitoring and evaluation of medium- to long-term programmes of practice and competition based on institutional and athlete needs

- Effectively identify and recruit athletes and staff
- Identify, reflect on and challenge prevailing beliefs, values and assumptions within the coaching environment to establish a suitable culture
- Identify and source the relevant resources (human and material) required to fulfil programme and participant needs
- Employ all reasonable measures to keep athletes and staff safe from harm

- Lead and influence the attitudes, behaviours and understanding of key stakeholders (e.g., parents, managers) through the meaningful presentation of ideas
- Establish and maintain an ethical, effective, inclusive and empathetic relationship with athletes, staff and other stakeholders
- Appreciate physical, mental and cultural diversity in participants and adapt practice accordingly
- Adhere to established codes of conduct and legal requirements in coaching
- Educate athletes, staff and other stakeholders to enhance their contribution to their own objectives, the program's objectives and their overall well-being

tive opportunities as appropriate to promote individual and team development.

5. Read and react to the field.

The coach observes and responds to events appropriately, including all on-field and off-field matters. Effective decision-making is essential to fulfilling this function and is a capability that should be developed in all coaches at each stage of their development.

6. Reflect and learn.

The coach evaluates the program as a whole and each practice and competition, and is continually seeking improvements. In addition, personal evaluation and reflection underpin a process of ongoing learning and professional development. An essential element of this process is the coach's efforts to support other coaches' education and development.³

³Task related competences adopted from the International Coaching Degree Standards, ICCE, 2016

⁴ I. Balyi, R. Way, C. Higgs, Long Term Athlete Development, Human Kinetics, 2014

Task-related competences

The coach is able to

- Conduct comprehensive needs analyses for individual athletes or teams in order to design and deliver tailored coaching programmes, taking into account participant needs and capabilities in the context of wider programmes, curricula, policies and targets
- Select, design and justify appropriate pedagogy, coaching practice and communication methods to facilitate the short-term, medium-term and long-term learning needs of participants
- Conduct a functional analysis of multiskill^b activity or of their chosen sport (or sports) and identify the implications for coaching practice
- Identify the core elements of their chosen sport (or sports) at the key stages of participant development
- Devise, interpret and apply an appropriate curriculum for a multiskill environment or in their chosen sport (or sports) in line with participant needs and agreed-upon industry standards
- Deliver a series of coaching sessions in the context of medium- and long-term planned programmes of practice and competition using a wide range of appropriate learning modes for participants and coaching behaviours
- Conduct risk assessments in order to deliver safe and ethical coaching practice
- Identify, create and manage suitable competitive opportunities to contribute to ongoing athlete development
- Develop appropriate competition strategies to maximise chances of learning and success
- Maintain a professional attitude toward coaching practice, athletes and all stakeholders at all times

- Conduct an insightful analysis of coaching practice to make informed judgments relating to the efficacy of the learning environment established
- Conduct an insightful analysis of athlete performance or team performance to make informed decisions regarding on-the-spot adjustments to enhance performance
- Conduct an insightful analysis of the programme to make informed judgments relating to the efficacy of the environment established
- Make good in-action and post-action decisions to increase the chances of reaching objectives

Task-related competences

The coach is able to

- Identify and reflect on assumptions and practices as a coach and student, demonstrating the ability to conduct informed analysis and a willingness to apply the principle of continuous improvement to his or her own coaching
- Identify his or her own learning needs and take responsibility for the development and application of strategies for further self-development as part of an ongoing process
- Take an objective and critical approach to problem identification and solution, using evidence-based approaches and appropriate research methodologies
- Develop an initial personal coaching philosophy and style, recognising the need for further growth based on learning, evidence and experience

We have also followed the athlete-centred approach and well known and adopted by majority of our NFs, long term athlete development model (LTAD)⁴:

The IBU Coaching Framework is a living, working document that will need to be formally reviewed and updated. Monitoring their adoption and implementation will be central to this process.

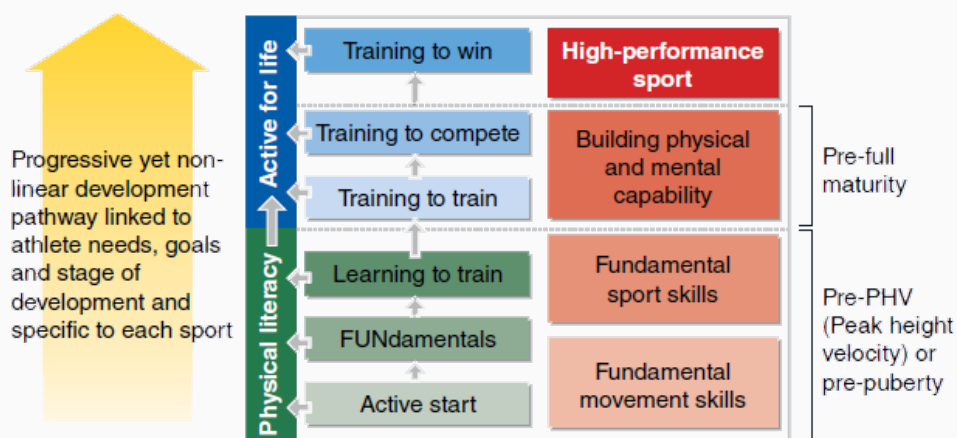


Figure 2. Long-term athlete development (Balyi, Way, Higgs, 2014)

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IBU Academy Expert Working Group

To ensure that the IBU Coaching Framework is created and implemented in line with international standards and is focused on biathlon specific needs was discussed with the following IBU Academy Expert Working Group (IBUAEWG) members:

Matthias AHRENS - Former Head Coach, NF GER

Bernd EISENBICHLER - Former Head of Biathlon, NF GER

Dr Dagmara GERASIMUK - IBU Development Director

Ass. Prof. Marko LAAKSONEN - Mid Sweden University

Knut Kuvås BREVIK - Head of Development and Education, NF NOR

Anais BESCOND - Athlete's representative, NF FRA

Wolfgang PICHLER - Former Head Coach, NF GER

Vegar ROLFSRUD - Head of Youth and Development, NF NOR

Guri KNOTTEN - Director of Swiss Ski Nordic, NF SUI

Barbar PETRAHN - Secretary General, NF HUN

Jonas JOHANSSON - Head of Development and Education, NF SWE

Dr Gerold SATTLECKER - IBU Head of Academy

³ Task related competences adopted from the International Coaching Degree Standards, ICCE, 2016

⁴ I. Balyi, R. Way, C. Higgs, Long Term Athlete Development, Human Kinetics, 2014

3.COACH CERTIFICATION AND RECOGNITION

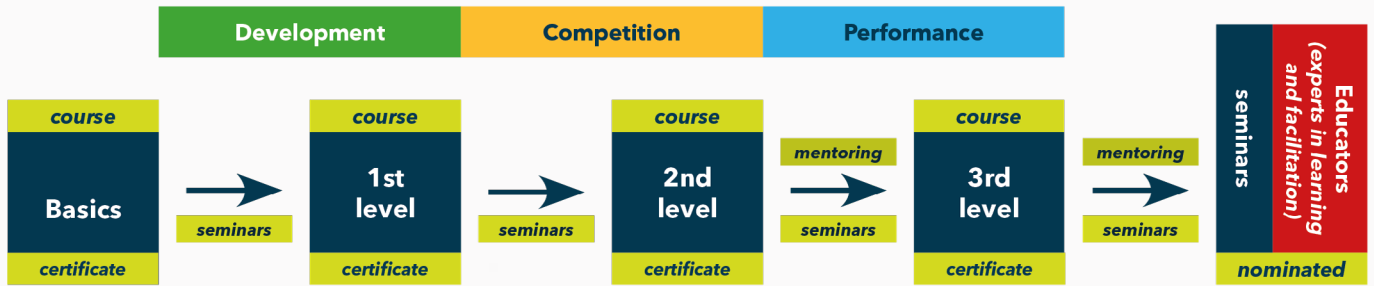
IBU is aware that coaches deserve to receive appropriate recognition nationally and internationally for their knowledge and qualifications. Coaching qualifications should be compared with relevant national and international vocational education and training benchmarks. On this basis, an IBU license should be created, which will allow for recognizing coaches' levels, especially nowadays when the coaches' market is developing rapidly, and the migration of coaches has become common. In the future, the IBU Coaching Framework should be correlated to the IBU licensing system.

The basis of any education/licensing system is its hierarchical and complementary nature. Individual levels differ in advancement (knowledge, skills, etc.) and are usually arranged incrementally from the most basic to the highest. When entering the basic course, you must meet the appropriate body's requirements and finally have the knowledge necessary to pass the final exam. You can proceed to the next stage after passing the first stage or get to it after the appropriate body (IBU Academy working group) has proven and accepted the proper qualifications and knowledge corresponding to the previous stage's completion. This allows a side inflow of system participants to join the system from the next steps after proving their knowledge of the previous steps. Such a system of recognition will enable people with higher qualifications to join at more advanced stages and not waste time on completing the previous ones, which offer the knowledge already possessed by the candidate thanks to participation in another educational system (national). Each level of education ends with obtaining a certificate/license, which confirms the acquisition of specific knowledge while granting appropriate entitlements to positions and activities specified by the system. In the case of very advanced systems inside the country, the IBU Academy working group may accept individual cases as guaranteed to obtain a certificate/license. In special cases, such a working group may coordinate the entire national system with the licensing system and then each license holder from one country will be automatically credited with the IBU licensing system.

Table 1. IBU licensing system proposal and coaching roles

Coaching Roles	IBU certificate - license
Head Coach	3rd Level
Advanced/Senior Coach	2nd Level
Regional Coach	1st Level
Coaching Assistant/ Community Coach	Basic

IBU Academy model of coach's pathway



From general principle modules to advanced modules based on professional development coach needs



Long - term career pathway for coach and educators



Long-term athlete development

Figure 3. Long-term career pathway for coaches

4. IBUCF PROGRAM DELIVERY

So far, the IBU Academy Expert Working Group have created the first version of programmes intending to develop coaches at regional (basic and 1st level coach), national (2nd level coach) and international levels (3rd level coach) in NFs. This programme consists of courses split into a Basic course, IBU 1st level, 2nd level and 3rd level Coach. All details in these four levels of the IBU coach education programme can be found in table 1.

Table 1. Shows the four different courses of the IBU coach education programmes

Course	Target Group	Format	Teaching units
Basic Course Community Coach	This Coach mainly works as a Club Coach. The course is mostly dedicated to the NFs without an educational coach system.	<ul style="list-style-type: none"> - in-class workshops and online workshops, - organised by IBU in regions, - in cooperation with the Sports University - practical sessions organised at biathlon venues. 	<p>Module's content - 90 h</p> <p>Total: 45 h theory and 45 h of practice</p>
IBU 1st Level Coach	This Coach mainly works at the regional and national levels.	<ul style="list-style-type: none"> - in-person course and online workshops, - organised by IBU 	<p>Module's content -200h</p> <p>Total: 110 h theory and 90h of practice</p>
IBU 2nd Level Coach	This Coach mainly works as a national Coach with juniors and seniors.	<ul style="list-style-type: none"> - in cooperation with the Sports University 	<p>Module's content -180 h</p> <p>Total: 90 h theory and 90 h of practice and mentorship program</p>
IBU 3rd Level Coach	This Coach mainly works as a national Coach with seniors at the international level.	<ul style="list-style-type: none"> - practical sessions organised at biathlon venues - tutored generic and biathlon specialist modules 	<p>Module's content -150 h</p> <p>Total: 120 h theory and 30 h mentorship program</p>

Basic Course IBU Club Coach

Coaching role: This Coach mainly works as a Club Coach who assists in delivering individual sessions or delivering sessions over a season as a part of a broader program.

The course is mostly dedicated to the NFs without an educational coach system. The course can be organized by IBU and on request from NFs.

Requirements (see the Terms and Conditions of each course):

1. Motivated candidates with basic biathlon knowledge, PE teachers, and former athletes.
2. Approved by NF

Module's content - 90 h

41 h theory

26 h in-class + 15 h online workshops

49 h practices

19 h with the IBU Educator at a biathlon venue + 30h in a local club or during the IBU IOC Camps

An in-person course at a biathlon venue, organized by IBU, with max 20 participants per course

Assessment: 80% of participation, tests, assessed by course tutor (IBU Educator).

Outcomes: The coach conducts basic biathlon coaching sessions.



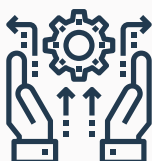
Online workshops

15 h (external experts from Sports Universities)



In-class workshops

26 h (with IBU Educator, in-class or at biathlon venue)



Practices

49 h

1st Level IBU Coach

Coaching role: This Coach mainly works at the regional and national levels and delivers sessions over a season, often as a part of a broader national program.

Requirements (see the Terms and Conditions of each course):

1. IBU Basic level coach certificate
2. Athletes with national and international experience at the senior level (minimum of 3 years in the senior national team) or
3. Evidence of having worked as a biathlon Coach (PE teacher) for at least 2 years (clubs or regional or national level)
4. Approved by NF

Module's content - 186 h

90,5 h theory

67,5 h in-class + 23 h online workshops

95,5 h practices

In-person courses and (minimum one week on snow) course at biathlon venue organized by IBU with cooperation with the University, max 20 participants per course

Assessment: 80% of participation, tests, assessed by course tutor (IBU Educator).

Main outcomes: Demonstrates primary coaching competencies through effective planning, delivery, review, and evaluation of linked coaching sessions. Able to construct training plans for different kinds of training sessions. Safe management of group activities.



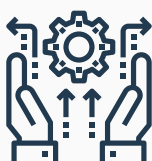
Online workshops

23h



In-class workshops

67,5 h (with IBU Educator, external experts, in-class or at biathlon venue)



Practices

95,5 h

2nd Level IBU Coach

Coaching role: This Coach mainly works as a national Coach with juniors and seniors.

Requirements:

1. IBU 1st level coach certificate or equivalent and
2. Evidence of having worked as a biathlon Coach (national level) minimum of 5 years
3. Sport University/Higher education
4. Approved by NF

Module's content - 146 h

83 h theory

68 h in-class + 15 h online workshops

63 h practices

48 h with an IBU Educator at the biathlon venue + 15 h mentoring

In-person courses at biathlon venue organized by IBU in cooperation with the University combined with online education, max 20 participants per course

Assessment: 80% of participation, tests, assessed by course tutor (IBU Educator).

Main outcomes: Able to construct and deliver annual training and competition plans. Individual training plans and programs underpinned by sports science principles. Effective management of groups of athletes up to senior performance level. Support the management and development of less experienced coaches. Demonstrate an in-depth knowledge of the selected specialist area.



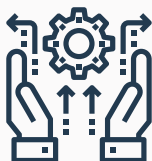
Online workshops

15h



In-class workshops

68 h (with IBU Educator, external experts, in-class or at biathlon venue)



Practices

63 h including mentoring

3rd Level IBU Coach

Coaching role: This Coach mainly works as a national Coach with seniors at the international level.

Requirements:

1. IBU 2level coach certificate or equivalent and
2. Evidence of having worked as a biathlon Coach (international level, head of youth and junior and/or senior national team) (total experience as a coach: minimum 5 years)
3. Sport University/Higher education
4. Approved by NF

Module's content - 120 h

80 h theory

71 h in-class + 9 h online workshops

40 h practices

40 h international exchange practice + mentorship program

An in-person course at biathlon venue organised by IBU with cooperation with the University combined with online education, max 10 participants per course

Assessment: 80% of participation, a comprehensive study of an agreed area of research to demonstrate competence. Assessed by an external panel of relevant coaches/sports scientists with biathlon experience.

Main outcomes: Demonstrate long-term development programs and planning in a specialist area, including research and innovative practice. Oversees and supports the development of other coaches. Demonstrate extremely broad, current, and integrated knowledge. Demonstrate an ability to carry out an all-encompassing evaluation of results, considering research, varying criteria, and circumstances, and leading to comprehensive and innovative solutions.



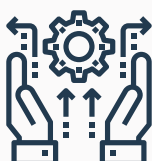
Online workshops

9h



In-class workshops

71h



Practices

40 h practise during international exchange and mentoring